



Annual report 2007





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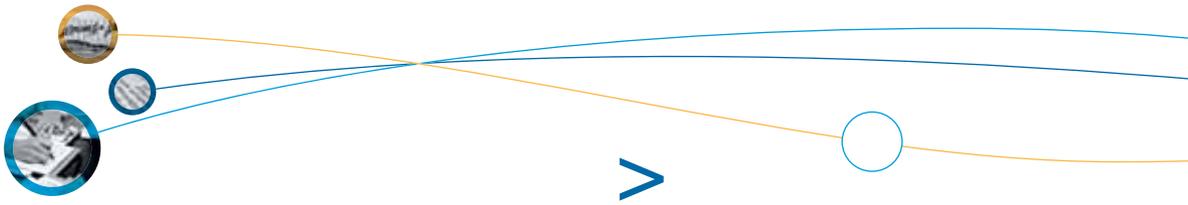
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The European Centre for the Development
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We provide information on and analyses of vocational
education and training systems, policies, research and practice.
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by Council Regulation (EEC) No 337/75.

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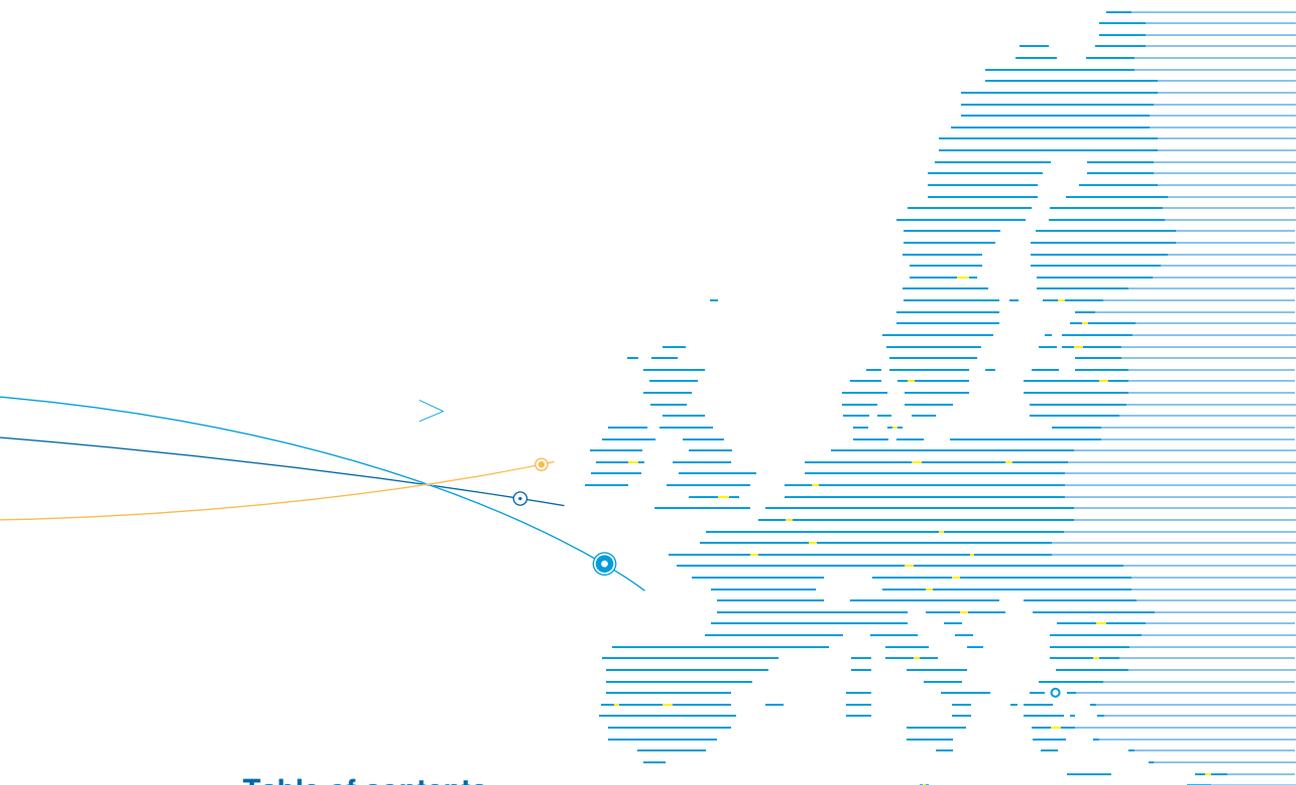


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Foreword

Vocational education and training (VET) is central to European strategies for lifelong learning, employment, long-term competitiveness and social cohesion. The EU, its Member States and social partners are devising policies to modernise education and training systems to make them the best in the world by 2010. Cedefop, as the EU's agency supporting VET policy development, plays a key role, adding value by providing:

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

including general education, employment and social policy.

Work on EU VET policy priorities continued briskly in 2007. Cedefop supports implementation of EU VET policy by gathering evidence through research, analysis and networking to propose ideas for new VET policies. Cedefop provides scientific advice to the European Commission and Member States and helps develop European tools to support policy implementation. By disseminating information through its websites, publications, networks, study visits, conferences and seminars, Cedefop stimulates debate, mutual learning, and innovation on VET in Europe. In 2007, Cedefop focused on four key objectives:

- > providing evidence from research, statistical data and policy analysis to support VET policy-making;
- > increasing knowledge and mutual learning on VET policy and practice in Member States by analysing, monitoring and reporting on developments and policy options;
- > strengthening European cooperation in



VET policy development by providing expertise to help design and support common European VET initiatives and tools; and increasing the visibility and understanding of VET issues through effective communication.

Internally, Cedefop realigned its organisation to respond to new challenges and refocused its major network ReferNet to connect better to national developments, initiatives and policies in Member States. Reorganisation of its administration implemented in 2006 was consolidated. As acknowledged by an external evaluation and its auditors, Cedefop worked well. Increasingly, focus shifted to automating and streamlining procedures to increase the efficiency of its operations.

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Introduction

In 2007, efforts to improve VET gained momentum in many Member States and in many areas. Good progress was made in developing European VET instruments to make comparison of qualifications easier to support lifelong learning and mobility. The European qualifications framework (EQF) defines a general, overarching frame and has encouraged many Member States to devise their own national qualifications frameworks. Europass which provides a common format for people to show their skills and experience has become very popular among citizens. A common quality assurance framework for VET was also agreed. Validation of nonformal and informal learning, providing lifelong guidance and supporting professional development of VET teachers and trainers also score high on the agenda. However, much remains to be done. EU investment in education and training continues to lag behind Japan and the US. Some 30 % of the European working age population, around 80 million people, have only basic qualifications.

By 2009 there will be more people in the European workforce aged 54 to 64 than young people aged 15 to 24. A worrying trend, given that the pace of technological change requires new skills, but older workers are far less likely to participate in training.

These were the overall conclusions of Cedefop's detailed policy analysis and report on Member States' progress in implementing EU VET policy priorities. The report followed up the Helsinki communiqué of December 2006, in which Education Ministers welcomed Cedefop's initial findings. Senior policy-makers, Commissioner Figel, the Greek Education Minister and prominent members of the European Parliament, debated the outcomes and implications of the report in April 2007 at a conference on 'Building a European VET area'.

(¹) EU-25 (data for Bulgaria and Romania are not yet available) and Norway and Switzerland.



QUALIFICATIONS >

The EU ⁽¹⁾ is expected to see a net increase of 13 million jobs between 2006 and 2015. However, this figure masks major structural changes that show the EU's appetite for skills growing at a rate that challenges VET policy-makers. Initial results of Cedefop's forecast of skill needs for 2006-15 point to an increase of more than 12 million jobs at the highest qualification level (graduate and post-graduate qualifications) and 9.5 million more at the medium level (upper- and post-secondary level qualifications, particularly vocational qualifications). Jobs for those with no or few formal qualifications are expected to fall by 8.5 million. Even though employment is expected to fall in the primary and manufacturing sectors, they will remain crucial to the economy and a major source of jobs that will demand new skills to cope with technological changes. Labour market trends are being reinforced by changes in how jobs are done and work is organised.

Technological and other changes tend to polarise job requirements, creating many jobs at the higher and lower end of the job spectrum, the latter with low pay and poor conditions. Potential shortages of high-skilled jobs as well as overqualification in uncomplicated jobs also require a suitable policy response.

True to its mission, Cedefop's activities stand in the context of European policies on VET and the related activities, whereby Cedefop not only advances a European agenda but also provides a platform for Member States governments and social partners to discuss and exchange experiences.

Cedefop provides high level scientific and technical support to the clusters, networks and ad hoc groups set up by the European Commission and Member States to implement the Education and training 2010 agenda. First, in 2007, Cedefop advised the European Commission in preparing the recommendation on establishing the European qualifications framework for lifelong learning (EQF), formally adopted in 2007. Second,



Cedefop actively supported the consultation process on the 'European credit system for vocational education and training' (ECVET) and provided input for the draft ECVET recommendation expected to be adopted in 2008. Both will make it easier to compare and transfer qualifications and experience and so support mobility and lifelong learning. Third, Cedefop supported the Commission in preparing the draft proposal for a recommendation on establishing a [European quality assurance reference framework for VET](#) (expected adoption 2008) to support Member States in promoting and monitoring the quality of their VET systems. Assuring quality in VET is important to increase understanding of VET systems and generate trust.

EQF and ECVET are based on [learning outcomes](#). Traditionally, learning input, the questions of when, where and how learning takes place, have decided the nature, significance and level of qualifications. However, emphasis is now moving towards learning outcomes, namely what a learner knows, understands or can do, at the end of any type of learning

sequence. This substantial shift had been advocated and developed by Cedefop's work to a large degree. It recognises that valuable learning takes place in different settings, in schools, at work and during leisure time.

A Cedefop comparative study in 2007 confirmed that the focus on learning outcomes is increasingly influencing European and national policies and practices. How big a change this is for national qualification systems is not yet fully known.

Cedefop also developed, jointly with the Commission, European validation guidelines to update the European inventory on validation methods which now covers 32 countries.

To make informed choices about lifelong [learning and careers](#), people need lifelong guidance. Very early on Cedefop underlined the importance of guidance for the success of lifelong learning schemes and has stimulated research and exchange of experiences. Cedefop's conference on guidance for employed adults in June 2007 acted as a catalyst for proposals to



LEARNING >

support initiatives and policy reforms in guidance and counselling for adults in working life.

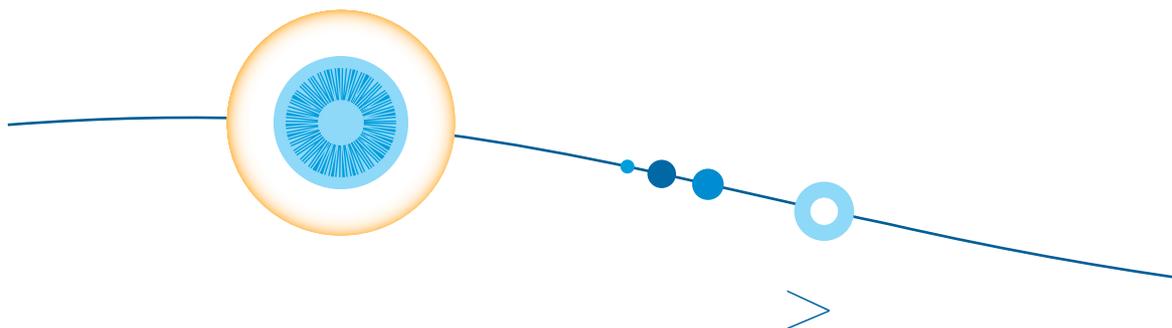
Europass can help people move anywhere in Europe for education, training or a job. Statistics show its popularity with European citizens. Use of the Europass portal (www.europass.cedefop.europa.eu) is constantly rising. Since its launch in February 2005, over nine million visits have been recorded, more than two million CVs completed online and more than 11 million documents downloaded.

VET teachers and trainers need better training opportunities to update their skills and cope with changing roles and demands. In 2007, Cedefop studied the recognition and validation of non-formal and informal learning for VET teachers and trainers in Member States, looking at learning outside formal education and training institutions and how it can be made more visible. Cedefop also analysed key VET professions and a common competence framework that describes their fundamental roles, skills and competences.

Cedefop's VET teachers and trainers network (TTnet) will test the competence framework throughout 2008.

Study visits strengthen European cooperation by supporting exchanges of ideas and experience to stimulate innovation. In 2007, Cedefop worked with the European Commission and national agencies to manage the transition to the new consolidated study visits programme which Cedefop will coordinate from 2008 to 2013 and which is part of the lifelong learning programme.

VET plays a crucial role in Europe's effort to reposition itself in the global economy and address the problems of an ageing workforce with low skills relative to its main competitors and increased international competition. Yet its importance is not fully understood. Effective communication is essential to get this message across. Cedefop has diverse target groups with different information needs. It aims to serve them with relevant, timely, objective, reliable, and where possible, comparable information. In 2007, almost 500 news and events items were posted on Cedefop's



online news service on the home page of the electronic training village (ETV) (www.trainingvillage.gr) and the monthly ETV newsletter, which has 3 500 subscribers.

Cedefop info, available online and in print, also provides updates of VET policy developments in Europe. Efforts to provide senior policy-makers with timely, brief and highly-structured information is a priority in 2008. Cedefop will examine ways to meet their information needs better, in particular through short, regular briefing notes on policy developments and by improvements to news services. Cedefop's ETV also provides online tools to support scientific analysis and research. VET-Bib with over 60 000 references is the most complete VET bibliographical database in Europe and the European training thesaurus the most advanced multilingual tool for indexing VET-related publications. In 2007, there were an estimated 16 million page visitors to Cedefop websites (including Europass).

At the end of 2007, Cedefop received a very positive report after a rigorous external evaluation process. The evaluation noted that Cedefop is not only responding to the emerging EU VET policy agenda, but is furthering its development, and becoming a pro-active promoter of EU VET policy. Cedefop has been effective in producing a wide range of information for the diverse needs of a very wide constituency, performing a critical role as an open source of information for the VET community at large, acquiring a strong brand reputation and visibility in European VET. Overall, the evaluation says that Cedefop is 'an organisation with a very distinct added value. There simply are no valid alternatives for what it does and over many of its actions it has no obvious peer. No other organisation has a dedicated focus on VET and a Europe-wide pool of experiences and competence applied to the field. Indeed there is a strong argument that if Cedefop did not exist an organisation that looks something like it would probably have to be invented'.



The annual report 2007 reflects in structure the annual work programme 2007 and reports on the implementation of the (planned) activities. It is available in English, French and German in hardcopy and electronically on Cedefop's website. In addition, an annual activity report 2007 will be available from July 2008 which contains further and detailed information on activities and performance indicators as well as on management and administrative issues (see <http://www.cedefop.europa.eu> and the section reporting).



Policies for modern VET in Europe

In 2007, policy and research analyses focused on:

- the progress made by Member States to achieve the Copenhagen objectives for VET and the priorities set in Maastricht;
- crucial themes associated with the Lisbon process;
- the future skill needs in EU Member States.

Analyses, conferences and networking activities, and close cooperation with stakeholders including social partners, were the main tools used to achieve the objectives. Scientific support was given to working groups, networks, initiatives and studies by the European Commission, Member States and OECD.

Following up the Helsinki communiqué, Cedefop stepped up its monitoring and analysis of VET policies to comply with the mandate to report on the progress made in the Copenhagen process. More than ever, education and training are recognised as a major tool to improve Europe's competitiveness and human capital, match the needs of the labour market, and foster social integration.

Comprehensive lifelong learning strategies should have been in place by 2006.

However, not all issues have been sufficiently developed and not all countries have made substantial progress on the objectives set in the Copenhagen process. For example, the number of low-skilled people (almost 80 million in the EU) is still too high, and provision of continuing training and adult learning opportunities too low. None the less, countries have continued their efforts to modernise their VET systems, raise the attractiveness, quality and efficiency of VET and have made considerable progress in implementing important policy priorities.

Progress of EU Member States until 2006
Policy areas where countries reported to have progressed considerably in achieving the Copenhagen objectives for VET:

- national qualifications frameworks;
- validation of non-formal and informal learning;
- quality assurance;
- integrating learning with working;
- improving access to VET;
- guidance and counselling.



These were the main results of Cedefop's [policy report *Zooming in on 2010*](#) (August 2007) which were presented at Cedefop's Agora conference 'Building a European VET area' in April 2007 organised in cooperation with the German Presidency. Many stakeholders and high level politicians from European and national institutions attended the conference. Preparation of the next policy report – to be presented to the Ministerial conference in autumn 2008 – started in autumn 2007. The approach and broad themes were agreed with stakeholders. Information and assessments of current VET policies and measures will be provided by Directors-General for Vocational Training and Cedefop's ReferNet.

Themes for the policy report 2008

The report in 2008 will analyse national VET policy developments and reflect on the progress vis à vis EU policy objectives. The main headings will be:

- improving access and equity: increasing participation, making VET more attractive and promoting social inclusion;
- lifelong learning through VET: mobility within the education and training system, guidance, and validation of non-formal and informal learning;
- improving the quality of VET: quality assurance, and VET teachers and trainers;
- strengthening the links between VET and the labour market: involvement of social partners, and response to changing skill needs;
- governance and funding: changing institutional structures and of funding arrangements, and promoting partnerships;
- implementation of EU tools: European and national qualifications frameworks, European credit system for VET (ECVET), and Europass;
- developing better statistics and indicators.

REFERNET

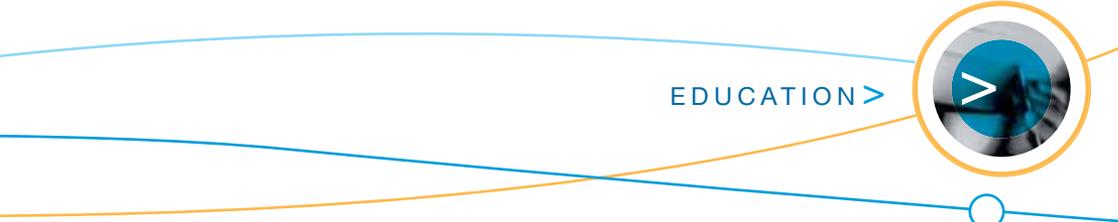


An important source for information on national VET policy and system developments is the European network of reference and expertise (ReferNet), run by Cedefop. In 2007, ReferNet tasks were reoriented to support policy analysis and reporting. At the same time, detailed reports on 'skills and competence development and innovative pedagogy' and reviews of national VET systems were provided (see information under the national VET systems project on Cedefop's ETV – www.trainingvillage.gr).

From 2008, the 'new' ReferNet consortia will be more involved in policy analysis, research, documentation and dissemination in a four year framework partnership agreement. In 2008, Cedefop's ReferNet will provide input for the policy report, in 2009, it will focus on national research reports. National ReferNet representatives were proposed by Member State governments and appointed by Cedefop. They were consulted on policy reporting themes and provided feedback on their reporting guidelines.

Several issues addressed in the policy report require more information and analysis. This includes, for example, labour market and social integration of migrants and their descendants; longer-term demographic perspectives and their implications for VET; new mechanisms for VET financing; continuing vocational training in enterprises, and analysis of future skill needs. It is equally important to look at good examples of VET policies in selected countries outside the EU. These studies were either carried out or being prepared by Cedefop in 2007.

Further, Cedefop provided scientific expertise and support for working groups and studies carried out by the Commission. Cedefop also cooperates with OECD in the preparatory work for their PIAAC study which assesses job requirements and adult competences.



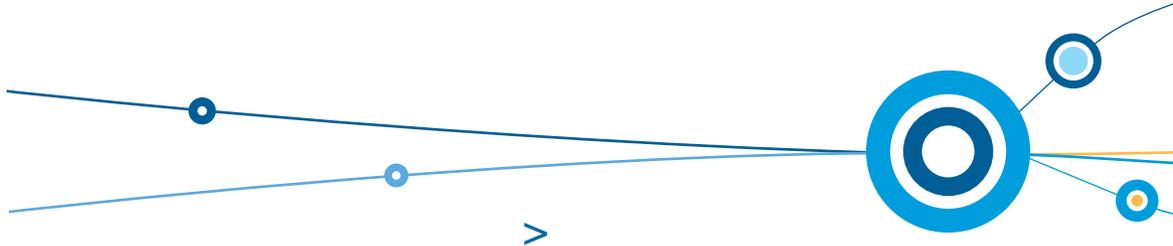
EDUCATION >

Modernising VET systems and designing adequate policies is a multifaceted issue which needs input from policy and research. The bulk of research carried out on various aspects of this issue has been analysed and synthesised in Cedefop's [fourth research report](#) on modernising VET (to be published in 2009). Drafting the synthesis report started in 2007, in parallel with preparing the fifth research report (to be published in 2010/11) which will identify and cover innovative research topics which may become relevant for policy-making in the next decade.

One issue is older workers in the context of demographic change. Cedefop has gathered current research and case studies of innovative learning measures for older workers in lifelong learning. Results were published in 2008.

The main lessons are that learning and training and employment strategies and practices for ageing workers should be planned in an integrated manner and that learning and training provision should address local labour market demands. In addition, the study shows that training ageing workers is an investment in human capital that benefits both employers and older workers themselves in terms of better motivation, career prospects, and productivity. Case studies show that a more active approach to the development of ageing workers is needed to increase access to and participation in lifelong learning activities.

Links between education, training, skills and the labour market are coming to the foreground of current debates on European employment and social policies. Therefore, Cedefop will reinforce research on issues such as human capital and skill mismatches on the labour market (skill shortages and gaps, overqualification, obsolete skills) and Cedefop's Research Arena (Cedra) will focus increasingly on these issues.



Main issues covered in Cedefop's fourth research report

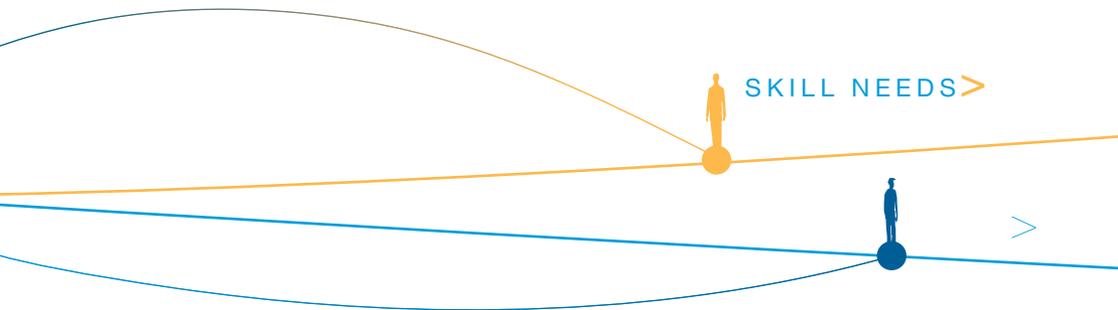
Cedefop's fourth research report is about modernising VET. It addresses the following issues:

- towards the knowledge society: indicators of European competitiveness;
- geographical and social mobility;
- the role of vocational education and training in improving social inclusion and cohesion;
- the private benefits from vocational training;
- improving the image and attractiveness of VET;
- diversification and differentiation in vocational education and training and higher education;
- European strategies and priorities for modernising vocational education and training;
- national qualifications systems and modernising VET systems;
- readability of qualifications: a question as old as Europe;
- training and development of VET teachers and trainers in Europe;

- learning at the workplace;
- older workers and lifelong learning;
- information, advice and guidance over the life-cycle;
- policy learning and policy advice on VET reforms in transition countries;
- new and emerging issues in vocational education and training research beyond 2010.

Image and attractiveness of VET – Extract from Cedefop's fourth report on VET research

Much progress to improve IVET attractiveness has been made along the lines of the Helsinki communiqué. In several EU countries, the VET offer has been diversified, educational routes more suited to lower-ability students have been opened, and modularised settings created. IVET students have also been offered more options to reenter general education either at secondary or tertiary level, to allow greater permeability of education systems and thus increase VET attractiveness.



Governance of VET systems has also been modernised by introducing quality assurance procedures, qualification frameworks for more transparency, and partnerships for more responsiveness, to raise the usefulness and attractiveness of VET to more stakeholders. Finally, attempts were also made to bring academic education and VET closer, to fill the gap of esteem between both educational pathways.

Problems remain however. First, not all the recommendations contained in the Copenhagen process have led to concrete measures. Such lack of achievement is clear, for example, in providing IVET students with individual guidance and support, increasing their labour market opportunities, involving social groups, teachers and students in the governance of VET systems, and taking action to improve the image of VET. Finally, systematic evaluation of the attractiveness policies implemented is also lacking. Research on all these aspects is called for to provide policy-makers with sound recommendations for effective action.

One of the most crucial issues in recent European debates on skills and employment is future skill needs. This was confirmed by the Council resolution 'new skills for new jobs' (November 2007) and the integrated guidelines for growth and jobs 2008-10. To contribute to these initiatives, Cedefop took a proactive approach. In 2006/07, it carried out a medium-term forecast of skill needs in sectors and occupations in 25 Member States, Norway and Switzerland. It is the first of its kind in Europe. The approach and data were verified by national experts.

In total, if there are no major breaks in economic development, more than 13 million additional jobs (net change) are expected to be created between 2006 and 2015, particularly in the service sectors. More than 12 million more jobs will be created at the highest qualification level and 9.5 million more jobs at medium level (including VET) – offset by a sharp decline of 8.5 million jobs for those with no or few formal qualifications. Replacement demand (for workers leaving the labour market for various reasons) will open up even more job opportunities, particularly in



higherskilled occupations, and also in areas where employment is declining. These developments will have to be analysed in detail, in particular regarding their implications for policy.

Detailed results and implications for education and training policy were published in early 2008 and presented to stakeholders at an Agora conference in February 2008. In parallel, and to complement the skill needs forecast, work started in 2007 to forecast the skill supply in Europe which – in comparison with the skill needs forecast - might indicate future imbalances between skills supply and demand and thus identify the fields where policy actions are needed now to prevent or remedy possible mismatches in the future.

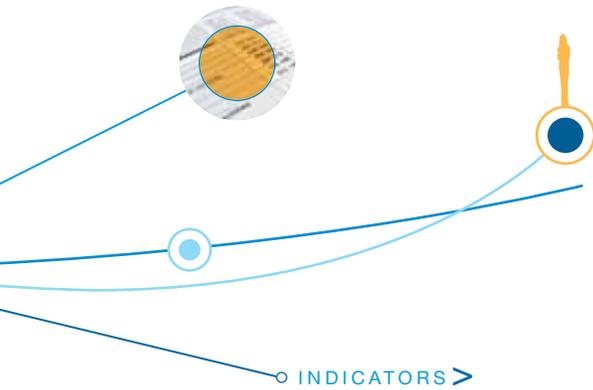
Policy-makers and other stakeholders need reliable and comparable statistical information which is key to understanding VET developments and supporting evidence-based training policy. Cedefop's team on [statistics and indicators](#) has been involved in developing statistics and surveys, such as Eurostat's labour force survey (ad hoc module 2009 on transition)

and OECD's INES Network B activities (adult learning indicators). While Cedefop gathers statistical data only to a limited extent, cooperation and involvement in such surveys is important and allows reflection on data requests, provides early access to results and feeds Cedefop's expertise into the process.

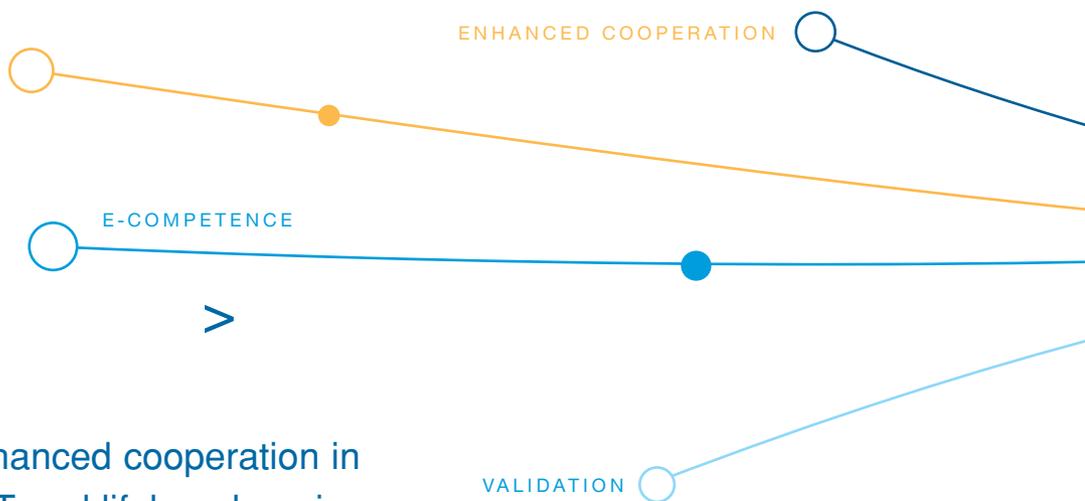
In 2007, an evaluation of Eurostat data sources was finalised, and work started on analysing the third continuing vocational training survey (CVTS3) in enterprises. A section on Cedefop's website will provide easy access for all stakeholders and the broader public to available statistical data and indicators on education, training and skills, and related fields.

Three issues of the *European journal of vocational training* were published in 2007. The journal addresses policy-makers, practitioners and researchers on European and national VET issues and efforts were made in 2007 to broaden dissemination and increase the visibility of the journal. There are now 14 bibliographical databases indexing the journal.

Issue No 40 celebrated 30 years of the



Cedefop bulletin on vocational training. It covered the essence and use of the concept of competence in initial and continuing vocational training. Issue No 41 included articles on the VET systems in Bulgaria and Romania to welcome these two new members of the EU. The double issue Nos 42-43 marked adoption of the European qualifications framework (EQF) at the end of 2007, to be disseminated in. It discusses the potential impact of the EQF on national education and training policies. It describes the rapid and widespread development of national qualifications frameworks (NQFs) across Europe and how this can be explained in terms of governance principles reflecting on the radical changes in the VET governance paradigm introduced with EQF.



Enhanced cooperation in VET and lifelong learning

Cedefop's work on enhanced cooperation in VET and LLL has a distinct focus on contributing to the objectives of the Lisbon strategy and European cooperation processes in VET and LLL by:

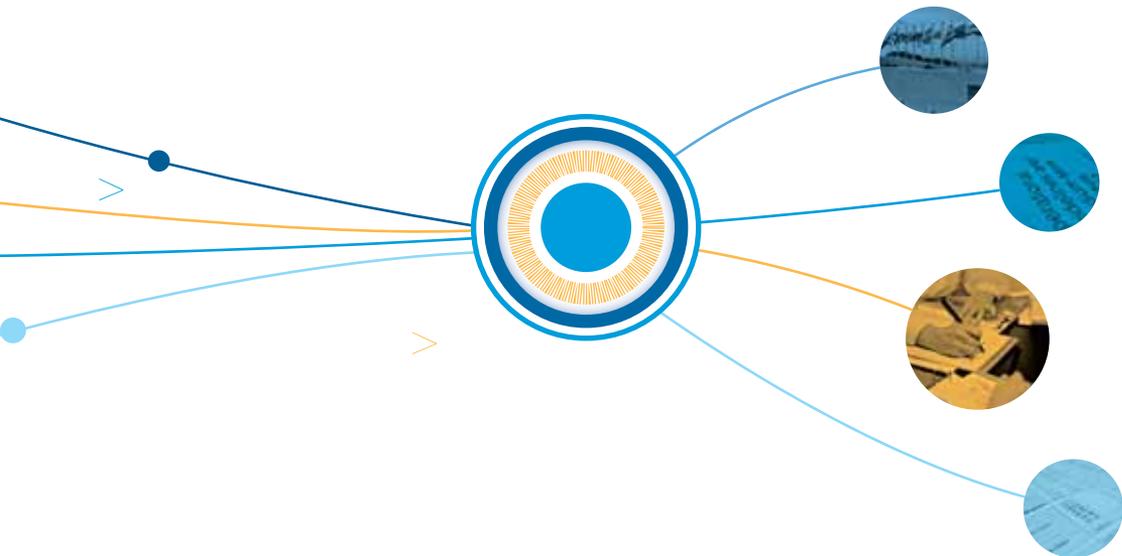
- > supporting the conceptual development and follow-up of common European concepts and tools for VET;
- > managing the transition towards coordinating the consolidated study visits programme for education and vocational training specialists in the new lifelong learning programme;
- > supporting candidate countries' integration into the EU policy framework for VET.

High level scientific and technical support was provided to clusters, networks and ad hoc groups set up by the European Commission and Member States to implement the Education and training 2010 agenda. Activities focused on Copenhagen priority themes reviewed in Helsinki in December 2006 in learning outcomes and validation of non-formal learning, the [European qualifications framework](#) (EQF), the European credit system for vocational education and training (ECVET), quality

assurance in VET, lifelong guidance, and teachers and trainers in VET.

Cedefop provided substantial support to the further development of the EQF and took on an active role in coordinating implementation of the framework to start in 2008. In addition to advising the Commission on the formal adoption of the EQF by the European Parliament (October 2007) and the Council (December 2007), the main focus was on the challenges for implementing the EQF at European, national and sectoral levels.

Developing national qualifications frameworks following the EQF has become key for the development of VET systems in many European countries. Cedefop played a key role in these developments, in particular by reviewing national developments. Initially work had started on analysing sectoral qualifications frameworks and their link to the EQF. Support for developing an [e-competence framework](#) fed into this and is now supplemented with experience from the EQF test and pilot projects launched through the Leonardo da Vinci programme.

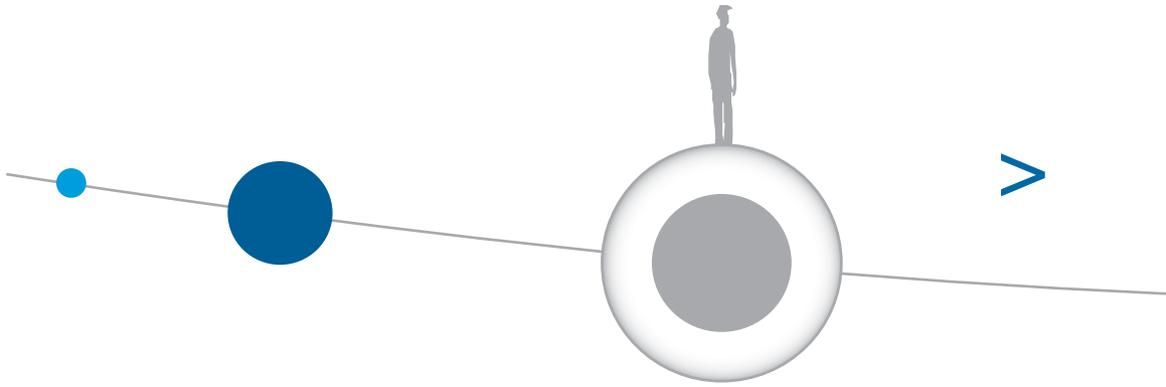


The European qualifications framework (EQF) is an overarching framework, which helps compare qualifications and qualifications levels and, thus, promotes geographical and labour market mobility as well as lifelong learning. The core of the framework consists of eight qualifications levels described through learning outcomes focusing on what an individual is expected to know, understand or be able to do at the end of a learning process.

Cedefop's comparative study on the shift from learning input to **learning outcomes** confirmed that the learning outcomes approach had been broadly accepted and is increasingly influencing European and national policies and practices. The study provided the main input for Cedefop's European conference on 'Rhetoric or reality: the shift towards learning outcomes in European education and training policies and practices' (Thessaloniki, 15 and 16 October 2007) which attracted 80 participants (policy-makers, researchers, experts, social partners and practitioners) from 22 countries.

Cedefop actively supported the Commission and Member States in taking forward the work on **validation of non-formal learning**, notably by taking part in developing European guidelines on validation (follow-up to the 2004 common European principles on validation) and by coordinating an update of the European inventory, which now covers 32 countries. Cedefop also played a key role in planning the Portuguese Presidency conference on 'Valuing learning' (26-27 November 2007).

In addition to taking part in the work of the technical working group advising the Commission on the form and content of the **ECVET** recommendation, Cedefop organised a conference to support the consultation process on 12 and 13 February 2007, in cooperation with the German and European social partners. It provided social partners and other stakeholders, including ministries and training bodies, as well as the European Commission, with an opportunity to discuss the main issues surrounding ECVET.



The European credit system for vocational education and training (ECVET) is a tool that eases transfer of learning outcomes from one qualifications system to another or from one learning pathway to another. ECVET is realised by describing a qualification using units of learning outcomes and attaching credit points to every unit. ECVET complements and builds on common concepts and principles of the European qualifications framework (EQF).

To provide a forum to exchange expertise and stimulate action on improving **guidance and counselling** services for employed adults, Cedefop organised a conference on guidance for workforce development (Thessaloniki, 25 and 26 June 2007). The conference attracted 120 participants (social partners, researchers, experts and practitioners) from 28 countries as well as European policy-makers from the European Parliament and European Commission. The conference acted as a catalyst for action and for formulating concrete proposals and strategies to support development of relevant and sustainable initiatives as well as policy reforms in guidance and counselling for adults in working life.

Two studies were finalised: the first - *Career development at work* - reviews guidance opportunities for employed people, led by the social partners, guidance providers, public employment services, national and European projects, as well as private companies, in 11 European countries; the second - *Shift towards lifelong guidance* – reviews Member States' progress in reforming guidance provision: it outlines significant policy developments and trends and highlights interesting practices from which policy-makers and practitioners can draw inspiration.

Quality in VET is important to increase transparency of VET systems, common trust and mobility, thus contributing to the successful implementation of EQF and ECVET.

Cedefop provided scientific support to the ENQA-VET network (the European network on quality assurance in VET) and, thus, to the implementation, dissemination and further development of the common quality assurance framework (CQAF). The pilot study on quality approaches in European small and medium-sized enterprises (SMEs) in food processing, retail and tourism sectors was finalised and the results disseminated through the employers' organisation representing SMEs at EU level (UEAPME).

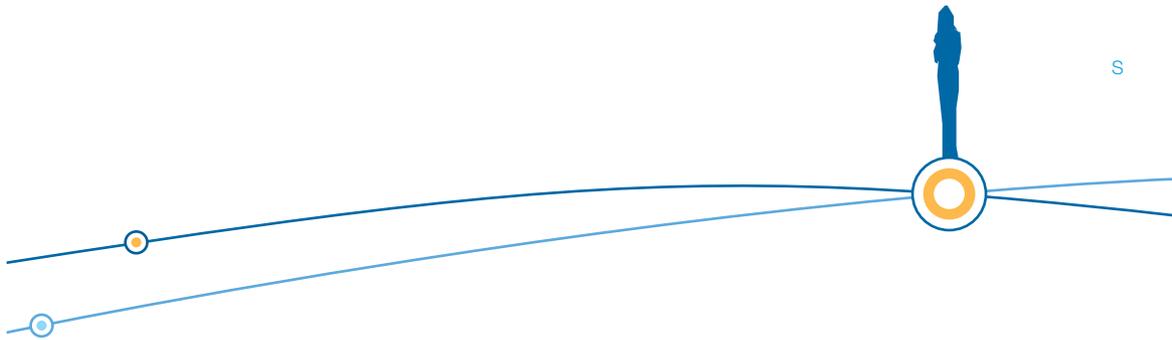


The common quality assurance framework - CQAF - is a reference system designed for European cooperation on quality assurance in VET. Its aim is to help Member States and participating countries to develop, improve, monitor and evaluate their own systems and practices, based on common principles, criteria and tools.

Expertise and technical support were provided to the Commission's focus group on [teachers and trainers in VET](#). Interim results of the study on defining VET professions are available and include an analysis of key VET professions, as well as a common competence framework that will be tested and validated with stakeholders throughout 2008. Cedefop's study on Recognition and validation of non-formal and informal learning for VET teachers and trainers in EU Member States was published in November 2007. It contributes to the focus on learning outside formal education and training institutions and how this can be made more visible. The above activities are carried out through Cedefop's training of trainers network – TTnet – a Europe-wide platform of expertise on key priority issues for the professional development of VET teachers and trainers.

The [Europass](#) website is now available in 26 languages and 2007 statistics show a regular increase in use of the Europass portal (over 4.5 million visits recorded, 1.4 million CVs and 35 000 language passports completed online, over 6 million documents downloaded). Building on this success, Cedefop continues to promote use of Europass in Member States, in cooperation with the European Commission. Promoting Europass mobility and its compatibility with related initiatives and tools, as well as general development of various Europass tools was yet another focus.

Europass is a tool that enables citizens to make their skills and qualifications clearly and easily understood throughout Europe. Its aim is to simplify mobility for all those wishing to work or receive training anywhere in Europe. The Europass website (<http://europass.cedefop.europa.eu>), developed by Cedefop at the request of the Commission, registered over 9.5 million visits since its launch in February 2005.



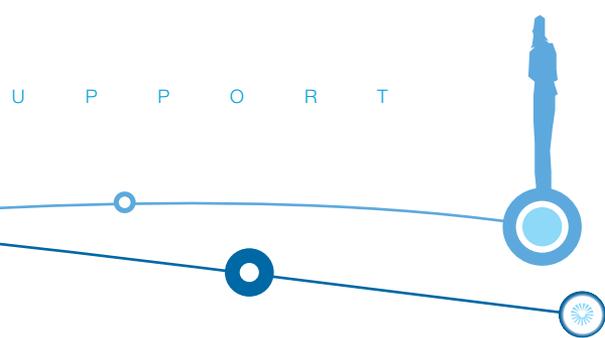
Significantly, 2007 was a year of transition for the [study visits programme](#) due to the new policy of merging the former ARION study visits for general education specialists, with study visits for VET specialists that Cedefop managed for over 20 years. Starting in 2008, Cedefop will coordinate consolidated study visits in the framework of the lifelong learning programme (LLP) 2007-13.

To meet the above challenge successfully, study visits activities in 2007 focused on the implementation and closure of Cedefop's study visits for those responsible for VET and, at the same time, on preparing the transition towards coordinating the consolidated study visits programme.

Cedefop's current study visits programme included catalogue preparation, coordinating calls for candidates, constitution of groups with special focus on monitoring, supporting quality and outcomes evaluation. Strong support was provided to social partners by ensuring their proportionate participation in visits and promoting the programme to them through special calls

and networking. Special attention was paid to sectoral approaches in VET and LLL. In 2007, 59 study visits were organised, providing a forum for discussion and mutual learning on themes of common interest. There were 769 vocational education and training participants from varied backgrounds, (including social partners, public authorities, human resource management, chambers of commerce, researchers, vocational training institutions and providers) from 30 countries.

Preparing the transition towards coordinating consolidated study visits involved close cooperation with the Commission and national agencies to develop the programme documentation and procedures. Cedefop actively contributed to preparing the call for proposals 2008-10 of the lifelong learning programme, including programme priorities to ensure coherence of study visits priority topics with the Education and training 2010 work programme as well as greater visibility of VET.



Cedefop supported candidate countries

Croatia, the former Yugoslav Republic of Macedonia and Turkey to ease their integration into the EU VET policy framework. VET institutions and experts from the three candidate countries started working with Cedefop in several areas. Two knowledge-sharing seminars with the ETF were organised. Two workshops, one in Dubrovnik, Croatia and another in Istanbul, Turkey, providing information on its activities and recent EU level VET developments took place in December 2007.

Cedefop cooperated closely with the ETF on the conference 'The missing link: rethinking the role of technical vocational education in upper secondary education' held in Tirana, Albania, from 24 to 26 October 2007 under the auspices of the World Bank and the Ministry of Education and Science of the Republic of Albania.



Increasing the visibility of VET

Raising the profile of European VET through effective communication with stakeholders and the public is a central task of Cedefop. Cedefop's strategic shift to supporting more closely the needs of policy-makers, new demands for information and new technical possibilities required revision of Cedefop's communication policy and strategy. Consequently, in 2007, Cedefop's communication activities underwent fundamental change, which will be consolidated in 2008. Reflecting the sense of change in its communications focus, in 2007 Cedefop devised a new corporate identity, for introduction in 2008, to project a more modern visual image on the web and hard copy publications.

Changes in 2007 concerned internal and external communication. These laid the foundation for better targeted and more dynamic information with a stronger focus on web-based communication in 2008. Review of communication strategy examined closely the needs of different groups of stakeholders:

- > senior policy-makers;
- > VET specialists and researchers;

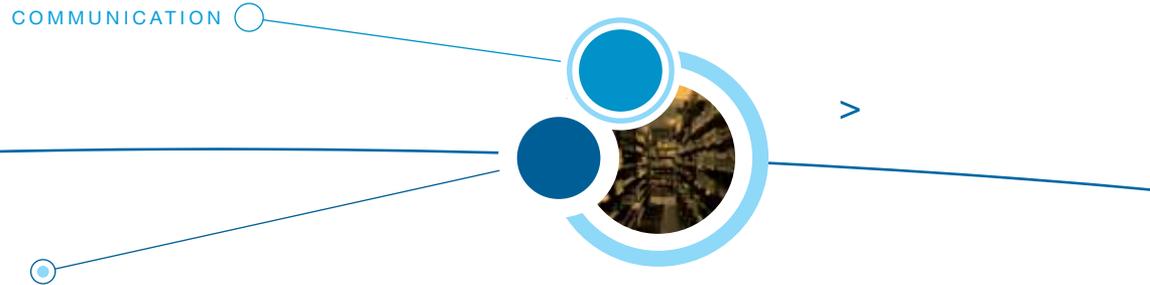
> citizens.

The aim is to serve them better and some of the changes made in communicating with them during 2007 are outlined below.

Senior policy-makers

Senior policy-makers, in the European Commission, European Parliament, Member States and social partners, need brief and structured information. In 2007, Cedefop aimed to meet their needs better through several short briefing notes highlighting developments in major policy areas such as follow-up to the Copenhagen process, debated at Cedefop's conference 'Building a European VET area', and the results of other conferences, such as 'Greater mobility, European credit system for vocational education and training' and 'Guidance for workforce development'.

The briefing notes were widely disseminated to senior policy-makers. The aim is to improve this information tool further in 2008 to support discussion among senior policy-makers as they decide on EU VET policy.



VET specialists and researchers

In 2007, Cedefop continued to provide many services for VET specialists and researchers both on the web and in hard copy.

On the web, news on EU legislation, VET policies, conferences and events was a significant factor in the success of the ETV newsletter (subscriptions rising to more than 3 600) and ETV news, which had over four million visitors during the year. In addition, users can subscribe to e-mail alerts. News on developments was also provided by Cedefop info, published in hard copy and online in German, French and English three times a year.

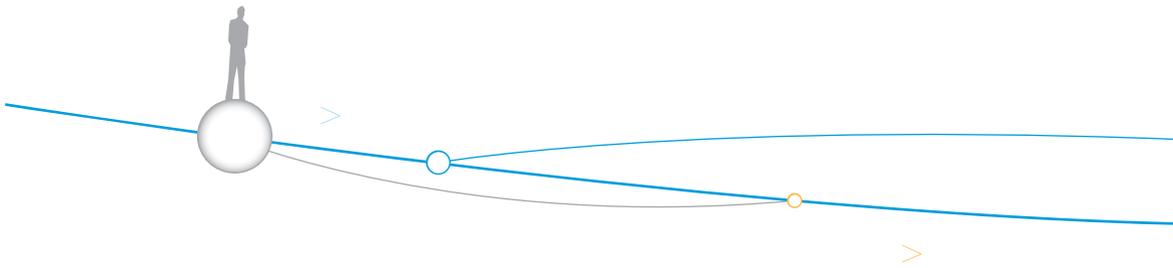
Online tools for VET specialists and researchers are important. 'VET-Bib', Cedefop's bibliographic database, is recognised today as a key source of bibliographic information on VET and now contains over 63 000 VET publications, documents and websites. In 2007, there were almost 40 000 visits a month to the VET-Bib database.

During 2007, Cedefop's reference service replied to more than 2 000 questions from VET specialists on a range of subjects

including mobility, recognition of qualifications and EU programmes.

Most of Cedefop's publications also focused on VET specialists. The report 'Zooming in on 2010' provided a thorough analysis of Member States' progress in implementing EU VET policy priorities. Publications on skills needs in Europe tackled questions of how to identify and forecast skills demand and supply in comparable ways across Member States. Almost all publications were distributed widely free of charge. Cedefop received around 9 000 individual requests for publications (in addition to those downloaded from the web and distributed at conferences).

Taking a longer-term perspective and monitoring VET developments over time, the European journal of vocational training remained Cedefop's flagship publication for researchers. Its articles examined comprehensively many issues including VET systems in Bulgaria and Romania, which both joined the EU at the beginning of the year, use of VET to combat social exclusion and the transition from school to work.



Raising VET's profile with citizens

In addition to more than 1 560 people who came to Cedefop for conferences, seminars and workshops, more than 700 people visited Cedefop during 2007, from Greece, Europe and the rest of the world. Their backgrounds ranged from VET experts to local students with an interest in VET, or the way an EU agency works, or both.

In 2007, mention of Cedefop in the Greek media tripled and included reports on Cedefop on radio and television. Cedefop also participated in broader events of European interest such as those organised on the occasion of the 50 years of the EU and other conferences relating to European issues.

As well as hosting visits, Cedefop staff made presentations, organised several conferences, many workshops and meetings in Thessaloniki as well as other cities in Europe.

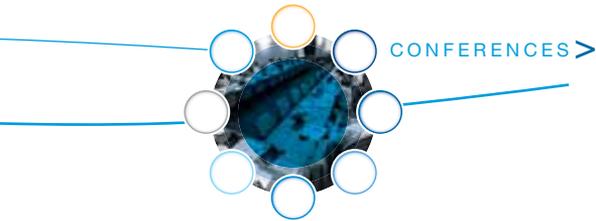
Cedefop took the initiative in the local cultural scene. The photography prize, handed out by the Greek Minister for Education, attracted many visitors.

As a result Cedefop is a well known entity and its role is better understood and appreciated.

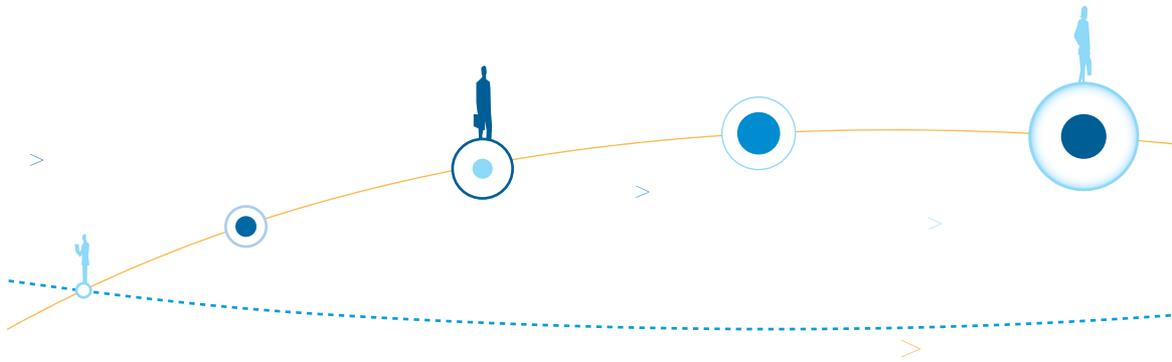
Bringing people together

A key role for Cedefop is to bring people from different backgrounds together. In 2007, Cedefop used its role as a truly European forum to achieve this not just for people from different countries, but also for people with specific expertise and roles in different VET areas through its conferences and seminars.

'Building a European VET area' in April 2007, brought together senior policy-makers and other specialists and researchers to look at implementation of EU VET policy priorities from different perspectives. At Cedefop's conference on workplace guidance, in June 2007, policy-makers, researchers and practitioners discussed ways of making lifelong guidance a reality.



Through hosting conferences and seminars, relating to and based on Cedefop's work, the Centre encourages positive confrontation between different perspectives and provides a platform for European cooperation.



Improving the organisation

In 2007, Cedefop's administrative services were consolidated after reorganisation and improvement. Operational areas were also reorganised. Planning and reporting tools were refined and developed. Besides an annual management plan for 2007, with risk assessment and an extensive annual activity report for 2006, activity-based budgeting was developed for the 2008 budget. To monitor better implementation of the work programme and budget, a mid-term review was introduced. Migration to new financial software (ABAC) will start in 2009 according to the timetable of the respective European Commission services. Preparatory work has begun and will progress in 2008.

Reorganisation of operational areas brought more coherence to key topics of the EU VET policy agenda. Three new areas, Research and policy analysis, Enhanced cooperation in VET and lifelong learning, and Communication, information and dissemination, emerged from this process and are now fully operational.

Complete documentation of procedures and improving internal communication are the next steps to improve further Cedefop's organisation.

As acknowledged in the reports of the Court of Auditors for 2006, and the Internal Audit Service, Cedefop significantly improved management of financial and human resources. It uses an internal control system to safeguard the correctness of its procedures. Cedefop's [Internal Audit Capability](#), implemented in late 2006, also contributed to this positive result.

Automation and streamlining procedures is the major focus in the coming years.

By the end of 2007, Cedefop's staff comprised 128 persons (23 officials, 66 temporary agents, 33 contract agents, and six seconded experts). Eight posts were vacant in the 2007 establishment plan on 31 December 2007. Two recruitment procedures were completed, with those selected taking up duty in 2008. Four procedures were ongoing and one was in the planning phase.

CAPABILITIES >



Planning a Cedefop web portal and revamped web architecture to support its presence on the Internet was well advanced in 2007 for implementation in 2008. This will support and simplify redesigning Cedefop's ETV and make implementation of Cedefop's communication strategy easier.

Throughout 2007, major works were needed to improve the maintenance and state of the premises. Problems culminated with worsening 'cracks' in the building which required emergency measures. Diagnostic work and repairs continue well into 2008.



PROCEDURES >

Budget implementation

In 2007, 93.3 % of the Community subvention was implemented. Underspending was partly a consequence of a reserve on Cedefop's budget.

The European Parliament reserve on the 2007 budget was lifted in June. This meant that some procurements could only start in the second half of 2007, and, consequently, that those which were unfruitful could not be repeated and concluded before the end of the year.

The length of recruitment procedures, typically requiring eight months depending on the availability of the selected, contributed to underspending in Title 1 as posts could only be published after the reserve was lifted.

As acknowledged in the evaluation report, missing personnel capacity was balanced by extra efforts of staff. Therefore, the impact on implementing the work programme was smaller than underspending may suggest. However, this is unsustainable over time.



> **annexes**

- I Cedefop's Governing Board 2007 (List of Members)
- II Organisation chart (31 12 2007)
- III Human resources
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- V Study visits calendar 2007
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ANNEX I

Cedefop governing board (as at 31 December 2007)

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 Employer's organisations	Mr Juan Menéndez Valdés Confederación Española de Organizaciones Empresariales - CEOE
Vice-chairman European Commission	Mr David White 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
Coordinator, employers' group	Mr Matthew Higham BusinessEurope
Coordinator, employees' group	Mr Joël Decaillon Confédération Européenne des Syndicats
Observer EEA representative	Ms Kristin Evensen Royal Ministry of Education, Research and Church Affairs

Cedefop Governing Board Members

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
BE	(rota system) Ms Micheline Scheys Mr Alain Diseur Ministry of Education and Training	Mr Jef Maes Fédération Générale du Travail de Belgique	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 Jenny Hayes 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 Pilar Gómez Muñoz Ministerio de Trabajo y Asuntos Sociales Gestion de Formacion Ocupacional del Servicio Publico de Empleo Estatal	Ms Mar Rodriguez Torres UGT	Mr Juan Menéndez Valdés ViceChair 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 Jean-Claude Quentin 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 George Pantelides 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 Pusvaskis Ministry of Education and Science	Ms Tatjana Babrauskiene Lithuanian Trade Union Confederation	Ms Laura Sirvydiene Lithuanian Confederation of Industrialists
LU	Mr Gilbert Engel 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 Marcel Nollen 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 Serban 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 Gregor Miklič Association of Free Trade Unions of Slovenia - ZSSS	Mr Samo Hribar Milič 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	Mr Johannes Hylander TCO Sweden	Mr Karin Thapper The Association of Swedish Engineering Industries
UK	Ms Nicola Sams Joint International Unit - Department for Education and Skills	Mr Paul Mackney Trades Union Congress (UK TUC)	Mr Anthony Thompson Confederation of British Industry - CBI

European Commission representatives

Ms Odile Quintin Directorate General Education and Culture Director-General		
Mr David White Vice Chairman Directorate General Education and Culture Director DG EAC/A Lifelong Learning: Education and Training Policies		
Ms Belen Bernaldo de Quiros Directorate General Education and Culture Head of unit A3 Vocational Training and Adult Education		
Mr Peter Baur Directorate General Education and Culture		

**Government
representatives**

**Employees organisations'
representatives**

**Employers organisations'
representatives**

Coordinators

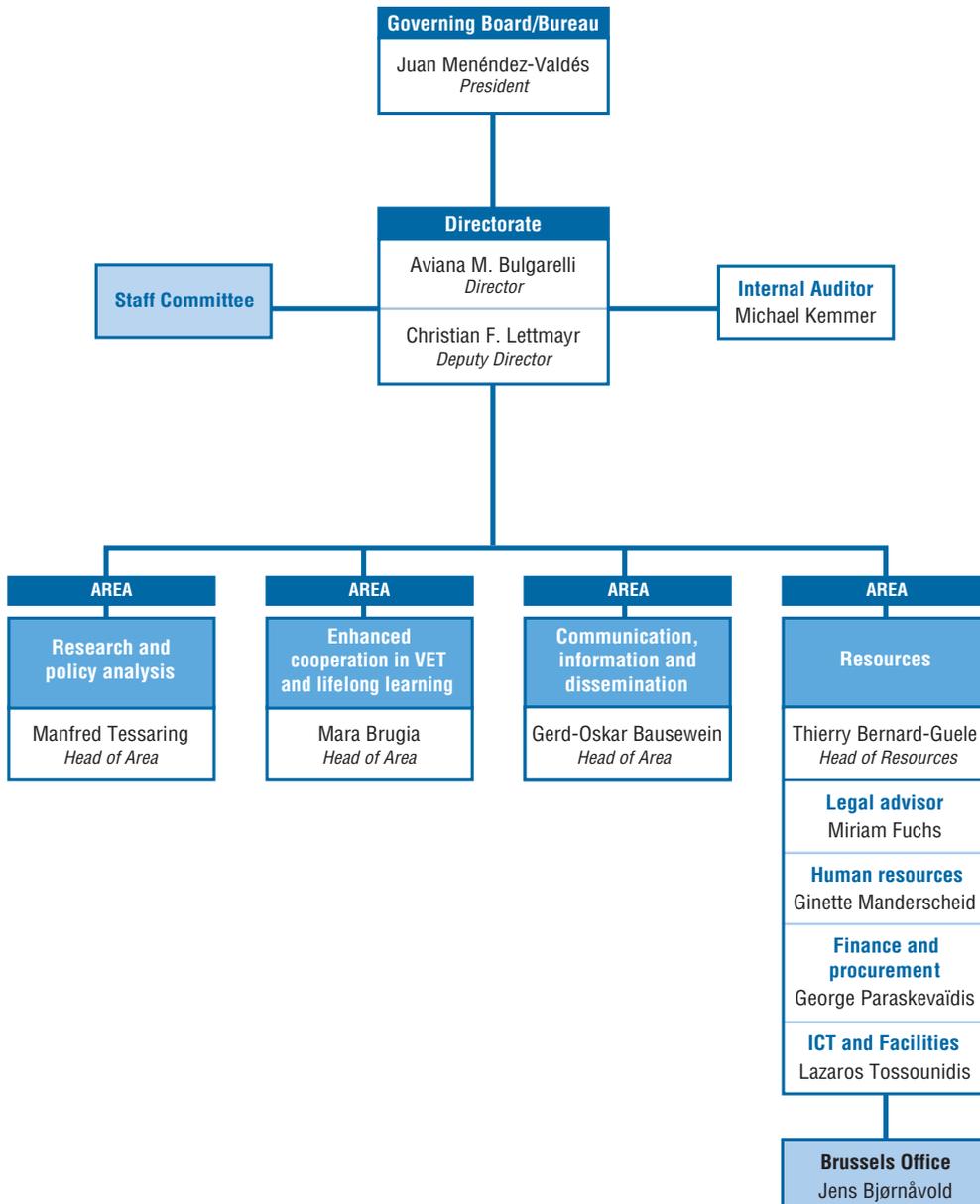
	Mr Joël Decaillon Confédération européenne des Syndicats	Mr Matthew Higham BusinessEurope
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Observers

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 Tor-Arne Solbakken Norwegian confederation of Trade Unions	Mr Helge Halvorsen Confederation of Norwegian Business and Industry

ANNEX II

Cedefop organisation chart (situation at 31 December 2007)



ANNEX III

Human resources

Staff situation at 31 December 2007

The establishment plan 2007 has 97 posts.

On 31 December 2007, the Centre employed 89 staff based on the establishment plan. The table of posts attached to the budget for 2007 contained 97 posts in total (46 AD and 51 AST).

There are more temporary than permanent posts, both in group AD (31/15) and in group AST (31/20).

On 31 December 2007, eight posts were not occupied:

- of the six vacant AD posts: two procedures were concluded but selected candidates will only take up duty in 2008; three selection procedures for senior experts are ongoing and one post is linked to a person on unpaid leave;
- of the two vacant AST positions a selection procedure is ongoing and one is planned.

In addition, Cedefop's personnel comprises:

- five seconded national experts (DE, EL, ES, HU, NO);
- one official on secondment from the Commission
- 33 contract agents.

The following non-statutory *intramuros* staff also work at the Centre:

- three service contracts:
Area Resources: medical officer, IT Department support and day care centre support;
- a specific service contract also provides for one or two security guards to be at the disposal of the Centre 24 hours a day, in three shifts.

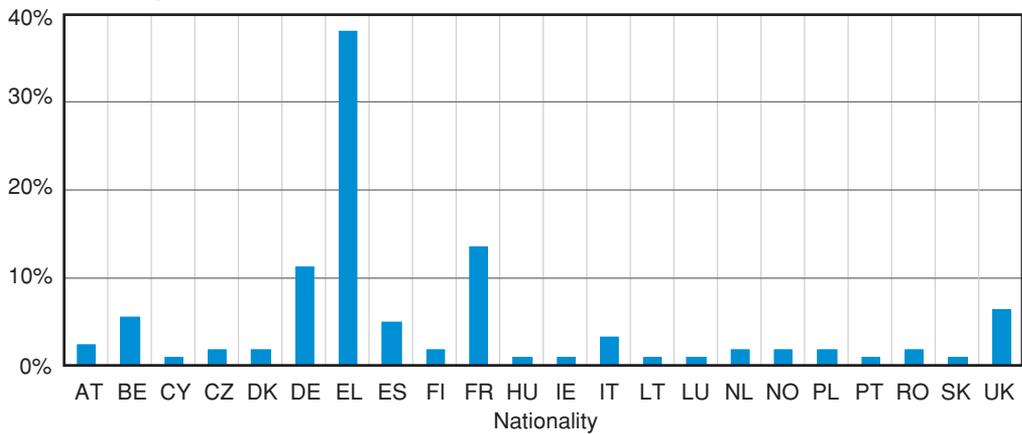
On 31 December 2007, there were 128 staff working in the Centre not including the service contracts.

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

Nationality

All staff* by nationality

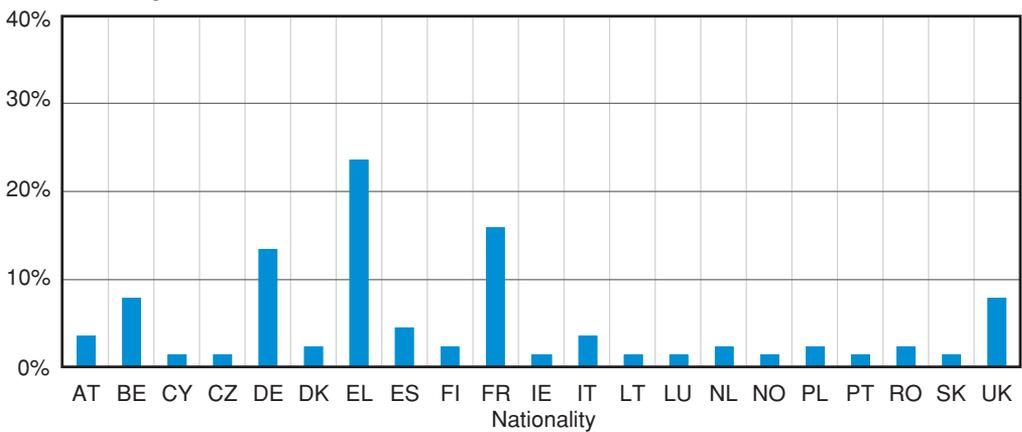
Percentage



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

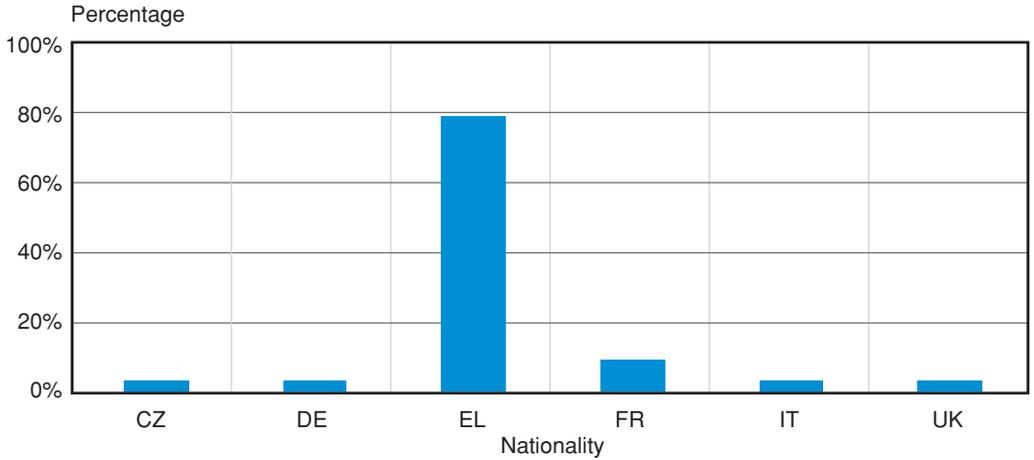
Officials and temporary agents by nationality

Percentage

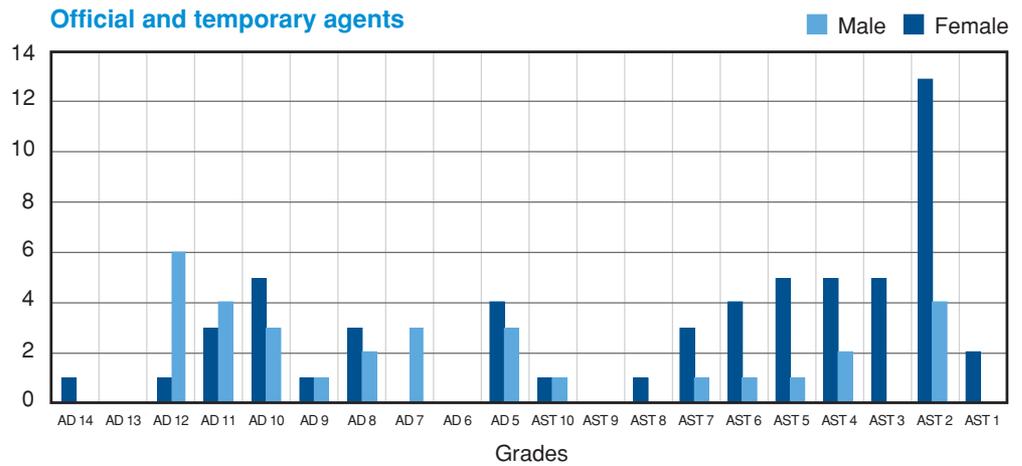


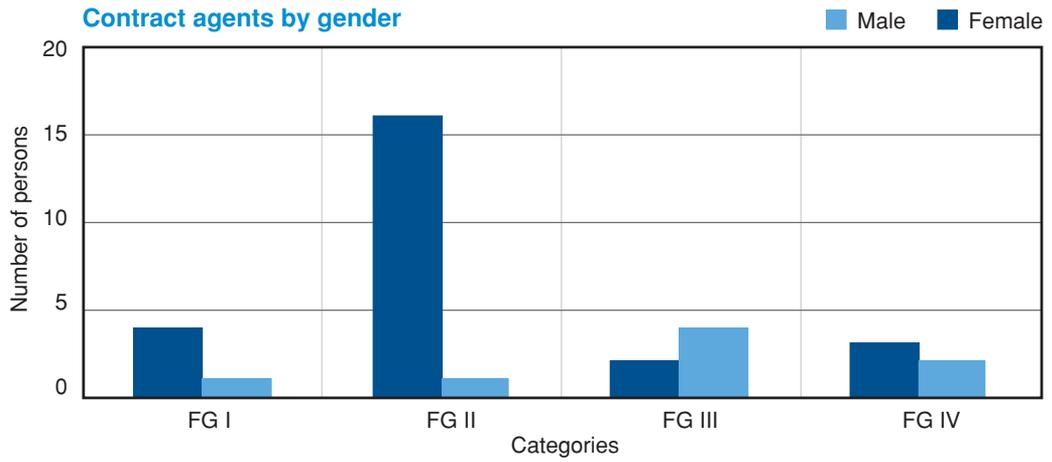


Contract agents by nationality



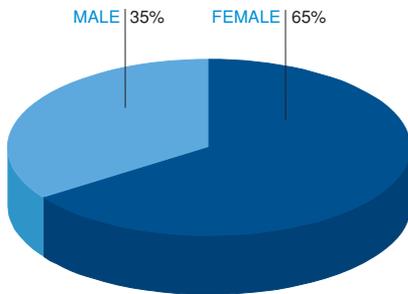
Cedefop occupied posts (male/female)





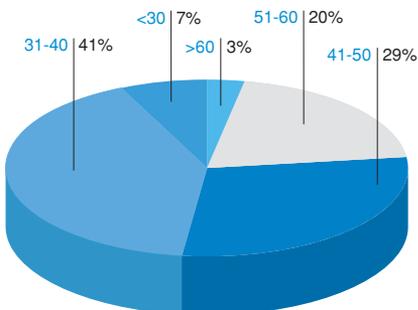
By gender

All staff (excluding SNEs) by gender



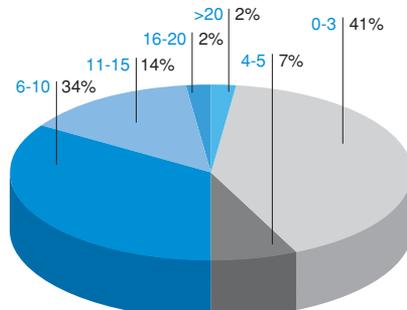
By age

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 (31.12.2007)

Directorate

Bulgarelli Aviana, *Director*
 Lettmayr Christian, *Deputy Director*
 Boukouvala-Ketterer Michèle, *Secretary*
 Roda-Lienard Patricia, *Secretary*
 Soerensen-Ballis Tine, *Secretary*
 * Schmid Eleonore,
Assistant to the Director
 Kemmer Michael, *Internal Auditor*

Internal audit capability

Kemmer Michael, *Internal Auditor*

1. Area Research and policy analysis

Head of Area: Tessaring Manfred
 Herpin Béatrice, *secretary*
 Descy Pascaline
 Dunkel Torsten
 Elson-Rogers Sarah
 Fries Guggenheim Eric
 Galvin Arribas Manuel
 Graziosi Adriano
 Ispanki György
 Lipinska Patrycja
 Nestler Katja
 Panagiotou Roula
 Puurunen Rauni-Elena
 Psifidou Irene
 Schmid Eleonora
 Stimpson Alex
 Szovics Peter
 Tchibozo Guy
 Van Loo Jasper Bastiaan
 Van de Veerdonk Eleonore

Vouyouka Ismini
 Wintrebert Catherine
 Zoppi Marena
 Zukersteinova Alena

2. Area Enhanced cooperation in VET and lifelong learning

Head of Area: Brugia Mara
 Katsaouni Pelagia, *Secretary*
 Basiakou Joanne
 Berkat Maria
 Bertzeletou Tina
 Bjornavold Jens
 de Martino Alessia
 Feuerstein Michaela
 Gadji Silke
 Jemeljanova Irina
 Karkanti Chrysoula-Giasemi
 Kostakis Giorgos
 Launikari Mika Tapio
 Lardinois de la Torre Rocio
 Musca Angela
 Noutsia Yvonne
 Nychas Christine-Evelyn
 Oraiopoulou Vasiliki
 Skjerve Tormod
 Tissot Philippe
 Wehrheim Stéphanie
 White Caroline
 Zahilas Loukas

3. Area Communication, information and dissemination

Head of Area: Bausewein Gerd Oskar
 Karagiozopoulou Mary, *secretary*
 Anstey Rebecca

Bainbridge Steve
 Bara Evangelia
 Bensasson Simon
 Bond David
 Bousquet Sylvie
 Brenner Bettina
 Bustamante Jesus
 Cazals Madeleine
 Chantavaridou Christiana
 Clark Alison (also Human Resources)
 Cloake Annette
 Dessaignes Ewa
 Dreyer Isabel
 Fotopoulou Zacharoula
 Frey Corinna
 Kanakoglou Vania
 Karamanoli Maria
 McCullough Colin
 Meynet Muriel
 Mourmouris Despo
 Nezi Ioanna
 Roman Cosmin
 Santos Maite
 Seiffert Peter
 Tanakidis Michalis
 Toussaint Nancy
 Tsaika Annie
 Tzolas Ekaterina
 Willem Marc
 Wolny Dagmar

Antoniou Spyros
 Assumel-Luridin Clotilde
 Avramidou Kyriaki
 Bassou Dimitra
 Boukouvalas Vassilis
 Chatzimladis Theocharis
 Chatzitheodorou Lia
 Clark Alison (also translation
 and language support)
 Deliopoulos Aris
 Dimakopoulos Dimitris
 Dovas Kalliope
 Eleftheroudi Dimitra
 Fuchs Miriam (Legal Advisor)
 Gayraud Bernard
 Hamers Hélène
 Ioannides Michael
 Joureau Philippe
 Kalpakidi Athanasia
 Karamanis John
 Koufa Christina
 Kyparissa Martha
 Lantzoni Alexandra
 Markoglou Anastassios
 Mellios Thomas
 Mouffe Bernadette
 Nabhan Effie
 Nikolaïdis Dimitris
 Papadopoulos Alexis
 Papargeris Stella
 Pedersen Trine
 Sakellariou Theodoros
 Siaperas Athanassios
 Stogianou Elena
 Tanis Dimitris
 Theodoridis Theodoros
 Thomas-Kollias Isabelle
 Zaveska-Deligianni Sarka
 Zekou Chryssa

4. Area Resources

Head of Area: Bernard-Guele Thierry
 Kiorpelidou Josephina, *Secretary*
 Manderscheid Ginette, *Head of human resources*
 Paraskevaïdis George, *Head of Finance and Procurement*
 Tossounidis Lazaros, *Head of Information technologies and telecommunications, facilities*

ANNEX IV

Study visits in 2007

FIRST HALF

Attractiveness of vocational training			
	VISIT 1 was canceled: (Initial and continuing training in printing and the media)	Germany	
2	How to attract young people to VET	Sweden	23-27 April
3	Berufliche Erstausbildung in der Land- und Forstwirtschaft	Austria	7-9 May
4	Cooperation between VET institutions, social partners and SMEs	Estonia	21-25 May
5	Integrated approach to reduce early school leaving group/Orientation et conseil tout au long de la vie	The Netherlands	4-7 June
6	Orienter, informer et conseiller: répondre aux nouvelles attentes	France	19-23 March
Lifelong guidance and counselling			
7	Improving the lifelong guidance policy and system in Latvia	Latvia	7-9 May
8	Guidance in the bordering region of Oresund	Denmark/Sweden	21-25 May
Quality assurance mechanisms in vocational training			
9	Making VET more attractive	Finland	23-27 April
Role of higher education in vocational training			
10	Best practices in Italy: the Symposium Consortium	Italy	21-24 May
Recognition of formal, non-formal and informal learning			
11	Accreditation of prior learning in development	The Netherlands	26-29 March
12	Recognition of non-formal and informal learning in Portugal	Portugal	16-20 April
13	The recognition and accreditation of prior experiential learning	France	4-8 June
Challenges for teachers and trainers			
14	Organic food: opportunity or fashion?	Slovenia	28-30 March
15	Challenges for teachers: new ways of learning, use of ICT	Norway	7-11 May
Competence development of older workers			
16	Continuing training in Lombardia	Italy	26-29 March
17	Development of competences for older workers and low-skilled workers / Développement de compétences pour les travailleurs plus âgés et les travailleurs faiblement qualifiés	Spain	26-28 March

18	Flemish initiatives for lifelong learning	Belgium (NL)	23-26 April
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Developing entrepreneurship among young people			
19	Young entrepreneurs in an Arctic setting	Norway	19-23 March
20	Empowering young persons starting business - European year of equal opportunities for all	Malta	21-24 May
21	Ensuring equal chances for all through VET	Hungary	16-18 April
22	La mobilité géographique et le phénomène d'immigration en Espagne / La movilidad geográfica y el fenómeno de la inmigración en España	Spain	7-11 May
23	Supporting diversity and equal opportunity	United Kingdom	14-18 May
24	Towards equal opportunities in vocational training	Ireland	14-18 May
25	Favoriser l'insertion professionnelle des personnes handicapées	France	18-22 June
26	Training for young people with learning difficulties group Presentation of national systems	Germany	18-21 June
27	Vocational training of young people and the labour market/ Formación profesional de jóvenes y mercado de trabajo	Spain	16-18 April
28	Exploring VET in Scotland	United Kingdom	17-20 April
29	Vocational education and training in Bulgaria	Bulgaria	14-17 May

The role of social partners in VET			
30	Vocational training in the food sector in Greece	Greece	14-18 May
31	The role of TUC Unionlearn	United Kingdom	21-24 May

SECOND HALF

Attractiveness of vocational training		
32	Structural cooperation between schools and companies	Sweden 17-20 Sep
33	Training and further training in the printing and media sector	Germany 24-27 Sep
34	Situated learning for strengthening competences and employability	Denmark 24-28 Sep
35	Encouraging adults to take part in training	Ireland 15-18 Oct
36	Partnerships between initial VET and the labour market	Portugal 15-19 Oct
37	Vocational training: target for youngsters?!	Belgium (NL) 5-8 Nov
38	Challenges to initial and continuing training in the globalisation of trade	Germany 3-6 Dec
39	Dynamic learning environment for attracting students group Lifelong guidance and counselling	Sweden 3-7 Dec
40	Lifelong guidance in the educational system	Sweden 15-19 Oct
Quality assurance mechanisms for training		
41	Quality in the Italian education and training system	Italy 24-26 Oct
42	Qualitat fördern und nachhaltig sichern	Austria 5-7 Nov
43	Exploring the assurance and improvement of standards in VET	United Kingdom 13-16 Nov
44	Quality assurance in vocational education and training group Role of higher education in vocational training	Ireland 19-23 Nov
45	Universities and vocational training in Lithuania	Lithuania 26-28 Sep
Recognition of formal, non-formal and informal learning		
46	Developing methodologies for reforming the education and vocational system Italy	26-28 Sep
Challenges for teachers and trainers		
47	New ways of learning, use of ICT	Norway 17-21 Sep
48	Leadership and e-learning in UK VET	United Kingdom 8-12 Oct
49	Experiences of Leonardo da Vinci programme for VET teachers and trainers	Turkey 22-25 Oct
Developing entrepreneurship among young people		
50	Encouraging youth entrepreneurship in Northern Ireland	United Kingdom 10-13 Sep
51	Entrepreneurship education creates enterprising young people!	The Netherlands 12-15 Nov
2007 - European year of equal opportunities for all		
52	Students with autism in educational systems	Slovenia 15-17 Oct
53	Occupational participation as the key to integrating young migrants	Germany 15-18 Oct

54	Initiatives promoting gender equality in companies / Iniciativas para fomentar la igualdad de oportunidades en las empresas	Spain	22-25 Oct
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Presentation of national systems

55	Vocational training in the agricultural sector	Cyprus	17-21 Sep
56	Regional cooperation in VET	Finland	1-4 Oct
	VISIT 57 was canceled (Food quality and control: VET for Polish SMEs)	(Poland)	
58	New concepts for future training in care for the elderly	Germany	5-8 Nov
59	La formation professionnelle au Luxembourg	Luxembourg	26-28 Nov
	VISIT 60 was canceled: (Training in the agriculture sector: Liguria region)	(Italy)	(27-30 Nov)

The role of social partners in VET

61	Active cooperation between education and industry	Iceland	10-12 Oct
62	VET in the tourism and hospitality sector	Greece	15-19 Oct

ANNEX VI

Intergrating candidate countries

Progress on ETF-Cedefop cooperation

1. In accordance with the framework for cooperation between Cedefop and ETF both agencies helped candidate countries (Croatia, the former Yugoslav Republic of Macedonia and Turkey will be included in activities from January 2008) to familiarise themselves with EU policy developments in vocational education, training and lifelong learning. This has long been a priority of the ETF and one of Cedefop's main activities.
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 2007 was submitted to the European Parliament in October 2007.
4. Both agencies worked closely together to support the Commission technically and scientifically in implementing enhanced European cooperation in vocational education and training (Copenhagen process) and in 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 2007. The first seminar was organised in Turin on 13 June 2007. Cedefop experts presented the main outcomes of Cedefop's conferences (ECVET and Agora) and the findings of its comparative study on Training VET teachers and trainers in EU-25. The second seminar was organised in Thessaloniki on 23 November 2007 and focused on human resources development issues (migration, women and jobs and transition from education to work).
6. The Cedefop-ETF joint working group (JWG) met twice (June 2007 and November 2007) to discuss the joint work programme, future cooperation between the two agencies and candidate countries and also to evaluate progress.
7. The framework of the ETF-Cedefop cooperation on candidate countries was funded from the Phare budget approved by the Commission (DG ELARG) in April 2005 and in March 2006 and from the ETF budget. The Phare budget is earmarked for familiarisation of Croatia and Turkey, from March 2006 to 2008. Several activities have been carried out:
 - representatives from Croatia and Turkey took part in the TTnet annual conference 'VET teachers and trainers: key players for achieving the education and training 2010 objectives' (December, 2007), in the Skillsnet meeting in Maastricht 2007 as well as in the XXVI Agora conference 'Building a European VET area' (Thessaloniki, April 2007);
 - Croatian and Turkish representatives

- 
- took part in the important European credit system for VET (ECVET) social partner's conference organised by Cedefop in Thessaloniki on 12 and 13 February 2007.
8. On social dialogue and the sectoral approach, Cedefop was invited to provide expertise for the Turkish sectoral conference organised in Istanbul in March 2007.
 9. Two workshops, one in Croatia and one in Turkey were organised in December 2007 in close cooperation with ETF and local authorities. In Dubrovnik (3-4 December 2007) and in Istanbul (17-18 December 2007), Cedefop presented ReferNet, Europass, EQF, ECVET, sectoral approaches and Ttnet to key local VET stakeholders.
 10. Cedefop and ETF contributed to the Turkish national consultation conference on ECVET (Ankara, March 2007) and to the conference on the links between VET and higher education (Adana, November 2007).
 11. Representatives from candidate countries took part in clusters and peer-learning activities (PLAs). Turkey participates in teacher training, social inclusion, ICT and learning outcomes.
 12. Cedefop reinforced Turkey's participation in the Leonardo da Vinci study visits programme. In Croatia an authority responsible for European projects was created and an agency is expected to become operational in early 2008. This development will enable Croatia to participate actively in the LdV programme. Policy-makers from Turkey took part in the study visits annual meeting organised at Cedefop. Turkey organised two study visits in the second half of 2007.
 13. Cedefop and ETF contributed to the conference 'The missing link: rethinking the role of technical vocational education in upper secondary education', in Tirana, Albania in October 2007, organised by the World Bank and the Ministry of Education and Science of the Republic of Albania.

ANNEX VII

Cedefop-Eurofound joint work 2007

- February 2007**
 Joint meeting in Dublin to discuss cooperation strategy between Cedefop and Eurofound (EIRO). Several research tasks were defined to support the role of the social partners promoting training provision.
- April 2007**
 Joint report published *Fostering mobility through competence development*, summarising key findings of the seminar held in November 2006.
- May - November 2007**
 As a result of the joint meeting held in February, Cedefop committed to two projects (one study and one seminar) to be developed jointly with Eurofound (EIRO). First drafts were sent in May to the EIRO team and its network (national observatories).

The seminar planned for the end of 2008 in Thessaloniki is 'The provision of continuous vocational training in the frame of industrial relations: what is at stake?'. The final paper and agenda will be discussed by both teams during first quarter of 2008. The study project 'Collective bargaining and continuous vocational training in Europe' was sent by Cedefop in November for revision and acknowledgment by Eurofound.

The project was launched and it is available at:

<http://www.eurofound.europa.eu/network/>
http://www.eurofound.europa.eu/network/documents/finalquestionnaireirovocationaltraining_071213.doc

Cooperation in 2007 was also based on exchanges of information, support from both institutions participating in evaluation committees and participation of experts and directorates in some events organised by both institutions.

Cedefop's project to explore cooperation on 'early identification of skill needs' by checking possible links with Eurofound sectoral work on economic restructuring. A workshop was held in Dublin between Cedefop and Eurofound experts. Cedefop's project on lifelong guidance was also explored with a view to EMCC providing joint support.

Finally, since November 2007, translated versions in French and German of the joint report *Fostering mobility through competence development* are available.

ANNEX VIII

Network of reference and expertise

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ANNEX IX

Budget execution 2007

1. Overall budget execution 2007

	Budget	Financial cmt	Execution, % of budget
Title 1 (Staff)	9 630 740.00	9 000 045.32	93.45
Title 2 (Investment building, equipment)	2 049 260.00	1 904 639.62	92.94
Title 3 (Operating expenditure)	5 150 000.00	4 805 210.07	93.31
Total budget EU-27	16 830 000.00	15 709 895.01	93.34

2. Budget execution 2007

Title 3 by budget line and type of expenditure

Type of expenditure	Available	Committed	Execution, % of budget
Documentation	96 100.00	96 100.00	100.00
Translation expenses	583 000.00	576 960.45	98.96
Management board meetings	110 000.00	97 810.60	88.92
Missions, meeting, interpretation	1 010 227.00	872 165.59	82.50
Publications	647 000.00	533 772.53	95.82
Enhanced cooperation with partners	704 465.00	696 533.29	98.87
Technical support	238 008.00	206 830.69	86.90
Pilot studies and projects	901 200.00	865 037.56	95.99
Community study visits programme	860 000.00	859 999.36	100.00
Total	5 150 000.00	4 805 210.07	93.31

Execution by budget line

	Budget	Financial cmt*	Execution, % of budget
Transversal activities			
Documentation	96 100.00	96 100.00	100.00
Translation expenses	583 000.00	576 960.4	98.96
Management board meetings	110 000.00	97 810.60	88.92
Total transversal activities	789 100.0	770 871.05	97.69
Area A			
Missions, meetings, interpretation	324 227.0	276 553.50	85.30
Publications	238 000.00	186 926.72	78.54
Enhanced cooperation with partners	8 065.00	8 064.09	99.99
Technical support	10 108.00	10 107.50	100.00
3240 (Pilot studies and projects)	363 600.00	363 485.00	99.97
Total area A	944 000.00	845 136.81	89.53
Area B			
Missions, meetings, interpretation	396 000.00	381 500.00	96.34
Publications	105 000.00	97 343.90	92.71
Enhanced cooperation with partners	0.00	0.00	0.00
Technical support	128 000.00	127 927.50	99.94
Pilot studies and projects	501 600.00	501 552.56	99.99
Total area B	1 130 600.0	1 108 323.96	98.03
Area C			
Missions, meetings, interpretation	80 000.00	20,412.09	25.52
Publications	35 000.00	2 407.00	6.88
Technical support	0.00	0.00	0.00
Pilot studies and projects	0.00	0.00	0.00
Community study visits programme	860 000.00	859 999.36	100.00
Total area C	975 000.00	882 818.4	90.55
Area D			
Missions, meetings, interpretation	210 000.00	193 700.00	92.24
Publications	269 000.00	247 094.91	91.86
Enhanced cooperation with partners	696 400.00	688 469.20	98.86
Technical support	99 900.00	68 795.69	68.86
Pilot studies and projects	36 000.00	0.00	0.00
Total area D	1 311 300.00	1 198 059.80	91.36
Total	5 150 000.0	4 805 210.07	93.31

ANNEX VII

Executive summary of the external evaluation of Cedefop

Introduction

This final report presents the findings from the external interim evaluation of the EU's Centre for the Development of Vocational Training (Cedefop) and covers the period from 2001 to 2006. It was conducted by ECOTEC Research & Consulting Ltd under contract to the European Commission's Directorate-General Education and Culture from December 2006 to December 2007.

Aims and objectives of Cedefop

Cedefop was set up in 1975 with an overall remit to:

- 'assist the Commission in encouraging at Community level, the promotion and development of vocational training and of in-service training';
- 'contribute, through its scientific and technical activities, to the implementation of a common vocational training policy';
- 'encourage the exchange of information and the comparison of experience'

(Regulation 337/75, Article 2.1).

These objectives are clearly broadly drawn and – partly for this reason – have stood the test of time. The founding Regulation also called on the organisation to:

- document vocational training;
- contribute to the development and coordination of research on vocational training;
- disseminate all useful documentation and information;
- support concerted approach to vocational training problems with specific

view on mutual recognition of vocational training;

- Provide a forum for all those concerned;

(Regulation 337/75, Article 2.2)

Again, these goals still provide the rationale for Cedefop's activities today. However, for the purposes of the evaluation, it was necessary to establish the sets of objectives which had governed its work over the most recent period and in order to do this an intervention logic was constructed which is shown in the figure below.

This provided the primary lens through which the evaluation was conducted.

The intervention logic for Cedefop 2001-2006

GLOBAL OBJECTIVE:

1. To assist in developing and promoting VET at EU level;

SPECIFIC OBJECTIVES:

1. Provide support as a reference centre for VET issues;
2. Contribute to and support the implementation of the EU VET policy priorities;

OPERATIONAL OBJECTIVES:

1. Carrying out research in European VET systems and issues;
2. Reporting, collecting, analysing VET information at EU level;
3. Disseminating VET information across Europe;
4. Providing technical and scientific advice;
5. Promoting co-operation and exchanges of best practice;

Evaluation framework

In order to evaluate Cedefop against these aims and objectives a series of evaluation questions was employed. The main topics addressed were as follows:

Relevance and complementarity: To what extent are the Centre's objectives relevant in relation to the evolving needs and priorities at national and EU level?

To what extent do Cedefop's objectives and activities complement those of other public or private national, international or private organisations or bodies?

Effectiveness and added value: How far has the programme contributed to achieving its specific and operational objectives? To what extent does delegating activities to Cedefop provide added value?

Efficiency: How were the resources (inputs) turned into outputs or results?

Are the organisation's organisational, budgetary and governance regimes configured robustly enough to contribute to the effectiveness and efficiency of its operations?

Utility: Did the programme have an impact on the target groups or populations in relation to their needs?

Alongside these 'standard' evaluation questions, it became clear during the early stages of the evaluation that there were also a number of critical strategic issues concerned with Cedefop's broad role to be addressed under these headings. Indeed, these became of vital importance in understanding the choices Cedefop had been making and are reflected in our conclusions and recommendations.

Methodology

In order to formulate answers to these questions a methodology was devised comprised of the following elements:

Two web surveys: the 'user' web survey of individual practitioners, researchers and policymakers which registered 593 responses (a 9.1% response rate); and a survey of Intermediary Bodies working with Cedefop (the Study Visit National Liaison Officers, members of the Teachers and Trainers Network, National ReferNet Coordinators, and National Europass Centres) which achieved 67 responses (a 48% response rate).

Interviews with: 18 members of the Cedefop Governing Board and Bureau; 15 representatives of the key institutional partners of Cedefop; 24 Cedefop Staff members at directorate, head of unit and head of services level; 12 individual practitioners, policy makers and researchers who had replied to the online survey of users; and another 12 representatives of Intermediary Bodies working with Cedefop.

Two focus groups were convened at Cedefop at the mid-point of the evaluation, one with 8 members of the Cedefop Governing Bureau and another with 8 staff members ranging from experts to secretaries.

Four in-depth case studies were carried out in order to explore in detail certain activities that Cedefop considered to be strategic and relevant to its developing roles: ReferNet, Skillsnet, the Study Visits Programme, and Policy Reporting for the Copenhagen Process.

The conclusions of the evaluation have emerged from the evidence gathered through these different evaluation components and should be considered in light of the limitations stemming from the finite number of views that it has been possible to consider and the finite evaluation resources available.

Evaluation conclusions

The strategic issues: objectives, priorities and constraints

In relation to its overall objectives, it was possible to conclude from the process of reconstructing the agency's intervention logic that in delivering the mission given to it under the terms of the 1975 Founding Regulation, Cedefop had pursued a *logical and structured approach*. It was also evident that while it is possible to identify a *clear and internally coherent strategy* underpinning the objectives and actions, their range and complexity remains considerable. We also concluded that its overall role - and the pre-eminent ethos that had guided its actions over the first 25 years of its existence - was to act as an 'open source' for VET information and intelligence.

At the same time, an important point of departure for the evaluation was to place Cedefop in its proper operating context in order to understand what it seeks to do and the extent to which it has been successful in its goals. This was particularly important as the period from 2001 to 2006 had been a time of intense and significant change in the development of the EU VET field. During this period VET had moved up the overall economic and social agenda of the EU to the point at which it became clearly recognised as a key tool in the development of human capital and in the alleviation of social disadvantage. As part and parcel of this the European VET community

became more coherent, more focussed and more strategic, adopting the Copenhagen process as a key part of the development of policy and practice. Enlargement also had a profound over-arching impact. On top of all this, the Lisbon process fundamentally re-engineered the way in which the key roles in policy learning and policy practice were distributed between the EU institutions and the Member States and regions.

To tackle these far-reaching changes, Cedefop has sought to develop a role in supporting the development of VET policy and its implementation which has emerged to sit alongside its 'open source' function as one of the organisation's key strategic functions. The conclusion from the evaluation is that this represents a critical point in not just the evaluation period but in the history of the agency.

At the same time, Cedefop has clearly faced some important constraints in seeking to take on new challenges.

With the mandate given to it by the 1975 Founding Regulation and its stand-alone status as the European Agency dedicated to VET policy and practice, Cedefop has the prospect of long-term funding support and of resources sufficient to give it the status of a major player. But since this resource is public funding under a European Parliament budget line, this means a close emphasis on regulation and rule compliance which has had a critical influence on how it has been able to respond to new challenges. For the Governing Board and senior management this has meant trying to steer the organisation to meet new demands whilst continuing to meet the legitimate claims of its very broad and diverse base of stakeholders and users. It has also meant having to work with a flat line of real available resources and a one-year planning horizon, at a time of significantly rising

demand, not least from enlargement which overnight almost doubled its core 'customer' base. What is plain throughout the evaluation is the picture of an organisation striving to meet fast-changing conditions but finding it challenging to change course and shift its focus; the metaphor of "turning the tanker" is an appropriate one.

Cedefop is thus at a strategic crossroads with choices to be made. In strategic terms, it is the conclusion of the evaluation that in developing its policy supporting role Cedefop has taken an important step forwards into an area where it can make the most of its unique position for the benefit of its stakeholders and where it can add significant value. At the same time, in an environment of flat-line funding, bringing new activities forward means removing others or continuing to spread resources ever more thinly over an ever widening base. It also means trying to please everyone or deciding to give priority to one set of user and stakeholder needs over another.

The previous interim evaluation concluded that the Centre was trying to do too much, often being unable to set "negative priorities". We believe that there is still an argument that Cedefop is trying strategically to do too much, although output measures show that it is probably managing to succeed in doing so, sometimes against the odds. However, some strategic realignment is now necessary in its activities and the agency needs to communicate its priorities to its users and stakeholders to make clear its position. We conclude that continuing trying to meet the needs of all its users all of the time poses too high a risk that the organisation will end up meeting the needs of no-one satisfactorily.

Some form of prioritisation should be made

on the basis of Cedefop's strengths and weaknesses. The agency should especially emphasize those activities that meet an identified need. The report gives some indications of activities that Cedefop is uniquely placed to fill, such as for example the Skillsnet activities in the field of research or the work on the Maastricht and Helsinki reports to support policy implementation. Moreover, the process of deciding Cedefop's medium-term priorities (MTPs) 2009-2011 offers an opportunity to review priorities and provide a new strategic balance for Cedefop.

Relevance and complementarity

In terms of relevance and complementarity the evaluation considered three main questions: how well positioned was Cedefop in relation to the evolving needs of the wider user community; how well was it perceived as meeting those needs; and whether it was complementing or duplicating the work of other bodies. In relation to the question of changing needs, the overall impression we gained from the user community at large – both individual users and intermediary bodies - was that they saw Cedefop in a very favourable light. By and large it was seen as relevant and "doing a good job" for them whatever their role or function. The brand was well regarded.

Equally we found that users had very different views on what they valued most within the overall portfolio of activities. The bulk of the users told us that they were still most happy with Cedefop playing its established role as an open-source reference centre for VET. The responses were slightly more muted when it came to supporting policy development and implementation and providing independent technical advice. What the evidence on relevance does show is that there is strong

support for having Cedefop play both roles in concert. At the same time, we found users to be perceiving Cedefop to be playing a complementary role with other agencies, and also found evidence of Cedefop being aware of the need to guard against duplication and taking active steps to be clear as to respective functions. Looking to the future, and given the emergence of Cedefop's dual role, this boundary terrain with other agencies will continue to require active management. More generally, in the case of both relevance and complementarity the issue that still remains to be confronted in the future is: what is the right balance between Cedefop's two main roles?

Effectiveness

In looking at how well Cedefop has achieved its objectives it was necessary to construct a set of consolidated objectives that could cover a period of changing priorities and also reflect how Cedefop organises itself internally to deliver them.

For the consolidated objective for *information, communication and dissemination* the story that emerged was for general overall effectiveness. This, of course, accords with the agency's role in continuing to serve as the key reference centre for EU VET. There was some concern about the multiplicity of the web sites that presented the agency to the outside world and about design and access. But in general we found no significant weight of critical opinion about the way this cluster of operational activities was carried out over the 2001-2006 period. Indeed, the bulk of the user response was couched in terms of being "positive" or "very positive" about what was being done. Respondents were, however, wanting to suggest improvements in the way various aspects of these activities were carried out.

In looking at examples of the allocation of

resources to particular actions, the case study of ReferNet showed this to be a well-found concept but we detected a feeling that much more needs to be done to unlock its true potential. Some 60% of ReferNet Consortia respondents felt that 'collecting and analysing VET-related information at EU level' should be 'modified' and we took it that this response indicated concerns about the way things are currently organised. What we can, however, say with some confidence about this cluster of reference centre based objectives is that the sheer volume and breadth of the information and intelligence material (in the widest sense) that "hubs though" and is analysed by Cedefop is impressive and is a strong element in the value added impact of the agency on the way VET has developed in the EU.

In the same vein, Cedefop's *exchange and cooperation* activities are clearly seen by the users we have canvassed as highly effective in helping it deliver its overall mission. We looked closely at the Study Visits programme and found strong evidence of it being successfully run and highly valued over many years – despite limited funding. It was especially highly valued by participants from the New Member States - with high participation rates during the first 12 months of EU enlargement – but there are issues about spreading resources too thinly as new demands arise without the investment to support them. With respect to our closer look at Virtual Communities, however, we found it much more difficult to come to a view. The idea of using new technologies cost-efficiently to maintain dialogue across a widely dispersed and thematically segmented user group is in theory a sound proposition. But, consistent with what commentators in general say about "virtual" communities, we found it difficult to

capture a measure of the real benefits. This consolidated objective emerges as one of the headline sources of value added for Cedefop – providing a "space" for dialogue. The users we canvassed wanted more of this sort of activity.

The bundle of activities under the heading of the consolidated objective of *research, advice and policy support* are diverse and reflect the different ways in which the organisation tries to realise its objectives. What we found was that Cedefop was able to be effective in a variety of modus operandi. Looking at Europass, Cedefop had the credibility to be given the task of hosting, monitoring and developing the key tools and achieving an effective launch. With Skillsnet it leveraged in significant external resources successfully to fill a knowledge gap. When we looked in detail at Cedefop's contribution to Helsinki we saw it as having been effective in taking on a task of great breadth and complexity with few resources. For Zooming in on 2010 and the activities that took place around it, we could see Cedefop beginning to realise the strategic shift away from its traditional 'open source' function and play a key role in supporting policy implementation.

Value added and impact

The weight of the evidence is that Cedefop represents an organisation with a very distinct added value. There are simply no valid alternatives at the moment for what it does and over many of its actions it has no obvious peer. No other organisation has a dedicated focus on VET and a Europe-wide pool of experience and competency applied to the field. Indeed, there is a strong argument that if Cedefop did not exist an organisation that looks something like it would probably have to be invented. This endows the organisation with a heavy weight of responsibility and makes it doubly important that, in the face of fixed resources, it judges

where best to apply its special added value. Such a monopoly position can be a source of weakness if it leaves the organisation unable clearly to define and set out its priorities and fosters a climate of complacency. We are happy to report that at the time of writing this is not the case and what we have seen in the last two years is an active attempt to think through the role of the agency and to set out on a clear future path.

There are a number of areas where it is clear that Cedefop has been able to have positive effects and bring added value. These types of activity represent key strengths of the organisation. They are:

- synthesising material on VET, pulling together available research and applying it to the situation in Europe in order to interpret what is going on across Member States;
- being able to host and refine tools to support the implementation of policy such as Europass
- filling knowledge gaps, as in the case of Skillsnet
- providing a space where people in the VET field can come together to discuss key points – particularly linking together practitioners and researchers; and
- supporting the Copenhagen process through – inter alia- the production of reports for Maastricht and Helsinki which have been generally well received and which have helped to shape the debate.

Efficiency

While it was relatively easy to set out some clear views on value added, relevance and effectiveness, the task of assessing efficiency proved to be far more difficult. Measuring efficiency requires a look at how resource inputs were transformed into activity outputs and some estimation of value

for money and comparative costs with other methods of provision or other providers. We have tried to do this but have not been able to achieve an acceptable outcome. Data on efficiency (actual spend per unit output) per activity were required but for the years covered by the study we were faced with very little useable information concerning overall *actual* spend by activity. Activity based *budgeting* was a requirement of the Internal Audit Service and was beginning to be implemented after the timeframe for the study but for our purposes it came too late. A particular difficulty we faced was to determine the *actual* labour cost input per activity. The system in place was essentially budget-driven with numbers of full-time equivalent staff assigned to activities within each of the organisation's operating Areas and broad variances logged. Looking for output measures we were also frustrated. Measured performance indicators were only comprehensively available for the first time in 2005 and it was possible only to make partial comparability observations between 2005 and 2006.

We are happy to report that some of these issues are now being taken on board by the current management team. Not all was lost, however. By using some available proxy measures we have been able to illustrate – from the output side - something of the weight of things Cedefop achieved over the study period. As a matter of simple observation, the scale of activity has been simply enormous. Furthermore, from what we know about flat funding and from what we can see as trends in the quantity of general output, all the signs are that in the ratio of inputs to outputs Cedefop can lay good claim to be considered as efficient, although we stress that it has not been possible to measure this scientifically.

Recommendations

On the basis of the foregoing conclusions, a number of recommendations are made. Here we summarise the main ones.

Strategic issues

- Cedefop should use the opportunity presented by the need to formulate its Medium Term Priorities for 2009-11 to address the strategic balance in its operations between open source provision on the one hand and the policy support function on the other.
- It should adopt a clear strategy to promote the recognition across its entire constituency that it has *two* specific objectives – *to provide support as a reference centre for VET issues; and to contribute to and support the implementation of the EU VET policy priorities.*
- As part of this the agency should continue to search creatively for ways to reduce the breadth of its activities, and to focus its resources on a smaller number of core activities. Active consideration should continue to be given to deleting elements of the activity portfolio that (even though successful on their own terms) make it more difficult to achieve a balance between its two specific objectives.
- Direct action should be taken to bring the issues before the wide constituency of users, to consult them and to solicit their assistance either in finding the necessary additional resources or in making the choices more acceptable.
- To support Cedefop to implement these recommendations the European Commission should help the agency to explore ways to enable it to respond more flexibly to the strategic demands placed upon it. It should also explore with the relevant European services and institutions how it might be possible

within the Regulations to give Cedefop a longer-term planning horizon for its actions.

Operational issues

The report makes a number of recommendations with respect to operational matters, some of a general nature and others more specific to particular activities, reflecting the coverage of the evaluation methodology.

- Cedefop should conduct a review of strategy of information and communication services to target the information needs of specific groups of stakeholders who use different types and format of information. This should include such elements as a publications strategy for key decision makers and a fundamental review of the web sites.
- The agency should carry out a critical assessment of the outputs and activities requested from ReferNet on the basis of the budget available, including a review of activities undertaken by the network, an on-going assessment of performance, and the development of more interaction between ReferNet consortia from different countries.
- Means should be sought to extend and develop the Study Visits programme as a platform for the identification, dissemination and exchange of good practice in VET across the EU, not least so that it can be used as a strategic resource within Cedefop that is systematically linked to other activity areas.
- Cedefop should establish a clear position for itself at the nexus of policy and research, emphasising its unique role as a synthesiser and applier of the latest research to EU VET problems – a role which it communicates to its users and stakeholders. It should also seek to produce more concise, timely and better focused outputs particularly dedicated

to the needs of policy makers.

- Finally it should use the platform it has developed through policy reporting to begin to develop a 'foresight' process on behalf of VET stakeholders in Europe, which would include pulling together a team of external experts to look beyond 2010.

Internal management issues

Although we were given an early steer to concentrate the evaluation less on internal management matters than those to do with strategy and operations, a number of recommendations are made in relation to issues that had an effect on the evaluation process:

- An approach to activity-based financial *reporting* needs to complement the system for activity-based budgeting which will be used in 2008 for the first time. This will enable Cedefop to assess accurately the actual resources applied to activities (as opposed to those *budgeted for*) and will assist the making of strategic choices between activities.
- There is a need to develop more the evaluation culture within Cedefop. As a step in this direction, measures for value for money and for effectiveness (unit costs, comparative cost analysis) need to be developed and implemented.

ANNEX XI

Europass 2007

Introduction

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 2007

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

- 4 712 154 visits for 2007 (9 593 686 since February 2005); top five top countries are: Italy, the Netherlands, Portugal, Germany and Spain;
- 6 029 108 documents downloaded in 2007 (9 886 607 since February 2005); top downloaded documents are CV template, instructions and examples;
 - (a) age group of CV online users: over 50 % of users are below 25, and only 16 % are in the category 35+);
 - (b) top five mother tongues of CV online users (CV): Portuguese, Italian, German, Hungarian and Polish.
- 1 446 694 documents generated online in 2007 (2 535 945 since February 2005); 1 411 209 CVs and 35 485 ELP.

Developments in 2007

Many developments took place in 2007 to improve the Europass CV/ELP, mainly:

- free access to technical files to promote Europass interoperability: Europass Labels files, XML Schemas and various XSLT resources and utilities, documen-

tation related to the use of Europass Web Services Europass XML Schemas and various XSLT resources and utilities;

- improved user-friendliness of the ECV/ELP online: use of **controlled vocabularies** for the name of countries, nationalities and languages. Also, **better structuring** of the postal address field;
- **upgrade to OpenDocument** format for the online CV/ELP tool;
- in the framework of the audit on Europass commissioned by DG EAC, a **user survey** was posted on the Europass website and completed by more than 1 100 visitors. The information gathered will help improve the user-friendliness of the site.

ANNEX XII

Major publications 2007

Title	Description	Language(s)	Bibliographical reference	Link
Berufsbildung in Deutschland (Vocational education and training in Germany)	This short description outlines the most important elements of the German vocational training system, highlighting important current educational trends and priorities.	German, English, French	Cedefop. Luxembourg: Publications Office, 2007 (Cedefop Panorama series; 138).	http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=465 http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/465/5173_de.pdf http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/465/5173_en.pdf http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/465/5173_fr.pdf
Indicators for quality in VET	Eight indicators are outlined as part of a comprehensive European strategy for quality in vocational education and training (VET). Indicators can be a valuable tool to measure and assess the extent to which quality objectives have been met and actions needed to improve.	English, French	Cedefop. Luxembourg: Publications Office, 2007 (Cedefop Panorama series; 134).	http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=469 http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/469/5167_en.pdf http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/469/5167_fr.pdf
Towards European skill needs forecasting	Information on future skill needs in Europe has been lacking for a long time. This publication discusses opportunities and obstacles for European skill needs forecasting and looks at feasibility of a common approach to pan-European skills forecasts.	English	Cedefop. Luxembourg: Publications Office, 2007 (Cedefop Information series).	http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=474 http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/474/4060_en.pdf

Title	Description	Language(s)	Bibliographical reference	Link
<i>O Sistema de Educação e Formação Profissional em Portugal (Vocational education and training in Portugal)</i>	This short description outlines the most important elements of the Portuguese vocational training system, highlighting important current educational trends and priorities.	Portuguese, English, French, German,	Cedefop. Luxembourg: Publications Office, 2007 (Cedefop Panorama series; 144).	http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=475 http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/475/5177_de.pdf http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/475/5177_en.pdf http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/475/5177_fr.pdf http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/475/5177_pt.pdf
Learning together for local innovation: promoting learning regions	European case studies look at how education and training agencies, including universities, cooperated with other regional actors to promote innovation.	English	Cedefop. Luxembourg: Publications Office, 2007 (Cedefop Reference series; 68).	http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publication_details.asp?pub_id=481

Major conferences 2007

Title	Dates	Venue	Short description	Link
Conference on ECVET			Cedefop organised, in cooperation with the German and European social partners, this major conference to support the consultation process offering social partners and other stakeholders, including ministries and training bodies, as well as the European Commission, opportunity to discuss the main issues surrounding ECVET. The conference outcomes (2-page flyer) were widely disseminated to national and EU stakeholders. Further information was provided through Cedefop's web site and the EQF-ECVET virtual community.	http://www.trainingvillage.gr/etv/News/Default.asp?idnews=2306
Induction Meeting of ReferNet for new Member States	12-13 February 2007	Bucharest	At this Induction Meeting of ReferNet for new Member States each delegation showed high interest on participating in Cedefop activities and projects in general, and in ReferNet consortium in particular. The role and the composition of a national consortium was defined, seen as an open method for coordination and cooperation at national level. It allowed also a good exchange of information, experiences and practices among key VET organisations in Bulgaria and Romania together with existing ReferNet members.	http://www.trainingvillage.gr/etv/news/default.asp?idnews=2172

Title	Dates	Venue	Short description	Link
AGORA 25 - Higher education and VET	22-23 February 2007	Cedefop	<p>This event was organised to mark the 30th anniversary of the Cedefop Bulletin, which became in 1994 "The European Journal of Vocational Training. The conference has clearly expressed the specificity of the European model of VET development when compared with other international organisation choices.</p> <p>Whereas the World Bank for example considers that the Investment in VET should be more appropriate in tertiary education, the Helsinki communiqué concludes on the necessity of improving attractiveness and quality of VET at all levels. One of the outcomes of this Agora is a thematic issue of the European Journal of Vocational Training on Higher education and VET to be published in January 2009 (No 46-2009/1).</p>	http://www.trainingvillage.gr/etv/news/default.asp?idnews=2245
The role of higher education in VET	19-20 March 2007	Cedefop	<p>The participants summarised the experience of the study visits organised on the role of higher education in providing VET during the years 2003-06. Policy related issues, stakeholder benefits and proposals for dealing with the theme in the future were discussed. The discussions stressed the need for universities to cooperate not only with industries but with all players in education and vocational training such as ministries of education and ministries of labour, to provide various forms of learning.</p> <p>Universities also play an important role in regional and local contexts.</p>	http://www.trainingvillage.gr/etv/news/default.asp?idnews=2382

Title	Dates	Venue	Short description	Link
Agora conference - Building a European VET area	26-27 April 2007	Cedefop	<p>Organised jointly by Cedefop and the German presidency, assessed the EU's progress in modernising VET and considered future steps to follow up the Helsinki communiqué of December 2006. Despite considerable progress already achieved, participants agreed that it is necessary to:</p> <ul style="list-style-type: none"> - invest more but also more effectively and equitably in human capital (in particular VET), develop people's potential paying particular attention to validating and developing the skills and competences of those who otherwise have little access to training - identify current and future skill needs to ensure that VET is relevant for the labour market - improve governance and develop a better evidence base for policy decisions. 	http://www.trainingvillage.gr/etv/Projects_Networks/PolicyAnalysis/events.asp?idnews=2339
Conference on Guidance for Workforce Development	25-26 June 2007	Cedefop	<p>The core result of the above conference was to contribute with concrete proposals and strategies for supporting development of relevant and sustainable initiatives as well as policy reforms in guidance and counselling for adults in working life.</p>	http://www.trainingvillage.gr/etv/News/Default.asp?idnews=2689

Title	Dates	Venue	Short description	Link
Annual meeting of the Study visits programme for those responsible for VET and for VET specialists	1-2-3 October 2007	Cedefop	At the annual meeting of NLOs the overview of the programme development, the assessment of the 2006 and 2007 first half experience and insight into future activities were discussed. <i>took place on 2-3 October 2007 in Cedefop, Thessaloniki.</i> The national coordinators of the study visits from the national agencies of the participating countries and DG EAC representatives took part in the first annual meeting of the consolidated study visits. The meeting focused on the future objectives, tasks and implementation procedures of the new programme. The timeframe for implementing the pilot phase and preparing 2008/2009 study visits were agreed upon.	http://studyvisits.cedefop.europa.eu/
Rhetoric or reality: The shift towards learning outcomes in European education and training policies and practices	15-16 October 2007	Cedefop	The conference addressed the shift towards learning outcomes currently taking place in European education and training policies and practises. At European level the launching of the European qualifications framework (EQF) and the European credit transfer system for vocational education and training (ECVET) has put learning outcomes firmly on the political agenda. At national level the rapid development of national qualifications frameworks (NQF) points in the same direction. These developments have been captured and documented by the Cedefop comparative study on the shift to learning outcomes addressing the developments in all the 32 countries taking part in the Education and training 2010 process. The preliminary findings of this study were provided an important input to the discussions in the conference.	http://www.trainingvillage.gr/etv/News/default.asp?idnews=2439

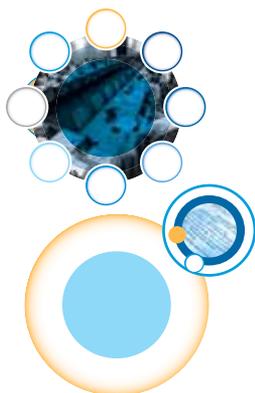
Title	Dates	Venue	Short description	Link
Conference on familiarisation of Cedefop activities and EU VET policies	3-4 December 2007	Dubrovnik	The workshop in Dubrovnik, Croatia, was organised on 3-4 December 2007 in close cooperation with ETF and the local authorities. Cedefop presented to key local VET stakeholders ReferNet, Europass, EQF, ECVET and sectoral approaches.	
10th TTnet annual conference	6-7 December 2007	Cedefop	The conference participants debated the main outcomes of TTnet study on 'Defining VET professions', with a special focus on the validation of the common competence framework for VET teachers and trainers. Future lines of activity for 2008 were also discussed. The conference brought together the coordinators and experts of the TTnet national networks, as well as representatives of the candidate countries.	http://www.trainingvillage.gr/etv/news/default.asp?idnews=2952
Conference on familiarisation of Cedefop activities and EU VET policies	17-18 December 2007	Istanbul	The workshop in Istanbul, Turkey, was organised on 17-18 December 2007 in close cooperation with ETF and the local authorities. Cedefop presented to key local VET stakeholders ReferNet, EQF, ECVET, sectoral approaches and TTnet.	



Cedefop Management Board Meeting May 2007

Cedefop (European Centre for the Development of Vocational Training)

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