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2006-08

# Vocational education and training: key to a better future

**Cedefop's medium-term priorities**

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## Cedefop's medium-term priorities for 2006-08

Cedefop

# Foreword

This document sets out the strategic objectives and priorities which will guide the Governing Board in adopting Cedefop's work programmes for 2006, 2007 and 2008. It highlights the challenges in vocational education and training (VET) stemming from the Lisbon goals, the 2010 objectives for education and training, and describes the contribution expected of Cedefop in meeting these goals. Vocational education and training is the key to a better future and to sustained economic and social development. Participation and investment in education and skills attainment have to increase dramatically. All stakeholders must intensify their efforts to achieve the goals and benchmarks for which they are responsible. For the EU to become more competitive, modernisation and innovation in education and training have to develop rapidly.

These medium-term priorities look ahead to the opportunities and challenges facing the EU and associated European countries and to the contribution of VET in addressing these challenges. Europe has committed itself to becoming a knowledge society combining higher economic performance with social inclusion. However, at present 80 million EU citizens of working age are low skilled. In future, Europe will have to upskill a substantial part of its population, both at upper secondary and tertiary levels.

The main strategic objective for the EU is to manage change and achieve the common 2010 goals for education and training. To move closer to a knowledge-based society Europe needs an innovation strategy that invests in, and improves the quality of, human resources. More effective use of resources, a future-oriented design of VET and new approaches to learning in schools and at work are essential ingredients of such a strategy.

Cedefop aims to support VET policies at European, national and sectoral levels and assist its stakeholders in reaching their goals. To this end, Cedefop provides research results, information, knowledge and support for evidence-based policy development.

These medium-term priorities underline the need for an integrated approach and for enhanced cooperation with all stakeholders. They provide guidelines for Cedefop's work in the coming years, and indicate how it will

be conducted and what stakeholders and policy-makers can expect. At the same time, they serve as a tool for Cedefop's internal planning and management for which part guidelines are described in the attached and on which regular reporting will take place.

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# Introduction

1. The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union. Created in 1975 with a tripartite Management Board (from 21 December 2004, Governing Board), it provides services for the European Commission, the European Union Member States and the social partners as well as for the associated countries of Iceland and Norway The candidate countries are also associated with its activities, in close cooperation with the ETF.

## Cedefop's role and tasks

2. Cedefop's work comes within the framework of European policy and action on education and training (see Annex I for main documents) and the Centre is committed to a European approach and dimension to all its work.

3. As indicated in Article 2 of Cedefop's founding Regulation, the aim of the Centre is to assist the Commission in encouraging, at Community level, the promotion and development of vocational education training and of in-service training.

   As the European Union's reference centre for vocational education and training, Cedefop provides policy-makers, researchers and practitioners with information to allow them to have a clearer understanding of developments in VET and to take well-informed decisions on future action.

4. In line with the European treaties, Cedefop promotes the European and international dimensions of education and training systems by encouraging and facilitating mutual learning (between countries, professional communities and individual citizens).

5. Cedefop's statutory role is to provide information and to report on and analyse developments in Member States and at European level. In accordance with Article 2 of Cedefop's founding Regulation, its main tasks are to:
   • compile selected documentation and analysis of data;
   • contribute to developing and coordinating research;
   • exploit and disseminate useful information;

- encourage and support a concerted approach to vocational education and training problems;
- provide a forum for all those concerned.

## Serving its partners

6. Supporting and cooperating with stakeholders is more important than ever for creating effective and high-quality education and training systems within the framework of lifelong learning. Cedefop contributes to this goal by supplying its products and services to the following stakeholders:
   - the European Commission, European Parliament and other European institutions;
   - the Member States;
   - social partners;
   - other policy-makers, including local and regional authorities;
   - vocational education and training researchers and practitioners;
   - associated countries (Iceland and Norway) and candidate countries.

## Cedefop's medium-term priorities 2006-08

7. Cedefop will contribute to the education and training 2010 work programme in support of the Lisbon goals and the European Council Stockholm/Barcelona conclusions. The Barcelona Conclusions (2002) set the objective of making Europe's education and training systems a world quality reference point by 2010. They were inspired by the three basic principles for education and training systems defined in Stockholm (2001): improved quality and effectiveness, facilitating access for all, and openness to the wider world.

8. More specifically, Cedefop will support the implementation of the priorities set for VET in the Copenhagen declaration (2002) and the Maastricht communiqué (2004), which will guide its activities over the coming years (see paragraph 28) and which mandated Cedefop and the ETF to 'continue to support the implementation of the Copenhagen process and use their networks (e.g. ReferNet, national observatories) and electronic media, to assist with reporting, monitoring progress and exchange of experience ...'.

9. The medium-term priorities are as follows:
   • guide Cedefop in preparing its work programmes 2006, 2007 and 2008;
   • establish Cedefop's working priorities in supporting the EU goal of providing high-level and good quality vocational education and training for its citizens;
   • address Cedefop's role of promoting and developing VET by providing relevant and comparable information and analysis, capitalising on research findings and outlining the implications for policy and practice;
   • enhance Cedefop's position as the European Union's reference centre for vocational education and training;
   • highlight the main products, services and tools that Cedefop will provide for its partners and stakeholders.
10. Cedefop will continue to apply meaningful quantitative and qualitative performance indicators to its work wherever possible and appropriate. They will be applied, in line with the financial rules, to the activities undertaken to implement the objectives set out in the annual work programmes. Their purpose is to ensure systematic monitoring and follow-up of progress and achievements. In 2007, Cedefop's Governing Board will make a mid-term assessment of the implementation of the present medium-term priorities. In implementing the priorities Cedefop will also take account of the external evaluation scheduled for 2006.

# Key challenges

## The strategic context: lifelong learning

11. Lifelong learning is a transversal and strategic objective of the EU's education and training policy and, at the same time, a key element of employment, social and democratic renewal policies. Making lifelong learning a reality and establishing efficient and equitable education and training systems will help make Europe a highly competitive knowledge society, while fostering social cohesion and active citizenship. Consequently, 'promoting a European area of lifelong learning in an enlarged European Union' was – and will continue to be – the overarching strategic objective of Cedefop's medium-term priorities 2003-06.

12. The impact of globalisation, new technologies, changing work organisation and demographic change imposes demands on the levels and profiles of skills and competences people need to acquire, use and renew. As the pace of technological change quickens and the population of Europe ages faster, lifelong learning is increasingly needed to cope with socio-economic change.

13. The development of education and VET policy and practice within the framework of lifelong learning is:
    • the means by which people, throughout their lives, acquire and update their skills to cope with changing demands and social and economic change and to achieve self-fulfilment and personal development; this is likely to yield wider social and economic benefits for all – individuals, companies and society alike;
    • essential for developing employability, adaptability as well as social and economic integration, especially of low-skilled, unskilled and disadvantaged people;
    • a key component of competitiveness and innovation in so far as it facilitates human resource development in all working environments.

14. The European social partners have initiated, in the context of the European social dialogue, a framework of actions for the lifelong development of competences and qualifications. As it has been requested to do in this framework, Cedefop will continue to support the social partners at all appropriate levels in promoting and supporting follow-up activities.

## Upskilling the European population

15. Although European countries have made considerable progress in raising the skill levels of their populations, the number of low-skilled people remains too high (2003: about 80 million persons between 25 and 64 years in the EU 25), This compares poorly with our global competitors. This will jeopardise social cohesion, competitiveness and future growth. A thorough analysis of the characteristics of the low-skilled and other disadvantaged groups is needed to develop more targeted measures to increase their participation in, and completion of, VET. The capacity to use a wide range of means – including advanced technologies – to find and select learning and qualification paths is becoming a key skill.

16. Action to combat early school leaving has an important role to play in reducing the number of low-skilled people. Strengthening vocational streams and work-based learning helps to prevent school dropout. Lifelong guidance and counselling encourage higher participation and completion rates by helping younger and older people to find the most appropriate pathways.

## Strengthening VET at all levels

17. Continuing vocational training is the weakest link in both formal and non-formal lifelong learning. The number of companies in the EU providing training remains low as does the participation of adults in lifelong learning. All stakeholders, including the social partners, have to act to develop lifelong learning in practice. Measures are needed, in particular, to encourage companies to train more, to support the development of training provision for SME employees and to encourage the participation of non-traditional learners, including women returning to the labour market and older workers.

18. In view of demographic trends, continuing vocational training is an important tool for retaining workers, particularly older workers, and for increasing employment rates, especially those of women. This has to be complemented by creating better links between education/training and the world of work, thus easing the transition of young people into employment, and by measures to reactivate the 'hidden labour force' (e.g. long-term unemployed and discouraged workers): Europe cannot afford to waste its human resources.

19. Moreover, links between VET and higher education have to be strengthened, not only in terms of permeability, but also by making these educational pathways more coherent. This not only makes VET more attractive, it is also important for developing a comprehensive and coherent system of lifelong learning.

20. Important practical ways of making progress include lifelong-learning pacts in agreements between the social partners at all levels; more learning-conducive environments in vocational schools and enterprises; and more flexible learning provision, including work-based learning, e-learning, open and distance learning.

## Recognition of skills and competences

21. In addition to financial and time incentives, pathways for recognition of formal, non-formal and informal learning are required. The lack of mutual recognition of qualifications and competences across Europe is a major obstacle to mobility within the EU. The European qualifications framework, together with the new credit system, the use and development of Europass and increased transnational placements, as foreseen in the new generation of education and training programmes, are essential tools for achieving this goal. These have to be reinforced and implemented on a large scale under the special responsibility of government authorities and social partners. Regular monitoring, evaluation and feedback are needed to measure progress and improve the effectiveness of such measures.

22. To promote a closer match between education and training supply and labour-market demand, strong links between VET institutions and the world of work are required. They should be complemented by European approaches to the early identification and anticipation of new and changing skill needs.

## Investment in training and quality assurance

23. Increasing investment in human capital is high on the political agenda. Despite substantial benefits conferred by skills and competences, companies often regard expenditure on training as an immediate cost rather than a longer-term investment. All actors must accept their

responsibility for raising the level and efficiency of spending on initial and continuing VET, in order, among other things, to catch up with, or stay ahead of, our competitors. European and national budgets should more closely reflect the Lisbon priorities, in particular education and training and research and development to promote competitiveness.

24. Quality assurance is a prerequisite for ensuring a better return on investment and more efficient and attractive VET systems. In recent years, Member States have increasingly paid attention to quality assurance. However, despite some important developments, there are still few countries with a fully comprehensive quality assurance system. VET is lagging behind higher education in this field, especially among small VET providers, whether SMEs or training organisations. Moreover, in many instances, training departments in companies are lagging behind production and marketing departments in adopting a quality assurance approach. Steps need to be taken to ensure that quality assurance approaches are widely applied by public and private organisations involved in initial and continuing VET.

## Teachers and trainers

25. VET teachers and trainers are pivotal in promoting the Lisbon, Copenhagen and Barcelona goals. The quality of VET depends primarily on the quality of its teachers and trainers. As VET has to cope with rapid changes in work processes and content, the role of VET practitioners is shifting from pure instruction to encompass learning facilitation and innovation.

26. However, VET teaching is an ageing profession and in many countries the pay and image of vocational teachers/trainers are low, and increasing shortages are to be expected. As a matter of urgency countries need to improve the status and attractiveness of VET as a profession. The right balance needs to be found between further professionalisation of VET teachers/trainers and new ways for their recruitment. Special attention should be given to their continuing training, including in how to exploit the learning and innovation potential of ICTs as well as content-specific training in communities of practice.

## Improving data

27. Up to now, it has been difficult to assess the impact of VET on economic and social performance. Improving the scope, reliability, validity and comparability of statistics and indicators is, therefore, a precondition for assessing benchmarks and monitoring progress in making VET more efficient, effective and attractive. To advance, all providers and users of statistics must cooperate to make their data more comparable, current and relevant to VET.

# Cedefop's priorities

28. In view of the challenges indicated above and the priorities set out in the Maastricht communiqué, which has been agreed by 32 European countries, the European Commission and the European social partners, Cedefop will concentrate on four priorities cited in the Maastricht communiqué:

    (a) 'promoting the image and attractiveness of the vocational route for employers and individuals to increase participation in VET;

    (b) achieving high levels of quality and innovation in VET systems to benefit all learners and make European VET globally competitive;

    (c) linking VET with the knowledge economy's requirements for a highly skilled workforce and especially, owing to the strong impact of demographic change, the upgrading and competence development of older workers;

    (d) addressing the needs of the low-skilled (about 80 million persons aged between 25-64 years in the EU) and disadvantaged groups so as to achieve social cohesion and increase labour market participation.'

29. The above priorities will guide Cedefop's contribution to developing a brighter European future. They are the basis for its activities, area plans and individual work plans. The priorities will be implemented, with some major transversal support tools (see below), through annual work programmes and in close cooperation with its partners. Cedefop's areas will devote their work to these priorities using specific approaches and instruments and setting out clear indications of activities, means and milestones (what, how, when?).

30. Cedefop will also contribute – in cooperation with statistical providers – to evidence-based policy-making by improving the scope, precision, reliability and comparability of data, statistics and indicators for VET.

# Transversal tools

31. From 2007 Cedefop will support the new integrated lifelong learning (LLL) programme, which will underpin and supplement action taken by the Member States, as well as the specific Leonardo da Vinci programme, which will address the teaching and learning needs of all those in vocational education and training.

32. Cedefop will support thematic networks and create synergy between the LLL programme as a laboratory of innovation and Cedefop as a tool in the service of the EU's vocational training policy. Thematic networks and virtual communities of policy and practice will contribute to increasing the quantity and improving the quality of cooperation between learning providers, enterprises, social partners and other relevant bodies throughout Europe.

33. Assistance in implementing the integrated LLL programme will be provided in areas related to Cedefop's competence and tasks and will promote coherence with the activities of the European Social Fund and other lifelong learning-related programmes.

34. Cedefop will, in cooperation with others, provide comparable information on the EU's lifelong learning approach. The introduction of coherent and comprehensive national lifelong learning strategies, which is due to take place by 2006, needs analysis and reporting arrangements with Cedefop's reference and expertise network (ReferNet), which provides a sound basis for data collection, review, analysis, research input and dissemination of information on education and training.

35. A major tool in enhanced cooperation is the knowledge management system, which will provide thematic comparative information as a foundation for policy development, especially at national level. In a European, transnational perspective it identifies effective policies and practices and makes available good examples of policy and practice. The European training village will develop a thematic approach with a constantly updated web-based transversal and comparative reporting system and a platform for networking and exchange.

36. Cedefop will continue to report on change and innovation in VET research, paying particular attention to the implications for policy and

practice. The next research report will focus on the Maastricht priorities and will also address new and longer-term research topics.

37. Cedefop will also contribute to regular assessments of the progress made by European countries in achieving the priorities for VET set in Copenhagen and Maastricht. These reviews need input from all working areas, networks and virtual communities – particularly ReferNet, and national and European organisations. Additional analyses based on information from international organisations and non-European countries is required to compare the EU with its competitors.

38. Cedefop will develop and strengthen existing cooperation and partnerships with Member States, associated countries, and European and international organisations including the ETF, Eurydice and European SchoolNet to achieve synergy in reporting on developments in education, training and lifelong learning. The coordinated activities of Cedefop and the ETF will facilitate the familiarisation of candidate countries with the European Union and their smooth transition and integration.

39. At the request of the social partners, Cedefop will support cooperation and partnership on issues related to human resource development through the social dialogue on vocational education and training, and particularly on sectoral activities.

40. Cedefop will continue to develop networks and organise conferences and meetings to provide a platform for dialogue, exchange and policy input. In particular, it will organise study visits on behalf of the European Commission for mutual and peer learning on priority issues.

41. Cedefop will be prepared to provide reference material to other European organisations, like EVTA, to allow them to run practical information services tailored to organisations and practitioners.

42. Cedefop will work together with the European Commission, Eurostat and other international partners (such as the OECD, Unesco, the ILO and the Council of Europe) in developing and disseminating comparative statistics on education and training, and especially on VET, within the overall framework of lifelong learning.

43. Cedefop will ensure high visibility and quality of service and disseminate the outcomes of its work through a variety of channels: the Cedefop website; the ETV including its networks and projects; electronic publications and databases; and through key reference publications on research and policy and other publications, such as the *European journal vocational training*, the Panorama series and the *Cedefop info* broadsheet.

# Evaluation

44. Cedefop is obliged to carry out *ex-ante* and *ex-post* evaluation of all its activities. It shall prepare an evaluation plan which sets out the timing of the planned evaluations and against which progress is regularly reviewed. It shall ensure the systematic follow-up of the conclusions of the evaluation reports.

    In this context Cedefop's medium-term priorities foresee the means to be used and the results to be reached. This helps evaluation to be more effective and objective and facilitate its use for efficient allocation of resources, design of activities and increase in quality.

    Cedefop will:

    (a) build annual work programmes on the basis of these medium-term priorities and monitor regularly and report systematically in its annual reports on the results achieved;

    (b) provide for optimal conditions for evaluation via SMART indicators (specific; measurable; accepted; realistic; time-dependent);

    (c) develop an integrated quality management system and systematic assessment of the use and impact of products and services (web monitoring, user surveys, conference assessment, etc.);

    (d) promote Governing Board and stakeholder involvement in product development and evaluation via working parties;

    (e) develop an action plan on the results of the external evaluation, which will be organised by DG EAC at the beginning of 2006. The action plan might influence the implementation of the priorities.

    (f) prepare Cedefop's feedback in 2008 for another external evaluation in 2009, so as to maximise the synergies of any evaluations launched by DG EAC and Cedefop.

# Guidelines
# for implementing
# the priorities
# 2006-08

# Linking priorities to Cedefop activities in the work areas

1. The priorities will be embedded in all areas of Cedefop's work, but will be approached from different angles for different purposes. These work priorities are complemented by specific projects and initiatives, which may also be transversal, integrating elements from several work areas.
2. More specifically, the work areas will contribute to translating the priorities into activities as shown in the following paragraphs. In this context it is important to highlight that these are indicative activities, which might be subject to change in line with the Commission's decisions and changes in the policy framework.

## Developing research (Area A)

3. Research on VET is understood as the systematic cross-disciplinary enquiry into the systems, conditions and frameworks for the structures and processes involved in acquiring and updating vocational skills and knowledge. Theory, methodology and analyses combine to reduce complexity, provide explanation and improve understanding.

   Objectives: the aim of VET research is to explain developments in vocational education and training, to identify new issues and demands, explore their implications for innovation and development, and to increase the transparency of systems and processes associated with learning. Enquiry is carried out in-house, and by commissioning studies and participating in research cooperation networks. All activities seek to clarify the implications of research results for VET policy and practice.

   Coherence with the founding Regulation: 'The main tasks of the Centre shall be: to compile selected documentation relating ... to research; to contribute to the development and coordination of research ...'

(1) **Promoting the image and attractiveness of the vocational route for employers and individuals, in order to increase participation in VET**

| What | How | When |
|---|---|---|
| (a) Promote research results and empirical data on investments, costs and benefits of education and training for individuals, companies and society to raise awareness and increase provision/ financing of training | • disseminate and update the third research report *The value of learning* on impact of education and training<br>• analyse continuing vocational training survey (CVTS3) and labour force survey (LFS) data on participation and costs of CVT (with Area B) | • publish in 2007/08 reports on new research results<br><br>• make CVTS3 results available in 2007 (depending on Eurostat), followed by detailed analysis |
| (b) Promote learning-conducive work environments and learning organisations | • publications dedicated to learning organisations and learning regions, respectively<br>• promote dissemination and debate of results<br>• review of research activities (projects, publications) throughout Europe using ReferNet input, ERO base and ERO call mailing list | • publish research papers on topical issues in 2006-08<br>• ongoing<br><br>• ongoing |
| (c) Analyse VET participation of different target groups to promote targeted measures | • analysis of Eurostat/OECD data and comparison with competitor countries<br>• publish specific reports and provide indicators for Copenhagen progress reports | • publish regular data updates in 2006-08<br>• starting with the next Copenhagen progress report in 2006 |

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|---|---|---|
| (d) Analyse links and permeability between VET and higher education | • gather information by countries (ReferNet) and review research findings<br>• include the issues in Copenhagen progress reports and specific reports | • starting with next Copenhagen progress report in 2006 |

(2) **Achieving high levels of quality and innovation in VET systems to benefit all learners and make European VET globally competitive**

| What | How | When |
|---|---|---|
| (a) Report on links between competitiveness, skills and human resources in a comparative view | • analyse and develop indicators on the contribution of VET/ET to competitiveness (including non-EU countries) | • starting with first Copenhagen progress report in 2006 |
| (b) Promote strategies on innovation in education and VET in the EU | • review innovation experiences and strategies in EU and non-EU countries<br>• involvement in thematic projects, and transnational networks on innovation in learning and through learning (e.g. CEDRA/ERO)<br>• publish discussion papers on competitiveness and innovation strategies in EU/OECD countries | • starting in 2006<br><br>• continuing task<br><br><br><br>• starting in 2006, in the framework of the next Copenhagen progress report |
| (c) Assess the efficiency of VET systems in developing skills and competences | • contribute to better understanding of the efficiency of VET systems in several initiatives aiming at direct skills assessment, such as a feasibility study on the German-led VET-PISA | • 2006 (involvement started in 2005) |

### (3) **Linking VET with the knowledge economy's requirements for a highly skilled workforce**

| What | How | When |
|---|---|---|
| (a) Continue and extend activities on early identification of skill needs (Skillsnet) and ensure policy transfer | • promote, maintain and develop networking (Skillsnet)<br>• organise workshops on new and innovative fields; publish and disseminate results to research and policy<br>• develop a European approach to occupational/skill forecasting<br><br>• provide platforms and coordinate research network on forecasting | • continuing<br><br>• continuing<br><br><br><br>• starting 2006 (preparatory work in 2005)<br>• starting 2006 |
| (b) Provide information on supply and demand of skilled workers, including shortages, surpluses and skill mismatch | • analyse LFS and OECD data<br>• participate in DG EMPL activities on labour force supply and demand and on vacancies<br>• cooperate with the ISPRA LLL research unit<br>• publish research papers on supply, demand and skill mismatch | • starting 2006 |
| (c) Provide analysis of the skills level and skills needs of adults | • participate in OECD programme on international assessment of adult competences (PIAAC), in particular the development of international tools to assess skills use in jobs<br>• participate, with Area B, in the analysis of Eurostat's adult education survey (AES) | • first PIAAC survey planned in 2008/09; development work planned for 2005-06<br>• after data collection (which is planned 2005-07) |

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|---|---|---|
| (d) Analyse the implications of demographic change for ET, VET and LLL, particularly for older workers | • participate in network on demographic change<br>• analyse CVTS3 and LFS (with Area B)<br>• publish discussion papers and research results on LLL and older workers | • starting 2006 |

(4) **Addressing the needs of low-skilled and disadvantaged groups to promote social cohesion and increase labour market participation**

| What | How | When |
|---|---|---|
| (a) Provide thorough analysis of characteristics of low-skilled and disadvantaged people and their education/training and work needs | • define characteristics and features of low-skilled and disadvantaged people in different countries, including competitors, using available research and country information (ReferNet)<br>• dedicate specific sections to this in the Copenhagen progress report and fourth research report | • starting 2006<br><br><br><br><br><br>• 2006 and 2007/08 |
| (b) Analyse skill needs of traditional unskilled jobs and their implications for training provision and assessment of skills acquired by non-formal/ informal learning | • review job analyses made in different countries for unskilled workers, e.g. in the framework of Skillsnet<br>• participate in OECD programme (PIAAC), in particular the development of international tools to assess skills use in jobs<br>• dedicate specific sections to this in fourth research report and Copenhagen progress report | • 2006<br><br><br><br>• 2006<br><br><br><br><br>• 2006 and 2007/08 |

(5) **Specific transversal activities**

| What | How | When |
|---|---|---|
| (a) Provide research-based argumentation on the context and conditions for achieving the Maastricht priorities<br><br>Draw on research to identify new policy issues beyond 2010<br><br>Promote translation of research results into policy and practice | • select research presented in fourth research report to address the Copenhagen/Maastricht priorities and follow-up<br>• publish reports and analyses on selected issues related to Maastricht follow-up on the ETV<br>• disseminate results to policy-makers at national and European level | • publication of fourth research report in 2007/08<br><br>• regularly<br><br><br>• starting 2006 |
| (b) Maintain and develop research networks and web-based cooperation for disseminating and sharing of knowledge and innovative projects<br><br>Ensure research input into KMS | • promote and further develop Cedra networks, the ERO call and ERO base<br>• enhance quality, regularity, geographical and thematic balance of research input into ERO base in close cooperation with ReferNet and ensure interoperability with other information resources of the KMS, in particular eKnowVet | • continuing<br><br><br>• continuing |

| (c) Report on progress made by countries in achieving the Maastricht priorities | • coordinate and analyse, in cooperation with all Cedefop areas, information input from countries, particularly via ReferNet, DGVTs, Commission, the ETF and international organisations<br>• contribute to the Helsinki and future progress reports | • starting 2006 |
|---|---|---|
| (d) Disseminate research and practice-oriented information to a wider audience and care for quality and awareness | • maintain quality assurance of articles of the *European journal on vocational training*<br><br>• search for new channels of distribution for the *European journal* to increase subscriptions, including the new Member States and candidate countries<br>• make efforts to include the *European journal* in international citation indexes<br>• organise Agora Thessaloniki conferences to discuss and disseminate results from research to various stakeholders | • publish three issues of the *European journal* per year<br>• starting 2006 (preparatory work in 2005)<br><br>• continuing<br><br>• continuing (two/three Agoras annually) |

# Reporting on and facilitating a concerted approach to VET (Area B)

4. Area B's VET reporting activities comprise descriptions of Member States' VET systems, analysis of and reporting on specific VET issues and trends on a transnational basis, and updates on a range of topical priority VET policy developments. Facilitating a concerted approach to VET involves networking and investigations to inform reflection, foster cooperation and promote a common understanding of key VET concepts. Both the reporting and concerted approach activities draw on information provided by research, policy, practice and statistics from throughout Europe.

Objectives: to bring diverse sources of knowledge together into a coherent structure and develop up-to-date comparative elements highlighting policy implications on a range of key issues in order to lay the foundations of a broad-based platform of shared knowledge and experience. This is intended to promote debate and to enable policy-makers to relate and benchmark their activities better within the European context as well as to support policy-makers in reaching well-founded decisions on future actions. This approach is consciously based on the provisions of Article 150 of the Treaty.

Coherence with the founding Regulation: 'The main tasks of the Centre shall be: to compile selected documentation relating in particular to the present situation, the latest developments ... and to encourage and support a concerted approach to vocational training problems'.

(1) **Promoting the image and attractiveness of the vocational route for employers and individuals, in order to increase participation in VET**

| What | How | When |
|---|---|---|
| (a) Promote Commission work on establishing a European qualifications framework overarching VET, HE and LLL and a European credit transfer system for VET | • support for the EQF working group<br>• running the virtual community for EQF<br>• contribute to dissemination of the results and to the organisation of feedback, validation and testing | • 2006-08 |

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|---|---|---|
| (b) Describing roles, activities and competences of VET professionals | • transversal analysis of professional profiles by clusters of TTNet experts/countries<br>• publication of a report<br>• support for technical work of the European Commission | • report completed in 2006<br>• recommendations to policy-makers and VET providers on common training and qualification principles in 2007 |
| (c) Reporting on the following eKnowVet themes:<br>• policy development-objectives, frameworks, mechanisms, priorities (theme 2)<br>• institutional framework – provision of learning opportunities (theme 3)<br>• European and international dimension: towards an open area of lifelong learning (theme 11) | • detailed thematic analysis on themes 2, 3 and 11 (information collected from ReferNet)<br><br>• comparative analysis on themes 2, 3 and 11 | • 27 reports on one/two themes (to be decided annually) published online each year 2006-08<br>• comparative analysis on one/two themes (to be decided annually) published each year 2006-08 |
| (d) Increase the visibility of VET curricula and the | • support implementation and individuals' use of the Europass instruments, in cooperation with | • 2006-07 further development of the Europass portal in |

| transparency of qualifications in order to enhance educational and occupational mobility | the Commission and relevant national agencies, via Cedefop's Europass portals, transparency virtual community and events | line with decisions taken by the Commission (e.g. cooperation with Eures) |
|---|---|---|
| (e) Support thematic monitoring and valorisation of LdV projects in the area of transparency | • analysis of projects and dissemination of findings via virtual communities and discussion groups | • 2006-08 |
| (f) Support the use of career guidance to make VET careers more attractive | • work with and through the Commission's expert group on lifelong guidance and European social partners to identify examples of good practice and to develop careers information strategies to promote VET | • draft strategy and examples ready for dissemination by 2007 |

(2) **Achieving high levels of quality and innovation in VET systems to benefit all learners and make European VET globally competitive**

| What | How | When |
|---|---|---|
| (a) Promoting the sustainable development of quality assurance in VET in the Member States and the candidate countries | • support for the Commission technical work on quality in VET and the stakeholders involved in the programme<br>• dissemination and promotion of the implementation of the CQAF at initial, CVT and sector levels | • contribution to the organisation of two major conferences on quality in VET per year<br>• early 2006 a major conference on the convergence of |

| | | VET and higher education and the role of quality will take place under the Austrian Presidency |
|---|---|---|
| | • a structured programme of interrelated peer learning visits for mutual understanding and trust | • 2006-07 |
| | • studies/cross analyses of several aspects of quality assurance | • four studies on quality in VET with particular emphasis on SMEs and sectors |
| | • extension of the scope of the virtual community | • by 2008 |
| | • networking of bodies in charge of quality assurance in VET | • steering of the network (annual meetings, secretariat, etc.) |
| (b) Agree a common European approach to quality assurance systems for providing guidance in Europe | • test and refine draft criteria through peer reviews, input from European networks of national guidance forums and guidance expert group | • approach agreed by end 2007 |
| (c) Contributing to the upskilling of VET teachers and | • TTNet thematic project based on case studies | • 2006-07 |

| trainers by analysing their changing roles within quality approaches | • support for technical work of the European Commission | |
|---|---|---|
| (d) • Supporting Commission action on e-learning policy development by monitoring regional and national e-learning policy initiatives, innovative pedagogies as well as surveying and reporting on the impact of ICT-supported learning on VET and LLL systems<br>• Supporting the creation of a European e-learning observatory and forum | • research and studies<br>• project-related activities under e-learning programme | • European e-learning observatory function completed in 2007<br>• three studies on European e-learning development completed in 2006<br>• three transversal action projects under the e-learning programme completed in 2007 |
| (e) Reporting on the following eKnowVet themes: | • detailed thematic analysis on themes 6, 7 and 10 (information collected from ReferNet)<br>• comparative analysis on themes 6, 7 and 10 | • 27 reports on one/two themes (to be decided annually) published |

| | | |
|---|---|---|
| • Training VET teachers and trainers (theme 6)<br>• Skills and competence development and innovative pedagogy (theme 7)<br>• Financing-investment in human resources (theme 10) | | each year 2006-08<br>• comparative analysis on one/two themes (to be decided annually) published each year 2006-08 |
| (f) Developing a common European approach to the development of indicators for guidance | • studies<br>• peer reviews<br>• discussions with European networks of national guidance forums<br>• input from guidance expert group and standing group on indicators and benchmarks (SGIB) | • approach agreed by end 2008 |

(3) **Linking VET with the knowledge economy's requirements for a highly skilled workforce**

| What | How | When |
|---|---|---|
| (a) Establish bridges between sectoral initiatives and Europass framework | • increase exchange of experience with sectors<br>• take advantage of sectoral initiative and identify possible synergies (e.g. with ICT sector)<br>• cooperation with Commission in the further development of Europass<br>• maintain contact with sectoral partners | • 2006-08: integration of other (e.g. sectoral) instruments into the Europass framework |

| (b) Support the development of workplace guidance to support workforce development | • study of sectoral approaches to workplace guidance<br>• conference<br>• publication<br>• develop strategies with European social partners<br>• work with and through the Commission's activities on lifelong guidance and on the validation of non-formal and informal learning<br>• website<br>• virtual community | • end 2007 |
|---|---|---|
| (c) Foster cooperation of stakeholders in e-skills to improve analysis of supply and demand of skills, new job profiles and trends | • cooperating with social partners and public bodies and supporting the European Commission and Eurostat in their efforts to implement the e-Europe action plan | • 2006-08 |
| (d) Promote the establishment of sector-specific qualifications and skills frameworks (e.g. in the e-skills area) and promote new voluntary approaches to transparent certifications and standards at the European level | • support efforts of stakeholders and social partners and cooperate with the Commission and CEN, the European standardisation body via the CEN/ISSS workshop on ICT skills | • major e-skills conference in 2006 |

| What | How | When |
|---|---|---|
| (e) Reporting on the following eKnowVet themes:<br>• General policy context-framework for the knowledge society (theme 1)<br>• Initial vocational education and training (theme 4) | • detailed thematic analysis on themes 1 and 4 (information collected from ReferNet)<br>• comparative analysis on themes 1 and 4 | • 27 reports on one/two themes (to be decided annually) published each year 2006-08<br>• comparative analysis on one/two themes (to be decided annually) published each year 2006-08 |

(4) **Addressing the needs of low-skilled and disadvantaged groups to promote social cohesion and increase labour market participation**

| What | How | When |
|---|---|---|
| (a) Further support the development, dissemination and implementation of common European principles for identifying and validating non-formal learning | • share approaches and experience, develop a community of practice through the virtual community and the ETV<br>• support the technical work on validation<br>• publish and support the use of the inventory | • 2006-08 |
| (b) Reporting on the following eKnowVet themes:<br>• Continuing education and training for adults (theme 5) | • detailed thematic analysis of 27 countries on themes 5, 8 and 9 (information collected from ReferNet)<br>• comparative analysis of 27 countries on themes 5, 8 and 9 | • 27 reports on one/two themes (to be decided annually) published each year 2006-08<br>• comparative analysis on |

| | | |
|---|---|---|
| • Validation of learning-recognition and mobility (theme 8)<br>• Guidance and counselling for learning, career and employment (theme 9) | | one/two themes (to be decided annually) published each year 2006-08 |
| (c) Support thematic monitoring and valorisation of LdV projects in validation of non-formal learning | • analysis of projects and dissemination of findings via virtual communities and discussion groups | • 2006-08 |
| (d) Combating the digital divide by promoting the opportunities for training and retraining in the ICT area with the assistance of special e-Government activities | • promote ICT education and training for specific and disadvantaged target groups in close connection with the current e-learning programme of the European Union | • 2006-08 |

(5) **Specific transversal activities**

| What | How | When |
|---|---|---|
| (a) Developing a concept for and taking the first steps towards creating a | in cooperation with the Commission and the Member States getting the web-based KS-LLL underway by:<br>• preparing a first version | • 2006-08 |

| | | |
|---|---|---|
| knowledge system that provides information on policy initiatives to promote lifelong learning (KS-LLL) and that fosters interactivity and exchange | • building the technical infrastructure and instruments<br>• agreeing the future organisational structure for inputting to the system and its maintenance | |
| (b) Overview of national VET systems and related aspects structured according to the 11 key themes of eKnowVet | • thematic overviews of national VET systems of 27 countries (information collected from ReferNet)<br>• regular extraction of information to eKnowVet from other information resources such as ERO, VET-ACRO, VET-Instit, virtual communities | • updated once a year 2006-08<br><br><br><br>• 2006-08 |
| (c) Reporting on national VET systems | • publication in hard copy and in electronic form of two short descriptions (three languages) of the national VET systems of the Presidency countries, based on input from ReferNet | • twice a year, in preparation for the Presidency |
| (d) Disseminating information on Cedefop and on VET developments in the EU and beyond | • reporting on Cedefop's project work and on recent developments at national level (ReferNet) | • publishing three issues of *Cedefop info* per year |

| | | |
|---|---|---|
| (e) Improving the availability and dissemination of reliable and comparable VET/LLL statistics and indicators at EU level | • cooperation with DG EAC, Eurostat and SGIB<br>• follow up of CVTS, LFS and LdV statistical work programme<br>• evaluation of EU data sources<br>• cooperation with the ISPRA research unit on LLL | • by 2008, introduction of comparable statistics and quantitative indicators in the Cedefop reporting system (e.g. eKnowVet database, research report, etc.)<br>• report in 2006 on LLL Eurobarometer results in the EU 25<br>• 'Key Data' publication in 2007 (joint activity with DG EAC and Eurostat) |
| (f) Promoting sharing and dissemination of good examples of practice in priority areas for VET teachers and trainers | • TTNet virtual community<br>• website<br>• workshops<br>• annual Conferences<br>• strengthen the representative nature of TTNet national networks, namely the active involvement of the private sector | • 2006-08 |
| (g) Promoting the follow-up of the Council resolution on guidance throughout life and the dissemi-nation and imple-mentation of | • support to the expert group on guidance<br>• peer reviews<br>• studies<br>• virtual community<br>• website | • peer reviews completed by end 2006<br>• electronic handbook for policy-makers operational in 2007 |

| | | |
|---|---|---|
| common European reference tools for lifelong guidance | | • conference under the Finnish Presidency |

## Exchange and supporting partners (Area C)

5. Area C provides a forum for all Cedefop's partners and for other stakeholders interested in or responsible for VET matters in Europe. Equally, and based on information plus assistance, the Centre supports exchanges and debate on diverse themes among policy-makers, and in particular the social partners.

Objectives: to foster discussion between those responsible for VET and to provide information and a platform for exchange on key issues of common interest at EU level. This is essential in a field that is characterised by a diversity of interests and competences, by large differences between VET systems and by a lack of knowledge about the situation in other countries. Balancing those interests and arriving at a common and shared understanding of VET is extremely important both for those involved and for European integration.

Coherence with the founding Regulation: '(The Centre) shall, in particular, encourage the exchange of information and the comparison of experience. The main tasks of the Centre shall be ... to provide a forum for all those concerned. The Centre shall ... organise courses and seminars ... (and) establish appropriate contacts'.

(1) **Promoting the image and attractiveness of the vocational route for employers and individuals, in order to increase participation in VET**

| What | How | When |
|---|---|---|
| (a) Organise exchanges and stimulate debates on this point of common interest at EU level | • coordinate study visits on this theme and use those visits for mutual and peer learning | • 2006-08 |

| (b) Involving candidate countries | • with the support of ETF and using possible Phare subsidy, stress the importance of this challenge in the accession process and provide places for those countries in the study visits related to the theme | • 2006-08 |
| --- | --- | --- |
| (c) Supporting the social partners | • encourage participation of social partners in the study visits related to the theme | • 2006-08 |
| | • create an electronic resource on sectoral qualifications and activities | • 2006-07 |
| | • maintain the social partners house within the ETV | |
| | • analyse the good examples of policy and practice in main sectors | |
| (d) Disseminating and valorising the results of Leonardo da Vinci programmes | • consider these criteria for analysing and raising the visibility of the results of projects | • 2006-07 |

(2) **Achieving high levels of quality and innovation in VET systems to benefit all learners and make European VET globally competitive**

| What | How | When |
| --- | --- | --- |
| (a) Organise exchanges and stimulate debates on this point of common interest at EU level | • coordinate study visits on this theme and use those visits for mutual and peer learning | • 2006-08 |

| | | |
|---|---|---|
| (b) Involving candidate countries | • with the support of the ETF and using possible Phare subsidy, stress the importance of this challenge in the accession process and provide places for those countries in the study visits related to the theme | • 2006-08 |
| (c) Supporting the social partners, especially through a sectoral approach | • encouraage participation of social partners in the study visits related to the theme<br>• analyse good examples of policy and practice in main sectors | • 2006-07 |
| (d) Disseminating and valorising the results of Leonardo da Vinci programmes | • consider these criteria for analysing results of projects | • 2006-07 |

(3) **Linking VET with the labour market requirements of the knowledge economy for a highly skilled workforce**

| What | How | When |
|---|---|---|
| (a) Organise exchanges and stimulate debates on this point of common interest at EU level | • coordinate study visits on sectoral approach and use those visits for mutual and peer learning<br>• train NLOs and organisers in this aspect | • 2006-08 |
| (b) Involving candidate countries | • with the support of ETF and using possible Phare subsidy, stress the importance of this challenge in the accession process and provide places for those countries in the study visits related to the theme | • 2006-08 |

| (c) Supporting the social partners, especially through a sectoral approach | • encourage participation of social partners in the study visits related to the theme<br>• analyse the good examples of policy and practice in main sectors | • 2006-08<br><br><br>• 2006-07 |
|---|---|---|
| (d) Disseminating and valorising the results of Leonardo da Vinci programmes | • consider these criteria for analysing results of projects | • 2007 |

(4) **Addressing the needs of low-skilled and disadvantaged groups to promote social cohesion and increase labour market participation**

| What | How | When |
|---|---|---|
| (a) Organise exchanges and stimulate debates on this issue of common interest at EU level | • coordinate study visits on sectoral approach and use those visits for mutual and peer learning<br>• urge NLOs and organisers to take this aspect into consideration | • 2006-08 |
| (b) Involving candidate countries | • with the support of the ETF and using possible Phare subsidy, stress the importance of this challenge in the accession process and provide places for those countries in the study visits related to the theme | • 2006-08 |
| (c) Supporting the social partners, especially through a sectoral approach | • collect information on the involvement of social partners | • 2006-08 |

(5) **Specific transversal activities**

| What | How | When |
|------|-----|------|
| (a) Exchanges and debates | • organise synthesis and training seminars, using the sectoral approach as a common field for all experts | • 2006-08 |
| (b) Training | • organise common training for Cedefop staff and NLOs and social partners on those challenging points, especially on the upskilling of the labour force | • 2006-08 |
| (c) Web management | • use web pages and virtual communities for all the previous fields | • 2006-08 |

## Information, communication and dissemination (Area D)

6. Information, communication and dissemination is a transversal area that supports the other areas and external users. Area D prepares the products of the other areas for publication, promotion and dissemination.

   Area D will provide support for the main priorities through transversal activities, which will raise the visibility of the outputs from projects launched by the three areas under those priorities. The overall strategy of Area D is to provide relevant information, to disseminate it properly to stakeholders and to raise awareness by a balanced communication policy. The communication policy's main aim is to support policy development and knowledge sharing with the aim of reaching Lisbon objectives by 2010.

   Considering Cedefop's priorities, Area D will concentrate its activities under the specific transversal activities:
   • production and dissemination of printed and electronic information;
   • raising awareness of key VET issues on our websites for knowledge sharing;
   • linguistic and terminological support;

- conducting a proactive communication policy;
- raising awareness of and monitoring the impact of Cedefop products and services.

Objectives: to serve stakeholders proactively and raise the Centre's profile through a balanced range of information services and publications, which are translated in accordance with the language rules of the European Union and Cedefop's capacity to contribute to them. The aims of Cedefop's information and communication policy include serving a wide audience comprising policy-makers, partners, researchers and practitioners at European and national level, by providing them with relevant information on key issues, increasingly through electronic publication and distribution methods. In the period 2006-08 effective dissemination will receive special attention; increased action in collaboration with the European Commission and other stakeholders is needed.

Coherence with the founding Regulation: the library and documentation service offers a wide range of services and provides users with a full updated collection on vocational training accessible on-line. The overall mission is stated in Article 2(2) 'Regulation (EEC) No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training: the main tasks of the Centre shall be: to compile selected documentation relating in particular to the present situation, the latest developments and research in the relevant fields, and to matters of vocational training structure; …'

The activities for the period are grouped under the following main headings:

| What | How | When |
|------|-----|------|
| (1) Organising effective dissemination of high quality hard-copy and electronic publications | (a) implement and manage a completely integrated system for the management of all Cedefop publications in electronic format<br>(b) provide a more targeted service for all our stakeholders, and especially the members of Cedefop networks, by SDI (selective dissemination of information) profiles in comparison with ReferNet | • 2006<br><br><br><br>• 2007 |

| | | |
|---|---|---|
| | (c) develop and organise an enhanced system for disseminating all Cedefop paid and free publications | • 2006 |
| | (d) introduce new mailing list system | • 2006 |
| (2) Raising the profile of Cedefop and its products and services | (a) provide a new interactive web platform as a single entry point for all Cedefop services on the Internet and new Cedefop web portal | • 2006 |
| | (b) manage the electronic platforms for the exchange of information among all VET experts | • 2006-08 |
| | (c) enhanced solution for interactivity | • 2007 |
| | (d) implement a concerted promotion and public relations policy for raising awareness of Cedefop's products: conferences, contact with press, promotional activities, etc. | • 2006-07 |
| (3) Provide selected documentation of high quality | (a) manage and improve the library and documentation service, especially the reference service for all types of external users (maintain the ISO 9000-2001 quality management certification of the library) | • 2006-08 |
| | (b) improve the total quality management system (TQMS) procedures with a reference to tasks/competences and training | • 2006 |
| | (c) develop the functionality and the content of databases, taking into account the importance of | • 2006-08 |

| | | |
|---|---|---|
| | providing open access to electronic sources and semantic interoperability | |
| | (d) update the multilingual thesaurus of training in all EU languages | • 2008 |
| | (e) increase the role and impact of the European network of reference and expertise in VET, thereby supporting Cedefop's policy of having a structured, decentralised, networked system for collecting and disseminating information | • 2006-08 |
| | (f) extend ReferNet to new organisations and candidate countries | • 2007 |

## Directorate, administration, facilities and resources (Area E)

7. Directorate, administration, facilities and resources provide the general management and the infrastructure for the Centre's efficient operation. This concerns general management, human resources, professional training (including team working, quality assurance, peer review), as well as budgetary, legal and contractual, IT/telecommunications and technical support services and the running of conferencing facilities. This area is developing a coherent strategy for the optimal development and management of our human resources.

Objectives: to provide executive management and an infrastructure allowing the whole Centre to carry out its priorities and work efficiently. The administration of the Centre includes personnel, budget and training issues, technical support and electronic systems and connections with the outside world. After the external evaluation, the Director will provide the main elements for action in the coming years as follow-up.

The Directorate has the general mission of executing the medium and long-term strategic goals set by the Governing Board in close cooperation with all parties concerned, adapting work to changes in VET-related domains, prioritising work and managing and motivating the staff. The work is carried out in conformity with the founding Regulation and the financial rules. Because of the general tasks the tables below are related to main activities and not as before to the priorities.

(1) **Prepare and implement the Governing Board decisions as laid down in the founding Regulation and financial rules**

| What | How | When |
|---|---|---|
| (a) Draft budget | • prepare basic approach for year n<br>• provide draft budget n for written procedure<br>• adapt budget to decision of Budget Authority for written procedure | • Governing Board October-November year n-2<br>• before 31 March of year n-1<br>• before 31 December of year n-1 |
| (b) Financial accounts | • prepare financial reporting and ask for opinion of Governing Board | • before 1 July year n-1 |
| (c) Work programme | • prepare draft on the basis of medium-term priorities | • Governing Board for decision October-November year n-1 |
| (d) Annual report | • prepare draft on basis of results of work programme | • Governing Board for decision before 15 June year n+1 |
| (e) Regular reporting on main points | • reports of the Court of Auditors and Internal Audit Service<br>• staff developments<br>• internal control standards | • regular reporting to Bureau and Governing Board |

(2) **Ensure efficiency and effectiveness**

| What | How | When |
|---|---|---|
| (a) Meet European standards | • full implementation of internal control standards and keep staff policy in line with staff regulations in consultation with staff committee | • continuing |
| (b) Stimulate, within the ReferNet, coordinated use of EU programmes for funding thematic networking and partnerships | • developing proposals for thematic networking in line with 11 key themes of the KMS | • prepare 2006 and implement in 2007 |
| (c) Adapt and extend the present building and facilities | • proposal to Bureau and Governing Board | • 2006 |

# Summary of policy documents

- the '*Charter of fundamental rights of the European Union*' and in particular Article 14, which declares that everyone has the right to education and to have access to vocational continuing training
  http://www.europarl.eu.int/charter/pdf/text_en.pdf;
- the '*Presidency conclusion of the Lisbon European summit*' (2000)
  http://libserver.cedefop.eu.int/vetelib/eu/pub/council/2000_0001_en.pdf
  and the '*Presidency conclusions of the Barcelona European Council*' (2002) on education and training
  http://libserver.cedefop.eu.int/vetelib/eu/pub/council/2002_0001_en.pdf;
- the Communication from the Commission '*Making a European area of lifelong learning a reality*' (COM(2001) 678 final, 21.11.2001)
  http://libserver.cedefop.eu.int/vetelib/eu/leg/com/com_2001_0678_en.pdf
  and the follow-up '*Council Resolution of 27th June on lifelong learning*' (2002/C 163/01, 9.7.2002)
  http://libserver.cedefop.eu.int/vetelib/eu/leg/res/2002_0163_en.pdf;
- the report from the Education Council to the European Council '*The concrete future objectives of education and training systems*' (5980/01 EDUC 23, 14.2.2001)
  http://register.consilium.eu.int/pdf/en/01/st05/05980en1.pdf
  and its follow-up as specified in the Council Resolution on lifelong learning (see above)
  as well as the '*Detailed work programme on the follow-up of the objectives of education and training systems in Europe*'
  http://europa.eu.int/comm/education/doc/official/keydoc/2002/progobj_en.pdf;
- the '*Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training*' (2003/C 13/02, 18.1.2002) to create an open area of VET of world quality
  http://libserver.cedefop.eu.int/vetelib/eu/leg/res/2003_0013_en.pdf;
- the Copenhagen Declaration on '*Enhanced cooperation in vocational education and training*' (29-30.11. 2002)
  http://libserver.cedefop.eu.int/vetelib/eu/pub/commission/dgeac/2003_0026_en.pdf

as well as the '*Maastricht communiqué on the future priorities of enhanced European cooperation in vocational education and training (VET)*' (14.12.2004)
http://libserver.cedefop.eu.int/vetelib/eu/pub/commission/dgeac/2004_0018 _en.pdf;
• the objectives of the Leonardo da Vinci programme for the period 2000 to 2006 set by '*Council decision of 26 April 1999 establishing the second phase of the Community vocational training action programme Leonardo da Vinci*' (1999/382/EC)
http://libserver.cedefop.eu.int/vetelib/eu/leg/dec/1999_0382_en.pdf
and the future priorities to be adopted in 2006 on the basis of the Commission proposals;
• the Commission's communication '*The new generation of Community education and training programmes after 2006*' (COM(2004) 156 final, 9.3.2004)
http://libserver.cedefop.eu.int/vetelib/eu/leg/com/com_2004_0156_en.pdf
and the '*Proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning*' (COM(2004) 474 final, 14.7.2004)
http://libserver.cedefop.eu.int/vetelib/eu/leg/eurodoc/2004/com_2004_0474 _en.pdf;
• the *European employment strategy*, especially the issues related to lifelong learning and vocational education and training
http://europa.eu.int/comm/employment_social/employment_strategy/index _en.htm;
• the eLearning Programme set by '*Decision No 2318/2003/EC of the European Parliament and of the Council of 5 December 2003 adopting a multiannual programme (2004 to 2006) for the effective integration of information and communication technologies (ICT) in education and training systems in Europe (eLearning Programme)*'(31.12.2003)
http://libserver.cedefop.eu.int/vetelib/eu/leg/dec/2003_2318_en.pdf;
• a new start for the Lisbon strategy proposed by the European Commission in the Communication to the Spring European Council '*Working together for growth and jobs: a new start for the Lisbon Strategy*' (COM(2005) 24 final, 2.2.2005)
http://libserver.cedefop.eu.int/vetelib/eu/leg/eurodoc/2005/com_2005_0024 _en.pdf

- the 10 year work programme endorsed by the Education Council and the Commission during the '*2408th Council meeting: education and youth affairs, Brussels, 14 February 2002*'
http://europa.eu.int/comm/education/policies/2010/doc/10_year_en.pdf;
- reports of the working groups for teacher training; basic skills; integration of Information and Communication Technologies; efficiency of investments; language learning; lifelong guidance; flexibility of the systems to make learning accessible to all, mobility, citizenship education, etc. established under '*Education and training 2010: diverse systems, shared goals: key objectives and areas of cooperation*'
http://europa.eu.int/comm/education/policies/2010/objectives_en.html;
- the joint declaration '*Framework of actions for the lifelong development of competencies and qualifications*' of the European Trade Union Confederation (ETUC), the Union of Industrial and Employers' Confederations of Europe (UNICE) and the European Centre for Enterprises with Public Participation and Enterprises of General Economic Interest (CEEP) (14.3.2002)
http://libserver.cedefop.eu.int/vetelib/euorg/unice/2002_0002_en.pdf;
- the Commission staff working paper '*Progress towards the common objectives in education and training indicators and benchmarks*' (SEC(2004) 73, 21.1.2004)
http://europa.eu.int/comm/education/policies/2010/doc/progress_towards_ common_objectives_en.pdf;
- the Commission's '*Action plan for skills and mobility*' (COM(2002)72 final, 13.2.2002)
http://europa.eu.int/eur-lex/en/com/cnc/2002/com2002_0072en01.pdf
and the '*Council Resolution of 3 June 2002 on skills and mobility*' (2002/C 162/01, 6.7.2002)
http://europa.eu.int/eur-lex/pri/en/oj/dat/2002/c_162/ c_16220020706en00010003.pdf;
- the '*Proposal for a decision of the European Parliament and of the Council establishing an integrated action programme in the field of lifelong learning*' (COM 2004, 474 final, 14.7.2004)
http://libserver.cedefop.eu.int/vetelib/eu/leg/eurodoc/2004/com_2004_0474 _en.pdf;
- the report from the High level group chaired by Wim *Kok 'Facing the challenge :the Lisbon strategy for growth and employment*' (November 2004)
http://europa.eu.int/growthandjobs/pdf/kok_report_en.pdf;

- the Communication from the Commission '*Education & training 2010: the success of the Lisbon Strategy hinges on urgent reforms*' (COM (2003) 685 final, 11.11.2003)
  http://libserver.cedefop.eu.int/vetelib/eu/leg/com/com_2003_0685_en.pdf
  and the '*Joint interim report of the Council and the Commission on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe*' (EDUC 43, 3.3.2004)
  http://register.consilium.eu.int/pdf/en/04/st06/st06905.en04.pdf;
- the '*Decision no 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass)*'
  http://libserver.cedefop.eu.int/vetelib/eu/leg/eurodoc/2004/0226_en.pdf;
- Contributions to the Spring European Council on the mid-term review of the Lisbon Strategy as adopted during the '*2639th Council meeting: education, youth and culture*' on 21 February 2005
  http://www.eu2005.lu/en/actualites/conseil/2005/02/21concluconsEJC/21ejc-concl.pdf;
- the Commission staff working paper '*Progress towards the Lisbon objectives in education and training: 2005 report*' (SEC(2005) 419, 22.3.2005)
  http://libserver.cedefop.eu.int/vetelib/eu/pub/commission/dgeac/2005_0047_en.pdf;
- the '*Presidency conclusions of the Luxembourg European Council of 22 and 23 March 2005*'
  http://ue.int/ueDocs/cms_Data/docs/pressData/en/ec/84335.pdf;
- the Communication of the Commission '*Challenges for the European information society beyond 2005*' (COM(2004) 757 final, 19.11.2004)
  http://europa.eu.int/information_society/eeurope/i2010/docs/new_chall_en_adopted.pdf
  and the Communication of the Commission '*i2010 - A European information society for growth and employment*' **(**COM(2005) 229 final, 1.6.2005)
  http://europa.eu.int/information_society/eeurope/i2010/docs/com_229_i2010_310505_fv_en.pdf

Cedefop
(European Centre for the Development of Vocational Training)

<span style="color:#29ABE2">Vocational education
and training:
key to a better future</span>
Cedefop's medium-term priorities for 2006-08

# Vocational education and training: key to a better future

## Cedefop's medium-term priorities for 2006-08

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