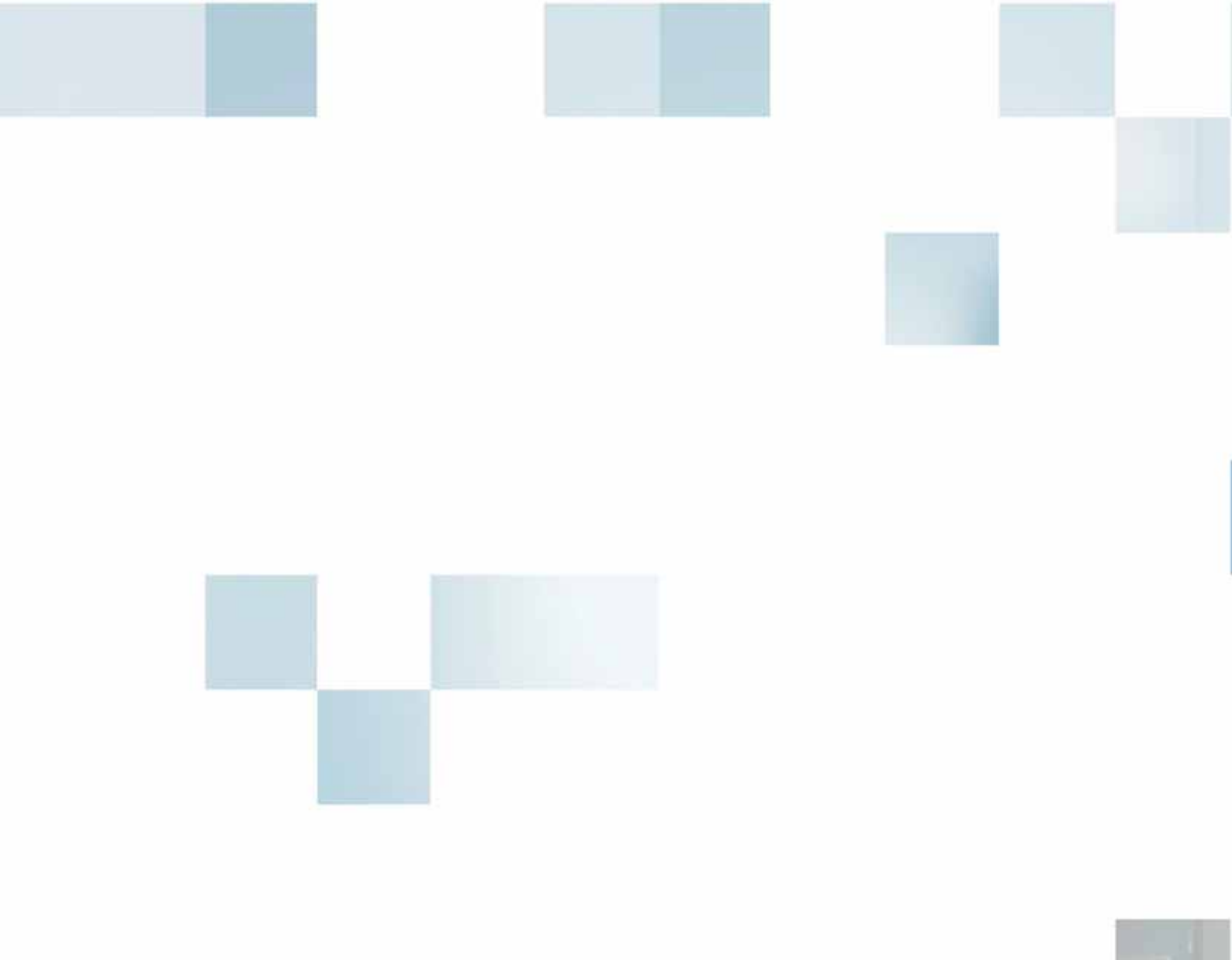








Annual report 2010



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



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

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

Christian F. Lettmayr, *Acting Director*
Tarja Riihimäki, *Chair of the Governing Board*





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Foreword



Many European countries experienced a return to growth in 2010, but economic uncertainty persists and austerity measures were introduced in many Member States in response to the generally tight budgetary situation. The unemployment rate remains high, in particular for young people. Increased public spending on training was an emergency measure to alleviate the impact of the economic crisis, but austerity measures caused tighter education and training budgets in several countries.

Against this background, *Europe 2020* was launched in 2010 as the EU's overarching strategic plan for the next 10 years for smart, sustainable and inclusive growth. Stressing that lasting economic recovery and social cohesion lies with knowledge and innovation, it argues that priority should be given to investment in education and training. Strong and high quality vocational education and training (VET) is a prerequisite to reach its headline targets and goals of its seven flagship initiatives. Related long-term strategic objectives for VET's contribution are defined in the *Bruges communiqué* of 7 December 2010. These objectives are a major element in the policy package which set the parameters for Cedefop's future work.

Already in past years and in 2010 Cedefop's strategy and work was highly relevant for this European agenda. This is demonstrated in the number of EU mandates for Cedefop to fulfil its responsibilities over the coming years. Cedefop's recognition is based on its achievements. Cedefop's *Annual report 2010* presents work done in the past year to provide its European

stakeholders with sound policy advice and evidence, and help strengthen European cooperation.

Stronger European cooperation as Member States implement European tools

A bridge to the future, Cedefop's fourth policy report, concludes that the period of the Copenhagen process 2002-10 was one of the most productive for European cooperation in VET. Its most significant achievements lie in development of common European instruments and principles, bringing greater transparency and recognition of knowledge, skills and competences across Europe. While their full impact and synergies will only be seen once all instruments are implemented, they will ease transition between different jobs, international mobility or simply give people greater control over their learning pathways. Cedefop's fit-for-purpose expertise, analysis, technical and coordination support have substantially contributed to the concept, design and development of the tools.

In 2010, Cedefop's work centred on easing implementation of common European tools. Its support focused, for example, on development of national qualifications frameworks (NQFs) now being developed by all 32 countries signed up to the EQF. With four countries already having linked their national qualifications levels to the European qualifications framework (EQF), a further 15 are committed to do so by the end



of 2011. Cedefop's analysis shows that countries increasingly see NQFs as overarching tools supporting national education and training reforms and policies. This rapid development of NQFs, governed by voluntary cooperation under the open method of coordination at EU level, also reflects national reform agendas and needs.

Through its policy advice, evidence, and provision of platforms for discussion and experience exchange Cedefop aims to strengthen European cooperation. Growing demand for Cedefop's expertise and analysis is a strong indication of Cedefop's added value in its work and impact.

An evidence-based European VET and skills policy agenda

Ensuring policy is guided by evidence and thereby improving final outcomes for European citizens is a priority for the European Commission, Member States and the social partners. Cedefop's work has contributed substantially to developing European VET policy and has provided a strong evidence-base to underpin the new EU policy framework and Europe 2020 strategy.

For example, improving, reorienting and increasing the relevance of skills has been at the heart of the 'new skills for new jobs initiative' and is a major focus of Europe's 2020 strategy. Skills are also an integral part of Cedefop's overall strategy and the impact we seek to have.

Entrusted as a key provider of information and analysis on skill needs and supply,

Cedefop's medium-term forecast up to 2020 and the findings of its work on green skills and skills mismatch were widely discussed and cited in 2010. Such evidence is of direct relevance and use for informing decisions on skill development in Europe.

New Cedefop research, such as the latest research report, and policy information provided for EU Presidencies increasingly help to form the backbone for evidence-based policy at European level. Along with other requested contributions to policy processes, reference to Cedefop's work in close to 90 EU level policy documents in 2010 clearly demonstrates Cedefop's role and impact in helping to define an evidence-based European and VET skills agenda.

An authoritative source of information on VET, skills and competences and a well-run organisation

Demand for policy advice from our stakeholders shown in requests or mandates to support policy processes, or attend and contribute to policy-oriented committees or expert groups at European level is a strong indication that Cedefop is realising its aim of being an authoritative source of information on VET, skills and competences. Much of Cedefop's support in policy areas goes to the European Commission. But references to its work in debates and reports, and feedback from seminars organised with the European Parliament reflect strong



support provided in 2010 to other stakeholders which include European institutions, senior policy-makers in Member States or EU Presidency agendas.

If 2010 was a year which saw key European policy-making, Cedefop contributed to a range of these, in particular to consultations on Europe's new strategy, its vision and priorities for VET, its agenda for new skills and jobs and future education and training programmes.

At the same time, increasing publication downloads and media coverage point to the relevance of our work beyond the policy level directly to European citizens. The value of Europass to learners, workers and citizens across Europe was substantiated in 2010 with over 10 million Europass CVs created online at Cedefop's Europass website, far surpassing targets.

In 2010, Cedefop performance indicators point to an organisation whose efforts are clearly aligned with its strategic objective of supporting European VET policy development. Having the correct internal policies, controls, procedures and systems is a necessary part of a well-run organisation which helps achieve this aim. Continuous improvement of Cedefop's management and administration is well reflected in audit reports, confirming operational compliance, legality and regularity and that the agency is working well.

The future policy framework, and in particular the Bruges communiqué, has assigned a range of tasks to Cedefop for the period up to 2014, confirming that the European Commission, Member States and European social partners

count on Cedefop's further support. This is a clear indication that the impact of Cedefop's work has not only been aligned with the European policy agenda but also provided substantial input to its design and formulation.

The *Annual report 2010* is structured according to Cedefop's work programme 2010 and reflects the medium-term priorities for the period 2009-11: informing European VET policy; interpreting European trends in and challenges for skills, competences and learning; assessing VET benefits; and raising the profile of VET. It provides a clear overview of achievements compared to set objectives (Table 1 on page 32 shows the correspondence between Cedefop's medium-term priorities, activity-based budget activities and projects).

As a more detailed description of achievements under the four medium-term priorities and respective indicators from Cedefop's performance measurement system (PMS) show, Cedefop has met its strategic objectives and has progressed towards the overall target of improving European cooperation in VET through evidence and expertise.

The report also refers to further developments of Cedefop's management and administration. Organisational developments, partly because of personnel changes at Director level, focus on streamlining and increasing the efficiency of administrative procedures, and further improvements by implementing the auditors' recommendations and actions devised in response to Cedefop's risk management plan dominated respective activities in 2010. The 2010 IAS audit of Cedefop's annual activity



reporting and the building blocks of assurance resulted in seven recommendations. The only very important recommendation was already implemented in 2010.

The first section of the annual report highlights the main achievements for each medium-term priority (MTP). Outcomes are assessed based on the performance indicators set out in Cedefop's performance measurement system (PMS), which has been fully integrated into Cedefop's work programme and reporting since 2009. Information and key achievements on management and administrative issues are also included ⁽¹⁾.

The second section of the report presents detailed information on progress achieved in all Cedefop's projects in tabular form.

In the third section (Annexes), detailed information on various issues, such as performance indicators 2010, budget execution, human resources and the Governing Board is presented.

Thessaloniki, 25 January 2011

Christian F. Lettmayr
Acting Director

⁽¹⁾ The annual report will be available in hard copy and electronically on Cedefop's website.

1. Cedefop key achievements in 2010



1.1. Informing European vocational education and training policies

Analysing and reporting on policy developments

Released in 2010 to support discussions in the informal ministerial meeting in Bruges on 7 December 2010, *A bridge to the future – European policy for vocational education and training 2002-10*, **Cedefop's fourth European policy report** ⁽²⁾ assesses the achievements of the Copenhagen process and presents a comparative analysis of policy developments between 2002 and 2010 in participating countries ⁽³⁾. It concludes that the Copenhagen process was successful: the period 2002-10 was one of the most productive for European cooperation in VET, which is now stronger than ever – and reaffirmed in the Bruges communiqué. The Copenhagen process helped align European and national VET policies and gave VET a clearer voice and profile.

The 'conclusions of the Council and of the Representatives of the Governments of the

Member States on the priorities for enhanced European cooperation in vocational education and training for the period 2011-20' and the 'Bruges communiqué' ⁽⁴⁾ acknowledge Cedefop's contribution to the overall review of European strategy for improved cooperation in VET, and mandates the Centre to continue to 'support policy development and implementation, to report on progress towards the strategic objectives and the short-term deliverables, and to provide evidence of policy-making in VET.' In addition, as support for the ministers' meeting, Cedefop's findings and conclusions were presented and discussed at Education Committee meetings and spring DGVT and ACVT meetings.

Complementing the policy report and providing up-to-date **information on VET at national and regional levels**, Cedefop published 26 online reviews of national VET systems and a *Spotlight on VET - Spain* ⁽⁵⁾, all prepared with input from ReferNet ⁽⁶⁾.

To provide policy advice and raise awareness on European VET policy among stakeholders and the wider VET community, Cedefop supported and participated in 41 presidency

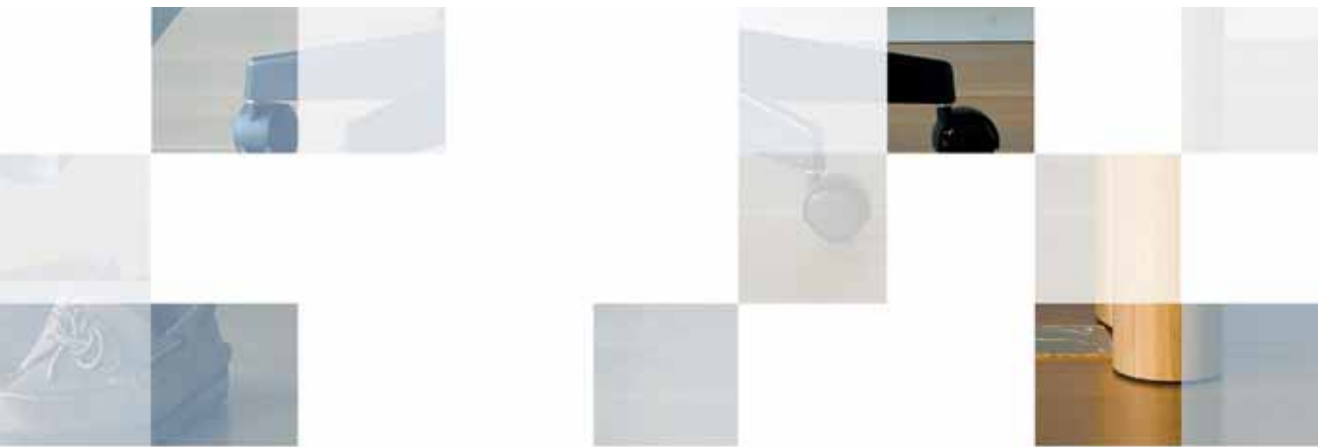
⁽²⁾ The report can be downloaded from <http://www.cedefop.europa.eu/EN/publications/17297.aspx>. It is accompanied by a briefing note: <http://www.cedefop.europa.eu/EN/news/17343.aspx> and 26 national policy reports prepared by ReferNet and analysing progress at country level in implementing VET reforms: http://libserver.cedefop.europa.eu/F?func=find-c&ccl_term=refernet+bridge+national+2010

⁽³⁾ The 27 EU Member States, Iceland, Liechtenstein and Norway, and EU candidate countries: Croatia, the former Yugoslav Republic of Macedonia and Turkey.

⁽⁴⁾ http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/117849.pdf
http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

⁽⁵⁾ VET in Europe – Country reports and short descriptions can be downloaded from <http://www.cedefop.europa.eu/EN/about-cedefop/projects/vet-in-europe/index.aspx>.

⁽⁶⁾ ReferNet is Cedefop's network of reference and expertise in VET: <http://www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx>.



Box 1. A bridge to the future – achievements and challenges in the European process for improved cooperation in VET

The scale of reforms triggered by European cooperation in VET is important. Cedefop's evidence shows that overall, countries and social partners assess the Copenhagen process positively. Most countries believe it has led to substantial changes in national VET and lifelong learning policies. European tools and principles for transparency of qualifications and citizens' mobility also constitute tangible results of the process. The share of VET among other educational pathways is stable and has actually grown in some countries. Innovation in VET at higher level can increasingly be observed and countries with strong VET systems enjoy lowest youth unemployment, in particular those with strong apprenticeship systems.

Data on investment in VET show that before the crisis, there was no substantial increase in annual per capita investment in human capital, either by governments, enterprises or individuals. Despite financial incentives, a high proportion of enterprises do not train. At the same time, there is a very clear European trend towards more knowledge- and skill-intensive jobs and an ageing workforce. Higher public spending on VET to combat the economic crisis was an emergency measure, not a planned sustained increase in investment in human resources.

While Cedefop's policy report shows that, so far, the impact of the European process of cooperation in VET on the performance of education and training systems has been limited, countries suggest that more time is needed for these changes to take effect. Europe's current socioeconomic challenges indicate that the direction of reforms under the Copenhagen process remains the right one for the next decade.

Europe's current workforce needs to update, upgrade and broaden its knowledge, skills and competences to perform well in jobs, which are likely to become more skill intensive at all levels. For Europe to reach its 2020 employment target of 75%, it must tackle unemployment to help more people, particularly women and people with low education levels, to find jobs. As well as strengthening initial training, countries should aim to systematise continuing training.

As Cedefop's 2010 policy report concludes, the next phase of the Copenhagen process will be difficult as Europe needs to pursue reforms while recovering from the crisis. But the next decade will also provide an opportunity to implement the European tools and instruments fully, and for reforms and renewal of national VET systems to have a real impact. The economic and social challenges make the case for carrying on with VET reform even more compelling.



events and meetings of senior stakeholders and attended a further 15 conferences or other events under this activity.

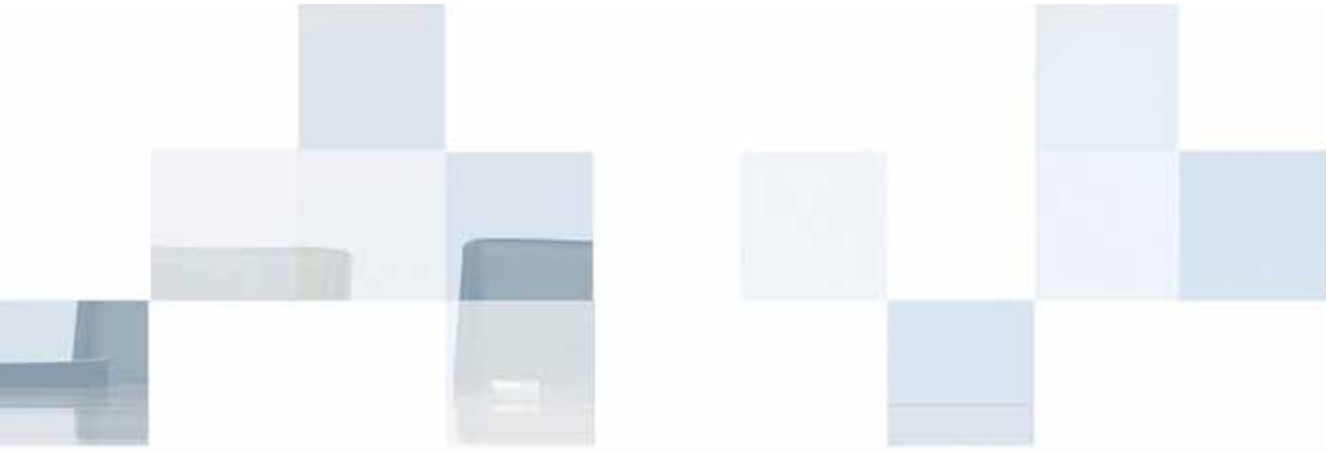
Supporting development and implementation of common European tools

In 2010, an increasingly important part of Cedefop's work related to implementation at national level of the European tools and principles, which form part of the Education and training 2020 and Copenhagen agendas.

Cedefop's focus on policy implementation, while complex and resource-intensive, has proved highly valuable as it provided insights into the practical conditions for reforming and renewing education and training systems and approaches. The fundamental importance of the lifelong and lifewide learning perspective has been confirmed, pointing in particular to the potential role of European tools in reducing barriers to access and progression in learning. A clear outcome of Cedefop's analysis is the need to build stronger synergy between different instruments, so they can be made more relevant and available to the individual learner. Cedefop's work in 2010 is thus part of a long-term process where the outcomes of policy implementation interact with and inform further policy development.

As an integral part of EQF implementation and the work of the EQF advisory group – that Cedefop coordinates jointly with the European Commission – specific focus in 2010 was development of **national qualifications frameworks** (NQFs). The second edition of Cedefop's report *The development of national qualifications frameworks in Europe (August)* ⁽⁷⁾ showed that NQFs are being developed by all 32 countries signed up to the EQF. The majority are developing comprehensive frameworks aiming to strengthen links between different segments of education and training and thus improving the overall permeability of systems. The report indicates that several countries increasingly see NQFs as an instrument for education and training reform, in particular by establishing a platform for dialogue between stakeholders previously not systematically included. The report also shows that NQFs play a key role in promoting the shift to learning outcomes, illustrating that while the EQF is an important reference point, countries are systematically developing their own, fit for purpose, approaches. The relationship between VET and higher education is another key issue addressed by NQFs. Use of the learning outcomes approach reduces the importance of the traditional dividing line between VET and higher education, pointing to important VET qualifications also at higher levels and to equivalency between qualifications from

(7) Available at: <http://www.cedefop.europa.eu/EN/publications/16666.aspx>



different education and training segments. Cedefop's work on NQFs is closely linked to developments outside Europe and Cedefop supported, with the European Commission and the European Training Foundation (ETF), an international PLA on NQFs in December, gathering 47 countries.

While development of NQFs increasingly emerges as a key element in implementation of the Education and training 2020 agenda, the formal **referencing of national qualifications levels to the EQF** is equally important. By the end of 2010, four countries had completed the formal referencing and over 15 signalled that they will complete the process in 2011. While this indicates a certain delay in relation to the deadline set by the 2008 EQF recommendation, overall momentum in the referencing process is strong. To support this process, Cedefop, in close cooperation with the European Commission, organised peer learning activities and prepared a guidance note on use of learning outcomes in defining and describing qualifications and qualifications levels. This guidance note is an example of practical support provided to Member States in implementing their learning outcomes-based qualifications frameworks.

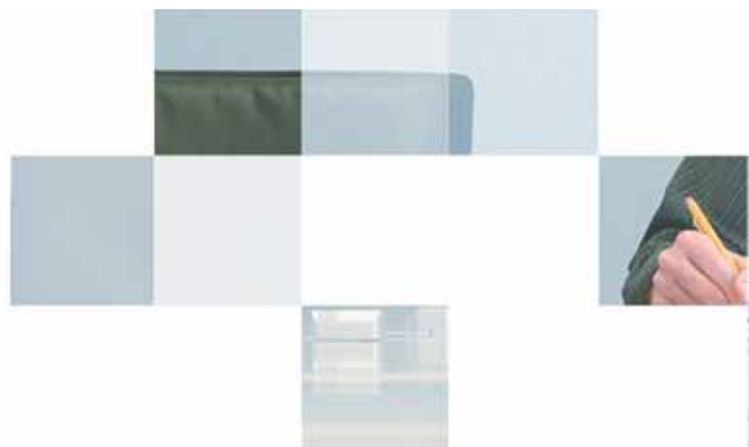
The study *Linking credit systems and qualifications frameworks* ⁽⁸⁾ is directly relevant to development of NQFs and pays particular attention to the role of **credit systems** in

promoting access to and progression in learning. Looking at credit systems and qualifications frameworks currently in use in VET and higher education, the study confirmed that framework developments have stimulated debate on the **links between VET and higher education** at national level across education, training and employment sectors. Taking as a basis the learning-outcomes approach and considering current changes in education and training systems and governance, the study outlines a series of options for future development of credit systems, in particular addressing potential synergy between ECVET and ECTS (European credit transfer and accumulation system). Again, the need for increased attention to synergy between different European instruments is clearly illustrated in the report, underlining the need for further technical and political developments in this field.

As regards implementation of **ECVET**, Cedefop took active part in the ECVET governance structure established by the European Commission in 2010 and carried out the first systematic analysis of ECVET developments in Europe. The report *Development of ECVET in Europe* ⁽⁹⁾ shows that ECVET is important for opening up VET to mobility and that many countries are taking ECVET forward within overall strategies for reforming their VET systems (for example, by updating VET legislation or adapting qualifications).

⁽⁸⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/15974.aspx>

⁽⁹⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/17445.aspx>



Box 2. The first systematic analysis of ECVET developments in Europe

The European credit system for VET (ECVET) is a tool designed to foster geographical and occupational mobility in VET and is meant for young and adult learners to transfer learning outcomes from one qualification system or learning pathway to another.

Cedefop's monitoring of ECVET developments 2010 is the first systematic analysis of ECVET developments in Europe. It shows that ECVET implementation is not taking place in isolation but is strongly related to policies to improve mobility in European VET and enable permeability within VET systems. Various strategies to take ECVET forward are emerging in Member States, ranging from updating VET legislation and developments, to setting up broad range test initiatives at national level or combining ECVET with NQF developments. Eight different strategies have been identified across Europe and this demonstrates the strong take-up of ECVET at national, regional and sector levels. Further elements of a strategic approach are involvement of a large range of stakeholders, the regional dimension as support for mobility and strong attention paid to ECVET European pilot projects for VET policy-shaping. Cedefop's monitoring raises awareness on existing challenges for ECVET implementation. The main one, in a short-term perspective, is to brand ECVET in education and training while maintaining the needed links to other instruments and tools such as validation, ECTS or EQF.

Quality assurance is key to promote common trust, transparency of qualifications and mobility. Cedefop continued to provide expertise and advice to the EQAVET steering committee and general assembly and contributed to development of guidelines to support national implementation of the EQARF/EQAVET recommendation.

The study *Quality in VET in European SMEs – A review of the food processing, retail and tourism sectors in Bulgaria, the Czech Republic, Romania and Slovakia* ⁽¹⁰⁾ underlined the importance of enterprises' owners providing informal training to their employees, an often unique channel for promoting quality within small and micro enterprises. The study's synthesis report forms part of courses at Sofia University and this is a clear indicator of the relevance of its outcomes.

In 2010, Cedefop also investigated quality in generic competence training in the social care sector, a sector that, despite the crisis, keeps growing (in EU-27, over 21 million people are employed in health and social services). The study *Quality assurance in the social care sector – The role of training* ⁽¹¹⁾ analysed the range of competences that social service managers and front-line workers need and points to an increasing need of generic competences compared to specialist skills. The study had a very positive echo in the press.

⁽¹⁰⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/15974.aspx>

⁽¹¹⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/16821.aspx>



Substantial support was also provided to the **Belgian EU Presidency conference** 'Transparency and quality as an interface between VET, schools and higher education' (Bruges, 6 December 2010), by leading the workshop on external quality assurance and accreditation and a speech on the relationship between quality assurance and learning outcomes.

Europass is a tool that reaches out directly to European citizens. It continued to be successful in promoting citizens' mobility proved by the statistics: over 10 million visits and 3.7 million CVs were completed online in 2010. Use of Europass documents has far surpassed expectations, confirming the direct relevance of this initiative to learners and workers in Europe.

To provide policy advice and raise awareness on European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 51 presidency events and meetings of senior stakeholders and 23 conferences or other events. Some 10 300 publication downloads were recorded under this activity in 2010. Numerous requests for Cedefop's speeches and expertise from Member States are another clear indicator of Cedefop's direct support to policy developments.

Study visits

The **study visits programme for education and vocational training specialists** extends beyond VET to general education and lifelong learning. In the academic year 2009/10, 2 358 participants attended 230 study visits.

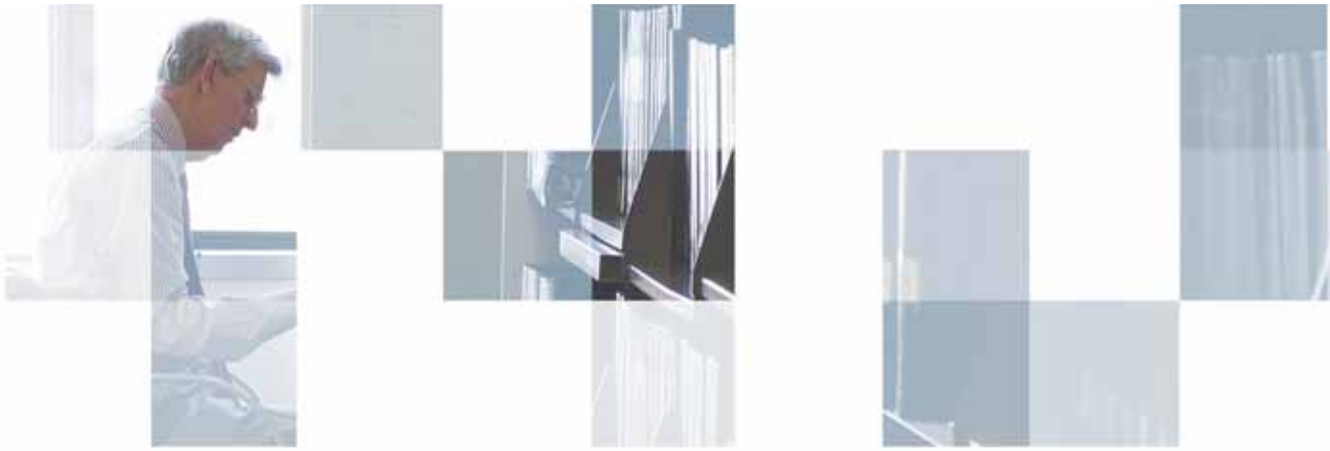
Box 3. **Europass: the success continues**

Since its launch in February 2005, 10.7 million CVs have been created online: this is seven million more than the target of 3 million Europass documents by 2010 set five years ago by the then Commissioner Ján Figel. In October 2010 alone, the Europass website was visited by more than 1 million people.

Since its launch, the Europass website shows continual increase in activity: 31.7 million visits to the site (from about 150 000 visit/month in 2005 to 1 million visits in October 2010 alone); 10.7 million CVs created online (from about 15 000 CV/month in 2005 to 300 000 in October 2010 alone). To celebrate this success, a briefing note (www.cedefop.europa.eu/EN/publications/17112.aspx) was released on 15 November (2 300 downloads in one and a half months).

Europass is mostly used by young people: over 70% of the Europass CV online users are under 30, about 65% have less than five years work experience and 69% speak at least two foreign languages.

The constantly increasing number of visits (+ 35% compared to 2009) and downloads (+ 25% compared to 2009) are a clear indicator that the services offered by Cedefop's Europass website meet directly the needs and requirements of citizens.



Assessment of outcomes points to a high level of participants' satisfaction (97%) with the quality of discussions and good practices exchanged. Distribution of study visits themes between general education, VET and lifelong learning pointed to significant progress of the study visits programme towards a genuinely transversal action with a lifelong learning perspective, in terms of both thematic coverage and participation. This is confirmed by the increase in the number of visits that take a comprehensive lifelong learning approach: from 77 in 2008/09 (31% of all visits) to 103 in 2010/11 (42%). Stable presence of VET in the programme was also observed with a slight increase in 2010/11 (43 visits, 17.6% of all visits). The thematic structure of the visits is now fully aligned with the education and training policy priorities at EU level and allows for a wide thematic offer. Increased participation of social partners was also observed: 115 participants in

2008/09; 147 in 2009/10 and 155 in 2010/11. This is also a result of Cedefop's continued promotion of the programme to social partners, including specific study visits targeted at them. The 49 800 downloads of the catalogue in 2010 and 67 800 downloads of all study visits publications (in 2009 and 2010) confirm high interest in the programme.

The quality of study visits continued to be a focus in 2010. Preliminary results of assessment of study visits' impact on participants (900 responses received) show the programme is an excellent opportunity to learn about other education and training systems, meet other professionals from all over Europe and build contacts for future networking and cooperation. These results also served as a basis for the report *Better competences through better teaching and leading: findings from study visits 2008/09* ⁽¹²⁾ with about 2 300 downloads in 2010.

⁽¹²⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/16385.aspx>

Performance indicators 2010: MTP1 – Informing VET policy

Type	No	Indicator	Results																
Policy advice provided to stakeholders	1	Citations in EU policy documents	317 citations of Cedefop in 88 EU policy documents, of which: <ul style="list-style-type: none"> • 19% refer to MTP1 Informing VET policy or a combination of MTPs • 8% refer to Cedefop at the organisational level 																
	2	Mandates and assignments given to Cedefop in policy documents	21 mandates and assignments entrusted to Cedefop, of which: <ul style="list-style-type: none"> • 29% MTP1 Informing VET policy • 14% organisational level or a combination of MTPs 																
	4	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	201 events and meetings, of which: <ul style="list-style-type: none"> • 53% MTP1 Informing VET policy 																
New knowledge and insights generated	5	Downloads of publications/working papers/other	455 000 downloads from the Cedefop website. Among publications published in 2010: <ul style="list-style-type: none"> • 45% MTP1 Informing VET policy 																
Raised awareness among stakeholders and the education and training or wider VET community	8	Participation in conferences and events	94 events, of which: <ul style="list-style-type: none"> • 47% MTP1 Informing VET policy 																
	9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	97% of participants thought event was good or very good with 3.70 satisfaction on a scale from 1 to 4 <ul style="list-style-type: none"> • MTP1 Informing VET policy: 3.73 																
	10	Study visit outcomes among stakeholders and the education and training community <ul style="list-style-type: none"> • Proportion of participants satisfied with study visits • Distribution of study visits participants by target group • Distribution of the study visits by theme 	<ul style="list-style-type: none"> • 97% of participants are very satisfied or satisfied • 2 358 participants, of which 6.3% social partners. • Key competences for all (81 study visits), Improving access, equity, quality and efficiency in education and training (50), Keeping teaching and training attractive and improving leadership (26), Education and training for employability (37), Implementing common European tools, principles and frameworks for lifelong learning (9), Trends and challenges in lifelong learning strategies (9), Development of learning communities, involving all actors in education and training (13), Promoting cross border mobility in lifelong learning (5) 																
Raised awareness among citizens	11	Europass outcomes among citizens <ul style="list-style-type: none"> • visits • downloads • creation of documents online 	<table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2009</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>Visits</td> <td>10.1 million</td> <td>7.5 million</td> <td>+35 %</td> </tr> <tr> <td>Downloads</td> <td>8.1 million</td> <td>6.5 million</td> <td>+25 %</td> </tr> <tr> <td>Creation of documents online</td> <td>3.9 million</td> <td>2.7 million</td> <td>+41 %</td> </tr> </tbody> </table>		2010	2009	% change	Visits	10.1 million	7.5 million	+35 %	Downloads	8.1 million	6.5 million	+25 %	Creation of documents online	3.9 million	2.7 million	+41 %
	2010	2009	% change																
Visits	10.1 million	7.5 million	+35 %																
Downloads	8.1 million	6.5 million	+25 %																
Creation of documents online	3.9 million	2.7 million	+41 %																

NB: some indicators relate to organisational level and are not presented here. All performance indicators are presented in Annex I.



1.2. Interpreting European trends in and challenges for skills, competences and learning

Skills and competences analysis

A pan-European forecast on future trends in skills supply and demand was presented by Cedefop at the European Commission's conference 'New skills for new jobs – Action now' and at the Spanish Presidency conference 'New skills for new jobs for a more competitive Europe'. It is one of the most popular Cedefop publications (some 9 500 downloads in 2010). Cedefop's 2010 skill demand and supply forecast up to 2020 provides policy-makers, employers, skills providers, employment services and individual learners with a better foundation for informed decisions. Europe is on its way to an economy where services and skills- and knowledge-intensive occupations will prevail. But even in occupations that are decreasing, substantial employment opportunities will remain as workers leaving their jobs (due to retirement, migration, etc.) need to be replaced – this is particularly true for jobs requiring medium-level (including VET) qualifications. It is evident from the forecast, that Europe not only needs to step up investment in education and training, but also encourage

employers to use better the skills and talents of their staff ⁽¹³⁾. The June Council conclusions on new skills for new jobs demanded that Cedefop's forecasts of employment and skills supply and demand at European level are updated every two years. Refining the forecasts' methodology is an integral part of meeting this demand and was the focus of work in 2010.

Europe 2020 underlines that to achieve sustainable growth, Europe's economy should become resource-efficient, greener and more competitive. We thus need to invent new ways of producing goods and services. To encourage innovation and improve our infrastructure while ensuring sustainability, we need green skills. Jobs that serve the goals of a low-carbon economy have thus become a cornerstone of policies for sustainable and inclusive growth. But the industry needs government support to create such jobs. Such support takes the form not only of environmental regulation and sustainable energy strategies, but also of providing the right education and training. **Cedefop's European synthesis report on Skills for green jobs** ⁽¹⁴⁾ (around 2 700 downloads since its August release) brings together case studies from Denmark, Germany, Spain, Estonia, France and the UK to investigate skills needs in a green economy and new and changing occupational profiles in greening jobs.

⁽¹³⁾ Forecast results are available online <http://www.cedefop.europa.eu/EN/publications/15540.aspx>.

Full set of data and country results are available on request to Cedefop: skills-analysis@cedefop.europa.eu

⁽¹⁴⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/16439.aspx>



Box 4. Skills for greening jobs – Towards a sustainable and green economy

Case studies carried out by Cedefop on new green jobs, ‘greening’ existing occupations and green restructuring show that integrating sustainable development and environmental issues into existing qualifications is much more effective than creating new training standards. Developing a low-carbon economy depends on greening existing skills rather than specialised green skills. Every single job can potentially become a greener job; thus, understanding the environmental impact of occupations needs to be mainstreamed into education and training systems.

Cedefop’s report *Skills for green jobs* was presented at the Ministerial conference organised by the Belgian Presidency – supported by the European Commission and Cedefop – on green employment. Discussions emphasised that all jobs will have to become greener. The labour market requires developing generic green skills (reducing waste, improving energy efficiency) on top of generic skills (such as communication and problem-solving) and specific job-related green skills in addition to these. Europe also needs to tackle its weakness in scientific, technological, engineering and mathematical (STEM) skills. The decline in engineering graduates and apprenticeships represents a major obstacle to greening the economy. Finally, shortages of trainers and teachers able to teach new techniques and aware of environmental issues are particularly acute in agriculture and construction sectors.

The publication *Skill matching challenge – Analysing skill mismatch and policy implications* ⁽¹⁵⁾ (almost 3 500 downloads in 2010) endeavours to structure the currently scattered evidence on **skill mismatch** and examines its economic and social costs. The analysis confirms skill mismatch is a widespread phenomenon in Europe and that for some individuals it can be persistent. Both skill shortages and skill gaps might lead to loss of competitiveness. However, if skilled workers are hired anticipating future manpower requirements this could have a positive effect for firms and be favourable for society through increased innovation. Cedefop’s report demonstrates that better understanding of skill mismatch can help policy-makers in their efforts to match skills and jobs in Europe. *The right skills for silver workers – An empirical analysis* ⁽¹⁶⁾ digs deeper, investigating specifically the **mismatch among ageing workers**. It examines the impact of skill mismatch among ageing workers and provides comparisons with younger and middle-aged employees. Based on Eurofound’s European working conditions survey, the analysis focuses on impacts on wages, job satisfaction, career and employment prospects and health. It shows that employers need to take mismatch seriously and improve use of skills in the workplace as both underskilled and overskilled workers are less satisfied with their jobs. It also shows that

⁽¹⁵⁾ Available at:
<http://www.cedefop.europa.eu/EN/publications/15275.aspx>

⁽¹⁶⁾ Available at:
<http://www.cedefop.europa.eu/EN/publications/17066.aspx>



ageing workers are more likely to have health problems when they are underskilled, possibly reflecting stress caused by this type of mismatch. The publication received widespread attention.

The high number of downloads of publications (from 2009 and 2010) related to skills analysis (overall, almost 28 000 in 2010) indicates that Cedefop is acknowledged as an authoritative source on trends in skill demand, supply and mismatch in Europe.

Using its evidence-base and expertise on skill needs, Cedefop is involved in policy steering groups such as the new skills for new jobs expert group, DG EMPL steering group on transferable skills across economic sectors and DG ENTR steering group on identification of future skill needs in micro and craft(-type) enterprise up to 2020. Moreover, Cedefop has designed an indicator based on its forecast, which is used to analyse and monitor employment guidelines.

Cedefop participated in 35 meetings of senior stakeholders and Presidency events and attended 18 conferences and other events in Europe where results of skills analysis were presented.

Qualifications for lifelong learning

Cedefop's 2010 activities in this field form part of a long-term strategy aiming to clarify the changing but still very important role of qualifications in modern societies and how these are influenced by the shift to learning outcomes. Work provided an important knowledge-basis for policy implementation of common European tools and principles. Increased emphasis on quality assurance in the certification process and use of learning outcomes are examples of policy-oriented activities which stem from previous Cedefop research on qualifications.

The study *Changing role of qualifications – A review of qualifications policies and practices*⁽¹⁷⁾ focused on how qualifications are changing in Europe. It includes a comprehensive analysis of qualifications-relevant research and also provides a synthesis of Cedefop's work on qualifications since 2005. A set of scenarios for future development of qualifications systems and frameworks are outlined, pointing to the need to find a better balance between flexibility and stability of systems. The study also points to the tension between supplier-led systems (by the education and training sector itself) and user-oriented systems (involving a broader group of stakeholders in setting the objectives and governing the system).

⁽¹⁷⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/17429.aspx>



**Box 5. Changing role of qualifications –
A review of policies and practices
in 32 countries: the cornerstones
for a reform strategy**

In modern societies, qualifications fulfil many functions. They serve to signal an individual's personal, social and professional status and also control access to education, training and the labour market. These functions change in line with wider social developments. Cedefop's reference publication on how qualifications are changing in Europe outlines scenarios for developments in the next 10 years, and identifies the cornerstones for a reform strategy.

The following main messages can be drawn from the study.

- Qualifications are surprisingly stable and there is no indication that their overall value and influence is diminishing. While we can observe fluctuations, their basic functions remain stable and are not challenged.
- Qualifications have their limitations. We can observe, for example in relation to recruitment, that qualifications only rarely stand alone as a means to capture the knowledge, skills and competences held by an individual.
- Future developments of qualifications require discussion on how to supplement them systematically by other instruments helping individuals to capture and document their broader skills and competences.

The **learning outcomes** approach has been instrumental to reform **VET curricula** and represents, for some countries, a considerable change in practice. The study *Learning outcomes approaches in VET curricula. A comparative analysis of nine European countries* ⁽¹⁸⁾ – approximately 2 000 downloads since its July release – confirmed increasing use of learning outcomes in defining **curricula**. This study shows that learning outcomes are not only important to increase transparency of qualifications (as is their role in EQF and ECVET), but can also play a significant role in developing and promoting more learner-centred education and training offers.

The shift to learning outcomes when defining and describing qualifications raises several questions on consistency and quality. Some were addressed in a peer learning activity (PLA) that Cedefop organised in cooperation with the European Commission and the Finnish Ministry of Education on **quality assurance of learning outcomes** (Finland, November). This PLA pointed to the need to exchange experiences systematically in the coming period, showing better how learning outcomes are defined and made fit for purpose. The learning outcomes approach is also evident in implementation of the 2006 recommendation of **key competences for lifelong learning**. Cedefop paid particular attention to the relationship between the key competences framework and the EQF and assisted the European Commission's thematic group on key competences.

⁽¹⁸⁾ Available at:
<http://www.cedefop.europa.eu/EN/publications/16433.aspx>



Development of methods and arrangements for **validation of non-formal and informal learning** greatly benefit from the shift to learning outcomes. Referring to what a person is expected to know, be able to do and understand makes it much easier to consider and value a broad range of learning experiences and contexts, not only learning in formal settings. Cedefop cooperated with the European Commission in updating the European inventory on validation. This inventory and the 2009 European guidelines on validation ⁽¹⁹⁾ offer stakeholders a practical tool on which they can base their developments. The high number of downloads of validation guidelines (more than 10 000 between July 2009 and December 2010) indicates that Cedefop is acknowledged as an authoritative source on validation. Cedefop also organised, with the European Commission and the Swedish Ministry of Education, a PLA on validation.

Qualifications, credit systems, the learning outcomes approach and validation influence directly overall **permeability** of systems and the way learners can move between education and training segments. This became a new focus for Cedefop in 2010. Workshops organised by Cedefop pointed to the need for local and sectoral arrangements for permeability (in addition to national) and to development of VET at higher qualifications level as a factor that might ease learners' progression.

Substantial support was provided to the **Spanish EU Presidency conference** 'The value of competences in VET' (Zaragoza, 4 and 5 May 2010) by: leading (and drafting the background paper for) the workshop on learning outcomes and qualifications frameworks; codrafting the background paper for the ECVET workshop and by preparing two publications for the workshop on **lifelong guidance**. First, a flyer *Lifelong guidance for better learning and working in Europe* ⁽²⁰⁾ highlighted the interim findings of Cedefop's forthcoming lifelong guidance policy review. Findings point to a growing trend towards stronger individualisation of guidance services, especially targeted to the learning needs of more hard-to-reach groups, as well as to increasing development of Internet-based guidance provision, alongside more traditional face-to-face guidance services offered by education and employment sectors. Second, a research paper *Guiding at-risk youth through learning to work – Lessons from across Europe* ⁽²¹⁾ analysed good practices in supporting school completion and labour market entry of young people at risk of social exclusion. The report concludes that coordinated approaches of multiprofessional teams combined with outreach work are fundamental ingredients in any policy that aims to speed up education-to-work transition and reduce economic and social costs associated with early school leaving.

⁽¹⁹⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/5059.aspx>

⁽²⁰⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/15762.aspx>

⁽²¹⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/15534.aspx>



In 2010, Cedefop's focus on guidance for at-risk groups also included **ageing workers** who often require special guidance support to remain employable, improve their opportunities for job and career transitions as well as for occupational, sectoral and geographical mobility.

The report *Working and ageing: emerging theories and empirical perspectives* ⁽²²⁾ analyses factors that enable, or hamper, people to continue working at advanced age. It provides sound evidence and suggests innovative ways to support active ageing policies. The publication features two main conclusions. First,

successful active ageing requires commitment and involvement from ageing workers themselves and employers, in a context that supports learning and recognises the specific needs of ageing workers. Second, sustainable labour-market participation at advanced age cannot be achieved without sound understanding of ageing, working and learning and the interconnections between these processes. The study's conclusions were cited in the Council conclusions on the impact of an ageing workforce and population on employment policies.

To support economic recovery, a well-functioning culture of managing restructuring processes involving companies, workers, social partners and public authorities is needed to secure career paths for workers while preserving local economies and communities. Cedefop's report *Socially responsible restructuring - Effective strategies for supporting redundant workers* ⁽²³⁾ focused on how employers can help workers' reintegration into the labour market and the key contribution **career guidance and** continuing training have to play in innovative **restructuring** strategies.

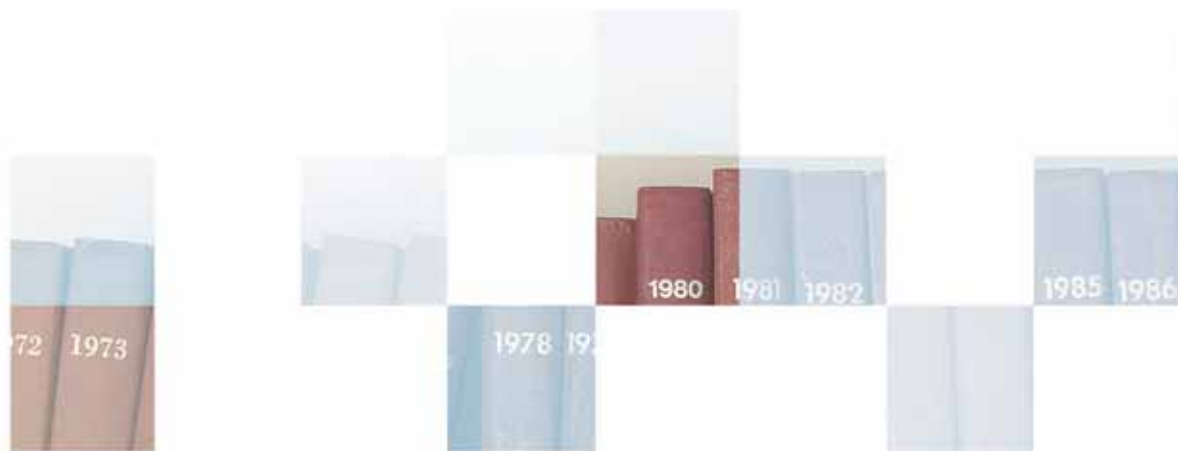
A new aspect of Cedefop's activities in 2010 was the role of guidance in supporting **entrepreneurship**. Cedefop's study (to be published in 2011) underlines that stronger links between policy, practice and research are

Box 6. Guidance and ageing workers

Cedefop's workshop *Supporting longer working lives – Guidance and counselling for ageing workers* presented the latest insights and research on guidance and counselling for ageing workers in Europe. The workshop showed that current models of career counselling need to be adapted to take into account new demographic reality in the coming decades. A holistic approach to counselling which considers learning needs, career aspirations and specific needs of ageing workers should be developed and put into practice. The workshop also concluded that more comparative European-wide studies and multidisciplinary research on guidance needs of ageing workers should be carried out and their results should be considered more extensively in EU and national policy-making.

⁽²²⁾ Available at:
<http://www.cedefop.europa.eu/EN/publications/16435.aspx>

⁽²³⁾ Available at:
<http://www.cedefop.europa.eu/EN/publications/16500.aspx>



needed to support acquisition of entrepreneurial skills from primary to tertiary education. It also points to the challenges and shortcomings of guidance provision and teachers' roles in entrepreneurship education.

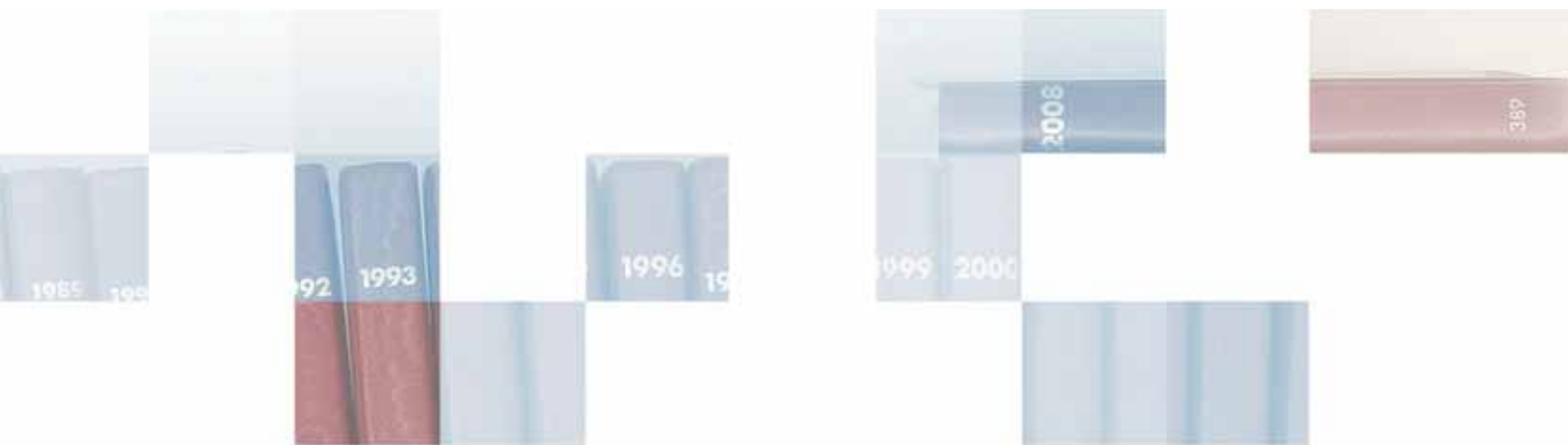
On **teachers and trainers in VET**, Cedefop continued to monitor trends and developments in their roles and competences. Upskilling VET professionals and raising awareness of the importance and role of in-company trainers and leaders in VET were the focus of Cedefop's activities. A working paper *Professional development opportunities for in-company trainers: a compilation of good practices* ⁽²⁴⁾ presents a selection of initiatives that support recognition, training and professional development of in-company trainers in 13 European countries.

Lifelong guidance, ageing workers and VET teachers and trainers are an integral part of Cedefop's overarching activities on **adult learning**. Adults need to upgrade and develop their knowledge, skills and competences to meet social, demographic and economic challenges. Specific focus in 2010 was **workplace learning**. Based on previous research undertaken by Cedefop between 2003

and 2010, a review *Learning while working: success stories of workplace learning in Europe* concludes that widening learning opportunities for adults in the workplace requires that working practices in enterprises are transformed to stimulate learning and skill development. Strong synergy needs to be established between policies and programmes for innovation, research, enterprise development and training. As adults with lower qualification levels participate less in training and undertake less learning-intensive working tasks, one key challenge is to address this target group. Outcomes of the review are a direct contribution to implementation of the European Commission's adult learning action plan. Given current demographic trends and an ageing workforce, VET for adults will move up the policy agenda further.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 22 Presidency events and meetings of senior stakeholders and to 18 conferences or other events; 17 450 publication downloads were recorded under this activity in 2010.

⁽²⁴⁾ Available at <http://www.cedefop.europa.eu/EN/publications/15673.aspx>



Performance indicators 2010: MTP2 – Interpreting trends in VET and skills

Type	No	Indicator	Results
Policy advice provided to stakeholders	1	Citations in EU policy documents	317 citations of Cedefop in 88 EU policy documents, of which: <ul style="list-style-type: none"> • 44% refer to MTP2 Interpreting trends in VET and skills or a combination of MTPs • 8% refer to Cedefop at organisational level
	2	Mandates and assignments given to Cedefop in policy documents	21 mandates and assignments entrusted to Cedefop: <ul style="list-style-type: none"> • 52% MTP2 Interpreting trends in VET and skills • 14% organisational level or a combination of MTPs
	4	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	201 events and meetings, of which: <ul style="list-style-type: none"> • 28% MTP2 Interpreting trends in VET and skills
New knowledge and insights generated	5	Downloads of publications/working papers/other	455 000 downloads from the Cedefop website. Among publications published in 2010: <ul style="list-style-type: none"> • 23% MTP2 Interpreting trends in VET and skills
Raised awareness among stakeholders and the education and training or wider VET community	8	Participation in conferences and events	94 events, of which: <ul style="list-style-type: none"> • 38% MTP2 Interpreting trends in VET and skills
	9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	97% of participants thought event was good or very good with 3.70 satisfaction on a scale from 1 to 4 <ul style="list-style-type: none"> • MTP2 Interpreting trends in VET and skills: 3.66

NB: some indicators relate to organisational level and are not presented here. All performance indicators are presented in Annex I.



1.3. Assessing vocational education and training's benefits

Researching VET

Cedefop's ongoing research on **economic and social benefits of VET** shows there are considerable difficulties in assessing such benefits. Nevertheless, research points towards important outcomes. A quantitative analysis of the effects of VET on wages and employment status demonstrates that in general, the returns to educational choices across various forms of education and types of occupational trajectories (of equal length) appear to be of similar magnitude. In fact, all types of education – general or vocational – have strong positive effects on wages and employment across all countries. This indicates that VET routes are not only for those with no other option, but are a valuable investment in their own right. Firms reap two types of returns to this investment: direct increased individual productivity and indirect social returns. These materialize because training has an impact on job satisfaction, which, in turn, stimulates pro-social behaviour in the workplace and hence raises efficiency and productivity. Employers obtain the full benefits from training when it is integrated into a wider set of human resource practices. A long-term view of training benefits needs to be

adopted by employers and employees. One-off training episodes will not create a shared sense of benefits that is necessary to generate positive training spillovers both for employers and employees. To raise awareness of VET benefits among the wider VET community, Cedefop participated in five conferences and other events.

Despite systematic evidence of the benefits and returns to training for enterprises, the performance of Europe's enterprises in providing continuing training for their employees stood still between 1999 and 2005 and spending even decreased. Such trends and other detailed analysis of **enterprise training in Europe** are discussed in *Employer-provided vocational training in Europe* ⁽²⁵⁾ (around 2 350 downloads in 2010). The report was well received by policy-makers and researchers and generated media coverage in many European countries.

Cedefop contributed to 16 meetings of senior stakeholder and presidency events, providing advice, in particular, on developing VET statistics. Cedefop is among the stakeholders lending its support to improve international classifications, including the international standard classification for education (ISCED 2011). The Centre also provides methodological advice for data collection (questions/variables on training in enterprises, future skill needs, apprentices and trainees in household surveys)

⁽²⁵⁾ Available at: <http://www.cedefop.europa.eu/EN/publications/15390.aspx>



Box 7. The first comparative analysis of employer-provided training in Europe

In 2010, Cedefop provided the first and only European detailed comparative analysis of data from the third Continuing Vocational Training Survey in Europe. Concern about enterprises not providing training is substantiated from a social and economic perspective. Analysis shows that professional management of training, involvement of social partners and targeted public measures are crucial to foster training. As there are gaps in enterprises' perception of skill and training needs, and as the majority of enterprises do not change their training behaviour over time, triggering non-trainers to provide training remains a challenge (34% of enterprises are permanent non-trainers*). There is also a clear signal for policy at European and national levels to intensify efforts in promoting training by tailor-made financial instruments. However, to benefit from public measures for CVT provision, enterprises need comprehensive information about the various specific measures, eligibility criteria and procedures for application. Radar charts, used as a benchmarking tool to

assess countries' overall performance in employer-provided vocational training, show that three country groups – high, medium and low performers – are relatively stable over time. However, some countries changed groups: generally, high performers in 1999, especially Scandinavian and west European countries, showed lower performance in 2005, while the other two groups mostly show moderate to high improvements. Analysis also shows that in most European countries, enterprises do not increasingly provide 'other – non-formal – forms' of CVT **. The political and scientific debate about 'other forms' being increasingly important forms of learning is thus not reflected in CVTS results. Nevertheless, about 50% of enterprises provide 'other forms' of continuing vocational training.

* no training provided in 2004 and 2005.

** on-the-job training; job rotation, exchanges, secondments, study visits; learning/quality circles; self-directed learning; attendance at conferences, workshops, trade fairs, lectures.

and dissemination (UOE⁽²⁶⁾) data and metadata on Eurostat website). Finally, Cedefop was mandated by DG EAC to support development of an employability benchmark and a core VET

indicator, and is working with the OECD/INES LSO network on adult learning policies indicators.

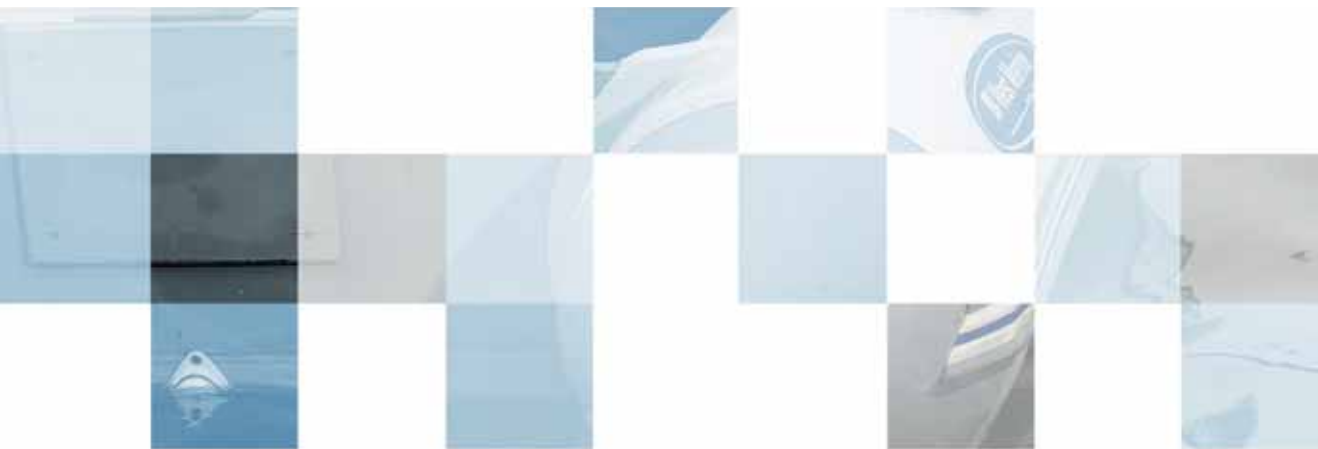
⁽²⁶⁾ Unesco, OECD and Eurostat data collection on education.



Performance indicators 2010: MTP3 – Assessing VET's benefits

Type	No	Indicator	Results
Policy advice provided to stakeholders	1	Citations in EU policy documents	317 citations of Cedefop in 88 EU policy documents, of which: <ul style="list-style-type: none"> • 4% refer to MTP3 Assessing VET's benefits or a combination of MTPs • 8% refer to Cedefop at organisational level
	2	Mandates and assignments given to Cedefop in policy documents	21 mandates and assignments entrusted to Cedefop: <ul style="list-style-type: none"> • 5% MTP 3 Assessing VET's benefits • 14% organisational level or a combination of MTPs
	4	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	201 events and meetings, of which: <ul style="list-style-type: none"> • 8% MTP3 Assessing VET's benefits
New knowledge and insights generated	5	Downloads of publications/working papers/other	455 000 downloads from the Cedefop website. Among publications published in 2010: <ul style="list-style-type: none"> • 11% MTP3 Assessing VET's benefits
Raised awareness among stakeholders and the education and training or wider VET community	8	Participation in conferences and events	94 events, of which: <ul style="list-style-type: none"> • 5% MTP3 Assessing VET's benefits

NB: some indicators relate to organisational level and are not presented here. All performance indicators are presented in Annex I.



1.4. Raising the profile of vocational education and training

Raising the profile of VET and increasing awareness of VET's key role in lifelong learning requires effective communication. In 2009, Cedefop launched a new communications strategy – fully aligned to its objectives and medium-term priorities. The aim is to increase impact by focusing on key achievements of the Centre's work. Against this background, Cedefop's communication activities in 2010 focused on disseminating readily accessible, accurate and timely information on VET targeted to the specific needs of its multiple stakeholders, ranging from policy-makers at European and national levels, including social partners, to the wider public.

External communication

Throughout 2010, Cedefop kept stakeholders up-to-date with the latest developments in VET and their importance to Europe's economy and society.

Cedefop's key messages in 2010 were Europe's skill supply and demand forecasts for 2020, developing skills for a low-carbon economy and Cedefop's analysis of progress made by Member States in improving VET and VET policies under the Copenhagen process over the period 2002-10. Several different information formats (printed publications, online media and events) were integrated to reinforce these messages and make sure they are consistent.

Efforts focused on policy-makers in European institutions and Member States, including social partners, who received seven briefing notes in 2010. Briefing notes are policy briefs published in electronic format and tailor-made to policy-makers' specific information needs. The most popular briefing note in 2010 (more than 7 000 downloads) was *Jobs in Europe to become more knowledge- and skills-intensive*, published in February. It outlines results of Cedefop's latest forecast of skills demand and supply in Europe.

Box 8. Supporting European policy-makers: the European Parliament

Members of the European Parliament (MEPs), aware of the importance of having the right skills for a successful and greener European economy by 2020, organised with Cedefop two workshops in the European Parliament in 2010. The first, *Skills and competences to overcome the crisis* was held in March and the second, *Learning to be green* in September.

The first workshop gave Cedefop an opportunity to present trends in skills demanded by Europe's labour market and those that its labour force can supply. In the second, Cedefop outlined the skills needed to develop a low-carbon economy and how to develop them. Needing to decide how best to support European economic recovery while combating climate change, MEPs were keen to learn more about the forces driving changes in skill needs.



Box 9. Working with our hosts: Cedefop in Greece

Cedefop enjoys a good working relationship with its Greek hosts in several ways. Cedefop supported two information campaigns by the Greek National Centre for Guidance. It kept Greek members of the European Parliament and local policy-makers regularly informed of its work.

Cedefop organised a reception for Greek MEPs – attended by high-ranking representatives of local government and academia – with Ms Anna Diamantopoulou, Greek Minister for Education, a key speaker.

An information seminar (more than 100 participants) was organised for the local VET community, in cooperation with the Regional Directorate of the Greek Ministry of Education.

Cedefop supported the Ministry of Education, Lifelong Learning and Religious Affairs in establishing the Greek NQF and a new law on lifelong learning. It contributed to four international conferences organised by the Greek authorities on qualifications developments and contributed to meetings of the Greek NQF high-level committee.

Cedefop also participated at the Thessaloniki international book fair with the EU Publications Office and cooperated with the Thessaloniki photomuseum on *the international Cedefop/photomuseum prize*, which was awarded for the third time in June 2010.

In addition to supporting policy-makers, Cedefop also provided information for VET researchers and maintained good contacts in **Greece**.

For the wider public, Cedefop articulated its core messages through regular press releases to European press agencies, print and other media. A total of 16 press releases were published in 2010. As a result, in 2010 Cedefop's publications and activities were cited around 580 times by the press in 27 European countries.

Cedefop's web portal (www.cedefop.europa.eu) entered into full service in 2010 having been launched in December 2009. It provides a single online entry point and improved coherence and usability for Cedefop's online information. Using new formats to collect and present information and easier navigation, visits to Cedefop's website increased by 53% in 2010, compared to 2009, to 488 000. Visits by those returning to the website more than once increased by 29% to 179 000. Page views also increased to 1 490 000 in 2010 (+ 4.5% compared to 2009).

Electronic newsletters are an integral part of the web portal and are another tool to inform and maintain regular contact with the media, drawing attention to VET issues and Cedefop's key achievements. A total of seven newsletters were published in 2010.

Cedefop's conferences, meetings and events are essential to raise awareness of VET issues and outcomes of Cedefop's work. Some 110 conferences, workshops and meetings were attended by about 1 850 people, lower than 2009 because of limited availability of



conference rooms due to building disorders. Cedefop's events were particularly successful in raising awareness of policy issues. This is confirmed by a high degree of participants' satisfaction with events (97%) and by participants' use of information.

Reinforcing key messages by combining events, briefing notes and press releases and improvements to the Cedefop web portal had a positive effect on **downloads of publications**. Of the 455 000 files downloaded from Cedefop's web portal around 75% were publications (including around 27 000 downloads of briefing notes).

Documentation and information

Besides dissemination of recent VET information and results of Cedefop's work, Cedefop also has an obligation to provide VET information on request. Cedefop's library and documentation service offers a wide range of services and provides a comprehensive, multilingual and up-to-date collection of information on VET in the EU. Cedefop's bibliographical database (VET-Bib) includes over 75 000 references (December 2010) including some 4 600 new references added during 2010. VET-Bib had around 51 000 visits in 2010.



Publications

New publication planning tools introduced at the end of 2009 made Cedefop's publishing more efficient. In 2010, 28 documents totalling 3 760 pages were edited, including five reference publications, seven briefing notes, three working and seven research papers. In the same period, 3 168 pages were translated primarily into German, English, Greek, Spanish and French. As foreseen in its communication strategy, Cedefop implemented successfully the shift from print to electronic publishing with almost 340 000 publication downloads in 2010. However, printing and distribution remained important tasks. More than 49 000 hardcopies of publications were distributed in 2010. Some 17 500 printed copies of Cedefop publications were distributed at conferences and exhibitions. A further 5 000 were ordered through the website. The rest went directly to stakeholders and to documentation centres. This underlines that despite increasing importance of electronic publishing and web-based information, paper-based publishing still has an important role to play.

To secure high-quality publications a peer review process was introduced in the second half of 2010.



Performance indicators 2010: MTP4 – Raising the profile of VET

Type	No	Indicator	Results																				
Policy advice provided to stakeholders	1	Citations in EU policy documents	317 citations of Cedefop in 88 EU policy documents, of which: <ul style="list-style-type: none"> • 28% refer to MTP1 MTP4 Raising the profile of VET or a combination of MTPs • 8% refer to Cedefop at organisational level 																				
	2	Mandates and assignments given to Cedefop in policy documents	21 mandates and assignments entrusted to Cedefop: <ul style="list-style-type: none"> • 14% organisational level or a combination of MTPs 																				
	4	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	201 events and meetings, of which: <ul style="list-style-type: none"> • 11% MTP4 Raising the profile of VET 																				
New knowledge and insights generated	5	Downloads of publications/working papers/other	455 000 downloads from the Cedefop website. Among publications published in 2010: <ul style="list-style-type: none"> • 21% MTP4 Raising the profile of VET 																				
Raised awareness among stakeholders and the education and training or wider VET community	7	Website traffic	<table border="1"> <thead> <tr> <th></th> <th>1.2.2010 - 31.12.2010</th> <th>1.2.2009 - 31.12.2009</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>Visits</td> <td>488 000</td> <td>319 000</td> <td>53%</td> </tr> <tr> <td>Visits by ret. visitors</td> <td>179 000</td> <td>138 000</td> <td>29%</td> </tr> <tr> <td>Unique Visitors</td> <td>320 000</td> <td>188 000</td> <td>70%</td> </tr> <tr> <td>Page views</td> <td>1 492 000</td> <td>1 426 000</td> <td>4.6%</td> </tr> </tbody> </table>		1.2.2010 - 31.12.2010	1.2.2009 - 31.12.2009	% change	Visits	488 000	319 000	53%	Visits by ret. visitors	179 000	138 000	29%	Unique Visitors	320 000	188 000	70%	Page views	1 492 000	1 426 000	4.6%
				1.2.2010 - 31.12.2010	1.2.2009 - 31.12.2009	% change																	
			Visits	488 000	319 000	53%																	
			Visits by ret. visitors	179 000	138 000	29%																	
Unique Visitors	320 000	188 000	70%																				
Page views	1 492 000	1 426 000	4.6%																				
8	Participation in conferences and events	94 events, of which: <ul style="list-style-type: none"> 10% MTP4 Raising the profile of VET 																					
Raised awareness among citizens	12	Media coverage, take-up of articles and press releases	579 media articles with coverage of Cedefop																				
	13	Events for the local community (in Cedefop, in Greece): <ul style="list-style-type: none"> • Usefulness/satisfaction 	93% of participants thought event was good or very good with 3.62 satisfaction on a scale from 1 to 4																				

NB: some indicators relate to organisational level and are not presented here. All performance indicators are presented in Annex I.



1.5. Management, resources and internal controls

Organisational changes were introduced in 2010, partly to strengthen the organisation and its **management**, partly to address changes in the directorate due to departure of Cedefop's Director, Ms Aviana Bulgarelli, in October 2010.

Cedefop reached an overall **budget execution of 95.6%** ⁽²⁷⁾ and its establishment plan was despite some unexpected departures in the second half of 2010 filled by 95%. For three of the five open positions recruitment was finalised, however, successful applicants will only take up duty in 2011.

This also underlines that Cedefop implemented its work programme well in 2010.

Cedefop's **performance measurement system (PMS)** was further developed and successfully implemented in 2010. Fully integrated into Cedefop's work programming and reporting, it sets up a framework of performance indicators to monitor progress and measure output, outcomes and impact (see performance indicators 2010 in Annex I).

Further improving reports from Cedefop's activity-based budgeting, a **time recording system** was implemented in January 2010. By providing more accurate allocation of costs by activity, it also helps to improve planning.

Particular efforts were undertaken to improve **monitoring (and planning) payments**. Respective overviews and cooperation with

persons concerned in operational areas allowed further improvements.

Cedefop's Area **Resources** combines centralised services for procurement, finances, human resources, information and communication technologies, facilities and several other services to provide operational areas with the support they need.

Cedefop follows good administrative practices and implemented several **actions to increase efficiency**. One particular example, **PAME**, already implemented in 2009, helps timely payments and contributed to considerable shortening of the time needed to effect payments.

Automation is key to increase efficiency, where the disadvantage of sometimes less flexibility is offset by better structuring, monitoring and documentation of business processes, ensuring transparency and accountability. User-friendliness is key for automation processes, but requires substantial input during design and implementation phases.

An online tool for Cedefop's (new) appraisal process (**CDR – career development review**) was developed and the objective setting part fully deployed. The appraisal part (backward-looking) of the online tool is ready to be put into production and will be used for appraisal of the year 2010.

The tool for online recruitment – **RECON (recruitment online)** – was finalised in 2010. It will help Cedefop increase the speed and

⁽²⁷⁾ The budget execution of 95.6% was due to a BRS that was only received in December 2010 (see also Annex IX).



efficiency of recruitment. The first vacancy notice using the online tool will be published in January 2011.

Prolive (**procurement livelink**), developed in 2008-09, was fully deployed in 2010. It is an automated tool that improves planning, monitoring and reporting on procurement procedures.

Similarly, an electronic tool was developed to follow **publication processes** in Area Communication, Information and Dissemination.

The 2010 report of the Court of Auditors (on 2009) confirmed the legality and regularity of operations. Remarks concerning recruitment procedures, a call to improve planning and monitoring, and to report regularly on transfers were immediately implemented.

The internal audit service (IAS) performed in 2010 a risk assessment of ICT at Cedefop and an audit of the annual activity report and the building blocks of assurance. The audit report contained one very important and six other recommendations. A very important recommendation to establish a unified policy paper on risk

assessment and management at Cedefop was followed up in 2010. In addition, work on open recommendations of previous audits (on HR management and ethics) progressed well and contributed to further improvements.

Measures taken for further automation, as well as those to secure quality of publications were actions in the follow-up to **Cedefop's risk management plan 2010**.

Other such actions concerned an audit of Cedefop's **financial software** and **repair of the building**. The Greek authorities decided to finance repairs and made the necessary preparations for tendering for the actual works. Repair works are expected to start before summer 2011 and will be completed by mid-2012.

Further actions concerned business continuity planning (risk management plan 2009). Cedefop implemented several measures to improve **security** and **energy saving**. A Cedefop emergency manual was produced for all staff.

Overall, risks identified as critical and probable for 2010 were well controlled ⁽²⁶⁾

⁽²⁶⁾ The Annual activity report 2010 to be published in June 2011 will contain more detailed follow-up to the risk management plan 2010.

Performance indicators 2010: Efficient and effective support services

Type	No	Indicator	Results
Efficient and effective support services	14	Internal support services – Resources	<ul style="list-style-type: none"> 95% of establishment plan filled on 31.12.2010 (98% including ongoing procedures)
		<ul style="list-style-type: none"> Percentage of establishment plan filled 	
		<ul style="list-style-type: none"> Duration of selection procedures 	<ul style="list-style-type: none"> Average 59 working days between the deadline for applications to report by selection board (target = 60 days); average 125 working days from publication of vacancy notice to AIPN decision (target = 120 days)
		<ul style="list-style-type: none"> Training intensity 	<ul style="list-style-type: none"> 8.7 average training days (target = 10 days)
		<ul style="list-style-type: none"> % of budget executed 	<ul style="list-style-type: none"> > 99.5% budget execution (EC subsidy)
		<ul style="list-style-type: none"> Timeliness of payments 	<ul style="list-style-type: none"> 21.7 days to pay commercial invoices
		<ul style="list-style-type: none"> Timeliness of procurement procedures 	<ul style="list-style-type: none"> 172 days until contract signature (open procedures); 86 days until contract signature (negotiated procedures)
	15	(Internal) support services - CID <ul style="list-style-type: none"> % of services provided in the time agreed with colleagues 	All publications were delivered in the timescale agreed with colleagues, although deadlines were sometimes renegotiated. All publications linked to events were delivered according to the original timetable.

NB: some indicators relate to organisational level and are not presented here. All performance indicators are presented in Annex I.



Table 1. **Work programme 2010 – Correspondence between Cedefop’s medium-term priorities, activity-based budget activities (ABB) and projects**

MEDIUM-TERM PRIORITY 1 Informing European VET policies	MEDIUM-TERM PRIORITY 2 Interpreting European trends in and challenges for skills, competences and learning	MEDIUM-TERM PRIORITY 3 Assessing VET’s benefits
Analysing and reporting on policy developments <ul style="list-style-type: none"> • Policy reporting • VET in Europe – Country reports • VET Financing • European network of reference and expertise – ReferNet 	Skills and competences analysis <ul style="list-style-type: none"> • Skills forecasting • Skill needs in sectors • Skill needs of enterprises • Skill mismatch • Skillsnet and stakeholder cooperation 	Researching VET <ul style="list-style-type: none"> Research reporting National research reports Statistics and indicators
Supporting development and implementation of common EU tools <ul style="list-style-type: none"> • European qualifications framework • European credit system for VET • Quality assurance (European quality assurance reference framework) • Europass 	Qualifications for lifelong learning <ul style="list-style-type: none"> • Qualifications and learning outcomes • Lifelong guidance • Teachers and trainers • Adult learning • Validation of non-formal and informal learning 	
Study visits		
RESOURCES – ABB		
<ul style="list-style-type: none"> • Policy analysis • ReferNet • Education and training 2010/a • Study visits 	<ul style="list-style-type: none"> • Skill needs • Education and training 2010/b 	VET research

MEDIUM-TERM PRIORITY 4 Raising the profile of VET

External communication

- Communication with stakeholders and public relations
- News services
- Cedefop's web portal

Documentation and information

- Database and reference service
- Record management and archive
- Electronic information systems

Publications

- Editing and translation
 - Layout and design
 - Printing and dissemination
-
- External communication
 - Documentation and information
 - Publications



2. Implementation of the work programme 2010 by medium-term priority, activity and project ⁽²⁹⁾

MEDIUM-TERM PRIORITY

INFORMING EUROPEAN VET POLICIES (WP2010)

Activity: Analysing and reporting on policy developments

To inform European VET policies, following its mandate (renewed in the Bordeaux communiqué, 2008), Cedefop analyses progress by countries in implementing agreed European VET policy priorities in the Copenhagen process and publishes, every two years, a comparative analysis of policy developments. Outcomes of the analysis, summarised in Cedefop's fourth European VET policy report, will be presented at the informal ministerial meeting in Bruges in December 2010. It will take stock of progress in the Copenhagen process launched in 2002 and provide evidence for deciding European VET policy priorities after 2010. Much of the information for the report comes from stakeholders, including the social partners, and Cedefop's European network of reference and expertise (ReferNet), which covers all Member States, Norway and Iceland. ReferNet also provides thematic overviews of national VET systems for download from Cedefop's website as well as information that feeds into many Cedefop projects. To contribute to its analysis of policies, Cedefop also reviews trends in and instruments for VET financing, to identify cost-sharing policies and innovative funding mechanisms.

Desired impact

Cedefop aims to support an evidence-based European VET policy agenda and stronger European cooperation between countries who share common policy priorities. Cedefop also aims to be acknowledged as an authoritative source of expertise on European VET policies, with a capacity to monitor progress in modernising VET in Europe.

Corresponding ABB activities: Policy analysis, ReferNet

⁽²⁹⁾ WP2010: the text corresponds to the activity fiches of the work programme 2010.

Principal activity outcomes

New knowledge and insights generated and raised awareness of European and national policy-makers, including social partners, on:

- Progress in implementing agreed European VET priorities
- Member States' strategies and initiatives *vis-à-vis* shared policy objectives
- Identification of VET trends and developments at national and regional level, and in particular in VET financing policies
- Policy advice provided to stakeholders of the Copenhagen process to enhance European cooperation in VET

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

Citations in EU policy documents
Mandates given to Cedefop in policy documents
EU policy documents to the preparation of which Cedefop contributed
Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support the implementation of policies

New knowledge

Downloads of publications/working and research papers/briefing notes
Citations of publications/studies in the literature

Raising awareness

Website traffic (broken down by theme and projects pages)
Active participation in conferences and events
Usefulness/satisfaction with Cedefop's conferences and events

Project 1. Policy reporting (WP2010)

Cedefop's 2010 VET policy report will analyse progress in implementing VET priorities in the Copenhagen process. It will review countries' strategies and initiatives *vis-à-vis* shared policy objectives and will provide evidence for policy development. The report will be based on information gathered from the Directors-General for Vocational Training, ReferNet and the social partners, as well as Cedefop's and other studies and European and international statistical data. Issues covered by the policy report will follow the common framework for European cooperation in education and training ('ET 2020') and the priorities of the Belgian Presidency. Cedefop will present its analysis at the informal ministerial meeting in Bruges in December 2010. Results will support the European Commission and the Bruges working group in preparing the 2010 communiqué on cooperation in VET beyond 2010.

Principal outputs 2010

Timing/frequency

VET Policy report 2010 (Reference publication)

December

Conclusions of Cedefop's analysis presented to the informal ministerial meeting in Bruges

December

Briefing note on the 2010 policy report finding

December

Project 1. Policy reporting – Progress January-December 2010

A bridge to the future – European policy for vocational education and training 2002-10 was published on 7 December (<http://www.cedefop.europa.eu/EN/publications/17297.aspx>) and the main conclusions debated at the informal ministerial meeting in Bruges on the same date. In this report, Cedefop analyses the progress achieved during the past eight years of European cooperation on VET policy (Copenhagen process), and suggests new directions within the Europe 2020 agenda. The report was accompanied by a briefing note and a press release.

27 national ReferNet policy reports, 27 replies from DGVTs, and 14 replies from social partners to Cedefop questionnaires formed the basis for the analysis, which also relied on additional information sources, including Cedefop's studies and analysis as well as European and international statistical data.

Articles published

Torsten Dunkel, *Reviewing European VET Policy - Challenges for comparative analyses*, Grollmann, Ph. & M. Hoppe (Eds.). Methods and instruments for the evaluation and monitoring of VET systems. Conference proceedings. Königswinter, Germany, 10 and 11 December 2009, Preliminary draft, pp. 39-54. Discussion paper No 119, Federal Institute for Vocational Education and Training, Bonn, 2010.

Project 2. VET in Europe – Country reports (WP2010)

VET in Europe is an online database with up-to-date information on national VET systems in the EU, Iceland and Norway. To support comparisons between systems and peer learning, it is organised according to common themes for all countries. Themes and content are updated annually to match the European VET agenda. For instance, in 2010, themes such as 'VET and the economic crisis', 'guidance and counselling' or 'review of the International Standard Classification of Education' (ISCED) provide background information for Cedefop activities in these areas.

Principal outputs 2010

Timing/frequency

Twenty-nine online country reports in html and pdf format

Ongoing

Project 2. VET in Europe – Country reports – Progress January-December 2010

In addition to 12 VET in Europe – Country reports published online in 2009, 13 reports appeared in the first semester of 2010. Four country reports are not available: Bulgaria submitted late, Sweden did not submit whereas Luxembourg and Malta were not contracted for the activity (**change**).

In the second semester 2010, 26 updated reports were submitted and are being prepared for publication. These reports include information on the impact of the financial crisis on VET, vulnerable groups and on the role of social partners as well as additional reviews on ISCED and national classifications. Three reports were not submitted: Luxembourg is pending, Greece will not be submitted due to organisational changes in OEEK and Ireland, for which the activity was not contracted (**change**). Analysis of the impact of the financial crisis on VET was presented at a Eurofound seminar 'Preparing for the future: maintaining employment in times of crisis' (Bonn, March).

Project 3. **VET financing** (WP2010)

This project monitors developments in VET funding systems in European countries. It identifies new and innovative strategies and mechanisms and investigates their effectiveness. In 2010, Cedefop will focus on cofinancing and changing stakeholders' roles in sharing costs and responsibilities for VET, the effectiveness of loans and the role of financial institutions. Cedefop will launch studies to examine the use of payback clauses and the role of training leave in promoting VET. Cedefop will also summarise various innovative funding mechanisms in Europe.

Principal outputs 2010	Timing/frequency
The role of loans in financing VET (online Research paper)	December
Workshop on the role of loans (discussion of interim study findings)	Autumn
Findings presented at various international and European events	Ongoing

Project 3. **VET financing – Progress January-December 2010**

The publication *The role of loans in financing VET in Europe* was postponed to 2011 due to further work needed to take into account feedback provided at the workshop on the study's findings (see below) (**change**).

The workshop on the role of loans in financing VET was held in October in Thessaloniki. European experts (plus representatives from Australia and Israel) from academia, financial institutions, governments and European institutions (including the European Investment Bank - EIB) debated and validated the results of the study. The workshop documents are available at: www.cedefop.europa.eu/EN/events/16742.aspx.

Outcomes of Cedefop's work on VET financing were presented at several events, including a workshop 'Financing adult learning in times of crisis' organised by the European Commission's working group on the adult learning action plan. Cedefop also participated in the advisory committee for DG EAC's feasibility study to examine the potential need for a student lending facility at European level (alongside the EIB).

Project 4. **European network of reference and expertise – ReferNet** (WP2010)

ReferNet is Cedefop's primary source of information on VET in Member States, Norway and Iceland. It contributes to Cedefop policy and research reporting and provides documentary data and bibliographical references on VET in all member countries. To support Cedefop's communication strategy, it channels and disseminates information at national level. In each country, ReferNet comprises a consortium representative of national VET institutions and organisations, led by a coordinator. In 2010, ReferNet will contribute to Cedefop's 2010 VET policy report. Further, Cedefop elaborates short descriptions of VET systems and developments in the 2010 EU Presidency countries (Spain and Belgium).

Principal outputs 2010	Timing/frequency
National reports on progress in VET in the framework of the Copenhagen process (eLibrary in VET-Bib)	April
Short description of VET in Spain (booklet)	May
Short description of VET in Belgium (booklet)	September
National bibliographical references and documentary information on VET (min. 60 submissions/country)	Ongoing
List of national VET-related events	Twice a year
National ReferNet websites, following common guidelines and style	Ongoing
One plenary meeting, two ReferNet core group meetings and three regional meetings	Ongoing (plenary meeting: autumn)

Project 4. [European network of reference and expertise – ReferNet – Progress January-December 2010](#)

In 2010, ReferNet was the object of an internal evaluation. The first stage of the evaluation ('Relevance and consistency') was completed in June. The second stage ('Efficiency and organisation') was finalised in December. Final results of the evaluation will be discussed with the evaluation steering group on 17 January 2011 and will be the basis for preparing the next ReferNet framework partnership agreement (2012-15, to be launched in 2011), as well as recommendations to be addressed both by Cedefop and by ReferNet national partners.

Twenty-nine countries, all Member States plus Norway and Iceland implemented the ReferNet 2010 work plan. All planned meetings took place: three regional meetings, two core groups and a plenary meeting.

ReferNet output - The network's contributions continued to feed into other Cedefop's projects. For more detailed information, see relevant sections.

Twenty-seven national ReferNet policy reports on progress in VET in the Copenhagen process (see *Policy reporting*).

Twenty-one national research reports, submitted in 2009, are now online (see *National research reports*).

Twenty-six VET in Europe – Country reports submitted (see *VET in Europe – Country reports*).

Spotlight on VET in Spain was published in May. No short description was published for the Belgium Presidency due to late delivery of the draft (**change**).

Twenty-four countries delivered national bibliographical references and documentary information on VET (see *Documentation and reference service*).

Fifteen lists of national VET-related events submitted (see *News service*).

Thirteen updated lists of national media contacts submitted (see *News service*).

Eleven countries delivered articles on VET policy developments or on VET-related activities (see *News service*).

Twenty-eight ReferNet national websites are online (see *Cedefop's web portal*).

Activity: Education and training 2010/a: Supporting development of European tools and principles (EQF, ECVET, EQARF, Europass) (WP2010)

Cedefop supports the European Commission, Member States, social partners and other stakeholders in implementing European tools and principles. European tools and principles aim to make citizens' knowledge, skills and competences more visible, lifelong learning and mobility easier and to improve the quality and effectiveness of education and training. Implementing these tools and principles is an agreed priority of the Copenhagen process and the strategic framework for European cooperation in education and training (ET 2020). In 2010, Cedefop will focus on putting the European qualifications framework (EQF) and the European credit system for VET (ECVET) into practice, according to the deadlines 2010 and 2012 set by the European Parliament and Council recommendations. It will support implementation of the recommendation by the European Parliament and Council on a European quality assurance framework for VET (EQARF). To address recommendations of the Europass evaluation, Cedefop will further improve its web resources and increase coherence between Europass, the EQF and ECVET.

Desired impact

Cedefop aims to support stronger European cooperation in VET and lifelong learning, contribute to the evidence-base for a European policy agenda to stimulate national VET or lifelong learning reforms. Cedefop also aims to contribute to Cedefop being acknowledged as a source of expertise on European VET policies.

Corresponding ABB activities: Education and training 2010

Principal activity outcomes

New knowledge and insights generated, policy advice provided and raised awareness of policy-makers, including social partners, researchers, practitioners at EU and national levels, and citizens (Europass), on:

- referencing national qualifications to the EQF, and use of EQF by countries and sectors
- strengths, limitations and importance of national qualifications frameworks (NQFs) as policy instruments for EQF implementation and national education and training reforms in a lifelong learning perspective
- development of credit systems and their impact on education and training systems at national and regional levels
- the role of VET providers' accreditation improving quality and the role of quality assurance in the social care sector
- Europass documents and optimisation of Europass web resources

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

Citations in EU policy documents
Mandates given to Cedefop in policy documents
EU policy documents to the preparation of which Cedefop contributed
Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support implementation of policies

New knowledge

Downloads of publications/working and research papers/briefing notes
Citations of publications/studies in the literature

- use of EQF and ECVET in the Europass certificate supplement and/or Europass mobility

Policy advice provided to:

- EQF, ECVET and EQARF advisory (sub)group(s), user groups, steering committees and networks

Raising awareness

- Website traffic (broken down by theme and projects pages)
- Participation in conferences and events
- Usefulness/satisfaction with Cedefop's conferences and events
- Europass website statistics

Project 1. [European qualifications framework \(EQF\)](#) (WP2010)

This project supports EQF implementation. There are five interlinked strands of work:

- technical and analytical support to the EQF advisory group and its subgroups on quality assurance, sectors and learning outcomes;
- analysis and mapping of NQF developments;
- supporting and analysing EQF and ECVET test and pilot projects;
- supporting the European Commission in developing an EQF web tool for countries to reference NQF to EQF levels; and
- contributing to increased coherence between Europass, EQF and ECVET.

Principal outputs 2010

Timing/frequency

Coordination of EQF advisory group and subgroup meetings jointly with the European Commission	Three advisory group meetings, Two to three per subgroup
Overviews of NQF developments	July and December
Peer learning activities on referencing process, shift to learning outcomes, NQF developments and validation	Three to four
Analytical documents, syntheses, guidance and information material for EQF advisory (sub)group(s)	Ongoing
Analysis of EQF and ECVET test and pilot projects (online working paper)	September
Cedefop workshop on EQF and ECVET test and pilot projects	November
The relation between sectoral qualifications and the EQF (online working paper)	October
Advice provided on the Commission's web tool for referencing national qualification levels to EQF	October

Project 1. European qualifications framework (EQF) – Progress January-December 2010

Cedefop continued to coordinate, jointly with the Commission, the EQF advisory group (AG) and its subgroups. Cedefop was actively involved in the preparation and drafting of the background documents for the three meetings (February, June and October). The February meeting focused on (a) the UK referencing report and (b) implications of the European skills and competence taxonomy (ESCO) for EQF work. The June meeting focused on the link between EQF and quality assurance, sectoral qualifications frameworks as well as on the link between EQF and key competences. The October meeting focused on (a) the French referencing report and (b) the set of common criteria for alignment of qualifications awarded by international awarding bodies to NQFs, supported by Cedefop work on sectors. Cedefop also provided substantial input to the work of the EQF AG subgroup on sectoral qualifications on how to make use of the EQF as a framework covering all qualifications, including those awarded by sector organisations.

Cedefop also contributed to the joint work of the EQF AG and the Council of Europe in bridging the EQF and the qualifications framework for higher education (two meetings of the qualifications framework group of the Bologna process and a meeting in Strasbourg between EQF national coordination points and the Bologna frameworks coordinators) – **(new activity)**.

In close cooperation with the EQAVET steering group and DG EAC, Cedefop also actively supported work to strengthen the quality assurance of learning outcomes and the certification process. Substantial input was provided to the PLA on how the learning outcomes approach, NQFs and quality assurance can best support lifelong learning (Istanbul, June) and to the PLA on the role of quality assurance in defining, describing and assessing learning outcomes (Helsinki, November).

Cedefop supported the Commission in preparing a seminar on the EQF-referencing process in March 2010. This brought to the table experiences of countries having finalised this process and was used as a basis for a EQF guidance note – prepared together with DG EAC – to support the (high number of) countries now preparing their referencing reports.

Cedefop also supported the Commission in preparing an international PLA on NQFs in December 2010. It also contributed actively to the EU-Australia policy dialogue on qualifications frameworks (December 2010) – **(new activity)**.

Cedefop was invited to contribute to numerous events on the implementation of the EQF and NQFs, by national and sector stakeholders (such as Denmark, Finland, Germany, Greece, Ireland, Norway, Slovenia and the UK as well as the construction, sports, agriculture, nursing, international trade and chemical sectors).

The second in-house report *The development of national qualifications frameworks in Europe (August 2010)* was published in September (<http://www.cedefop.europa.eu/EN/publications/16666.aspx>). Results were discussed at meetings of the EQF AG and widely disseminated.

The online working paper on the relationship between sectoral qualifications and the EQF was postponed to 2011 to benefit from the workshop on testing the EQF (see below) as well as ESCO ongoing work **(change)**.

In-house analysis of the outcomes of EQF and ECVET test and pilot projects (within LdV and LLP) was carried out providing input to the third workshop on testing the EQF 'Building synergies and common understanding' (Thessaloniki, 15 and 16 December). The workshop's documents are available at: <http://www.cedefop.europa.eu/EN/events/17341.aspx>.

Articles published

- Slava Pevec Grm and Jens Bjornavold, *The development of national qualifications frameworks in Europe*, EQF newsletter, April 2010 (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/news1_en.pdf)
- Slava Pevec Grm and Jens Bjornavold, *The development of national qualifications frameworks in Europe*, EQF newsletter, July 2010 (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/news2_en.pdf)
- Jens Bjornavold and Mike Coles, *The added value of NQFs in implementing the EQF*, in EQF series, Note 2, February 2010 (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note2_en.pdf)
- Slava Pevec Grm, *Nacionalna ogrodja kvalifikacij – pomemben instrument v podporo vseživljenjskemu učenju (national qualifications frameworks – An important instrument in supporting lifelong learning)*, in Priložnosti/Opportunities by CMEPIUS/Centre of the RS for mobility and European educational and training programmes, September 2010 (http://www.cmepius.si/files/cmepius/userfiles/publikacije/priloznosti/Priloznosti_7.pdf)

Project 2: **European credit system for VET (ECVET)** (WP2010)

This project supports gradual implementation of the ECVET recommendation adopted in May 2009 through: (a) technical and analytical support to the ECVET users group and network; (b) analysis and mapping of national and regional credit systems for VET; (c) content support to the European ECVET pilot projects initiative; (d) contributing to increased coherence between Europass, EQF and ECVET.

Principal outputs 2010

Timing/frequency

Expertise and advice provided to ECVET users group, network and testing/pilot projects initiative	Two to three each (to be confirmed by DG EAC)
Technical and analytical documents and material for European ECVET users group and network	Ongoing
Credit systems and qualifications frameworks (online research paper)	April
European ECVET developments (online working paper)	October
Contributions to European ECVET bulletin	Two articles
Thematic workshop on ECVET implementation jointly organised with the European Commission	September
Briefing note on the ECVET implementation process	November

Project 2. **European credit system for VET (ECVET) – Progress January-December 2010**

Following a request by the European Commission, Cedefop was appointed a full member of the ECVET scientific advisory committee. Scientific advice was provided to the European ECVET secretariat, the ECVET users group, the ECVET steering group and the ECVET network forum.

Keynotes on links between credit systems and qualifications frameworks and on implementation of ECVET in Europe were drafted and provided. At the request of the Commission, Cedefop also contributed to meetings of ECVET pilot projects.

In the framework of the Spanish Presidency conference 'The value of competences in VET' (Zaragoza, May 2010), Cedefop drafted (jointly with DG EAC) the background paper for the workshop on ECVET.

The research paper (No 5) *Linking credit systems and qualifications frameworks* was published in June (<http://www.cedefop.europa.eu/EN/publications/15974.aspx>) and widely disseminated to key EU stakeholders, including: European Parliament (April), internal cross-directorate meeting of the European Commission (May), ECVET Users Group (May), ACVTs (June).

The working paper *The development of ECVET in Europe* was published in December (<http://www.cedefop.europa.eu/EN/publications/17445.aspx>) and results presented at meetings of the ECVET European steering committee and ECVET users group (both in November).

The thematic workshop on ECVET implementation did not take place due to many ECVET meetings taking place in the second half of 2010 (**change**).

Articles published

- Isabelle Le Mouillour, *Sistemi dei crediti e quadri delle qualifiche. Workshop Cedefop di esperti europei dedicato al rapporto tra i due sistemi*. Newsletter del Fondo sociale europeo 2007-2013 (http://www.lavoro.gov.it/NR/rdonlyres/698E3F53-9545-4110-842A-A8041131C007/0/fsenews_Marzo2010.pdf).
- Isabelle Le Mouillour and Michel Aribaud, *Using ECVET for recognising knowledge, skills and competence*, ECVET magazine No 1, June 2010 (http://www.cedefop.europa.eu/EN/Files/DONWLOAD_ID_16369_ecvet_magazine_01_web_22_06.pdf).
- Isabelle Le Mouillour, *Supporting learning pathways*, ECVET magazine No 2, October 2010 (http://www.cedefop.europa.eu/EN/Files/DONWLOAD_ID_17320_ecvet_magazine_02_oct2010.pdf).

Project 3. Quality in vocational education and training (WP2010)

This project supports implementation of the EQARF recommendation adopted in May 2009. Cedefop supports the EQARF steering committee to be set up by the European Commission, analyses national and sectoral approaches to quality and supports European cooperation between experts and stakeholders on quality in VET.

Principal outputs 2010	Timing/frequency
Expertise and advice provided to EQARF steering and thematic groups and general assembly	Ongoing (to be confirmed by DG EAC)
Glossary on quality (online working paper)	April
Assuring quality in VET: the role of VET providers accreditation (reference publication and briefing note)	July
Quality assurance in the social care sector: the role of training (online research paper)	June
Conference on quality and accreditation in VET	December

Project 3. **Quality in vocational education and training – Progress January-December 2010**

Expertise and advice were provided to the EQAVET steering group and general assembly. Participation in working group 1 of EQAVET on developing guidelines for the implementation of the recommendation by Member States.

The glossary on quality in education and training was finalised and its publication postponed to early 2011 (**change**). The contribution to EQAVET key terms on quality in VET was provided on time.

The research paper *Quality assurance in the social care sector – The role of training* was published (<http://www.cedefop.europa.eu/EN/publications/16821.aspx>).

The study *Assuring quality in VET: the role of VET providers accreditation* was finalised and is being prepared for publication. Delays are due to the complexity and innovative character of the study that required additional work. The briefing note was also postponed (**change**).

A study *Quality in VET in European SMEs. A review of the food processing, retail and tourism sectors in Bulgaria, the Czech Republic, Romania and Slovakia* was published in June (<http://www.cedefop.europa.eu/EN/publications/16009.aspx>).

Cedefop contributed to overall preparation of the Belgian Presidency conference 'Transparency and quality as an interface between VET, schools and HE' (Bruges, 6 December 2010), including by leading the conference workshop on quality assurance and accreditation in general and higher education as well as in VET.

Project 4. **Europass** (WP2010)

Cedefop cooperates closely with the European Commission, national Europass centres (NECs) and other stakeholders to support implementation of Europass and its increased coherence with EQF and ECVET. This includes implementing the recommendations of the Europass evaluation.

Principal outputs 2010

Timing/frequency

Europass mobility and certificate supplement templates integrate ECVET credit points and EQF levels

October

Workshop on the relevance of Europass mobility and certificate supplement for documenting, validating and certifying learning outcomes (preliminary findings of feasibility study)

October

Ongoing management of the Europass web portal, improved user-friendliness of CV online tool and increased interoperability of the Europass website with other EU mobility and employment initiatives

Ongoing

Expertise and advice provided to national Europass centres

Two NEC meetings (May and October) plus two to three IT meetings

Project 4. Europass – Progress January-December 2010

Several upgrades of the Europass web portal were implemented to increase performance of the Europass CV online tool (over 3.7 million CVs generated online and 10 million visits in 2010). The usability study for revamping the website was carried out and analysed. Ongoing discussions with DG Employment aim to ensure interoperability between Europass and Eures.

A briefing note was published in November to celebrate 30 million visits and 10 million CVs online since launch of the site in 2005 (<http://www.cedefop.europa.eu/EN/publications/17112.aspx>).

A technical workshop was organised in November to discuss preliminary findings of the study *Europass, ECVET and EQF for documentation, validation and certification of learning outcomes*.

Draft modified templates of the Europass mobility and certificate supplement were delivered in November. They will be fine-tuned and discussed at a workshop in February 2011 (**change**).

Intensive support was provided to national Europass centres (two Commission meetings attended, June and December), including testing and using the Europass mobility management tool. Contribution to national Europass events was also provided (Germany in June and Spain in November).

Cedefop participated in several meetings to discuss developments related to Europass: DG Employment meeting on ESCO (March), Europass working group on communication (December). Expertise and advice was also provided to the Commission on the ESCO initiative (**new activity**).

Activity: Study visits (WP2010)

The study visits programme for education and vocational training specialists is part of the lifelong learning programme (LLP) 2007-13. Study visits support policy developments and cooperation at EU level in lifelong learning. Since 2008, at the European Commission's invitation, Cedefop coordinates the programme and prepares the visits' catalogue, coordinates calls for candidates, constitutes groups, monitors and supports visits' quality, assesses implementation as well as evaluates and disseminates results.

Desired impact

Cedefop aims to strengthen European cooperation as study visits participants, hosts and organisers take part in European programmes and networking activities, develop awareness of common European education and training priorities, as well as share and learn from national, regional and local lifelong learning policies.

Corresponding ABB activity: Study visits

Principal activity outcomes

Raised awareness among stakeholders and the education and training community on:

- the study visits programme
- common EU education and training policy priorities
- good practices, common challenges, solutions in lifelong learning

Outcome indicators

(with reference to Cedefop's performance measurement system)

Raised awareness

Proportion of participants stating their satisfaction with the study visits

Distribution of study visits themes between general education, VET and a mixed lifelong learning perspective

Distribution of participants between the programme's target groups, including social partners.

Activity: Study visits – Progress January-December 2010

Group reports of 2009/10 visits showed a high level of satisfaction of participants: 97% were very satisfied or satisfied. Distribution of study visits (SV) themes between general education, VET and a mixed lifelong learning perspective pointed to significant progress of the SV programme towards a genuinely transversal action with a lifelong learning perspective, in terms of both thematic coverage and participation. This is confirmed by an increase in the number of visits taking a comprehensive lifelong learning approach: from 77 in 2008/09 (31% of all visits) to 103 in 2010/11 (42%). Stable presence of VET in the programme was also observed with a slight increase in 2010/11 (43 visits, 17.6% of all visits).

The thematic structure of visits is now fully aligned with education and training policy priorities at EU level and allows for a wide thematic offer. Strategic priorities for 2011-13 were set by the LLP committee and thematic categories were updated accordingly.

In 2009/10, the largest groups of participants continued to be head teachers and teacher trainers (25.1%), directors of educational and training institutions, guidance and validation centres (15.7%) and representatives of local, regional and national authorities (11.2%). Increased participation of social partners was observed: 115 participants in 2008/09; 147 in 2009/10 and 155 in 2010/11. Some 15 study visits focused on education and training in specific economic sectors (agriculture, forestry and fishing; arts, entertainment and recreation; construction; manufacturing). Cedefop continued to promote the programme to social partners. Examples: study visits specifically targeted at social partners were extracted from the catalogue 2010/11 and sent to approximately 300 social partners' representatives all over Europe and 200 social partner organisations; targeted invitations and information on Cedefop's VET-related events were sent to social partners; 2 500 flyers on study visits information for social partners (available in 23 languages) were sent to approximately 130 social partners' organisations.

Project 1. [Study visits](#) (WP2010)

During 2010, Cedefop will concentrate on study visits quality assurance, assessing their impact and intensifying promotion to increase applications. Approximately 2 700 participants, 280 study visits with 40 topics under eight categories of themes are expected for 2010/11. For the first time, and on a pilot basis, there will be two calls for applications. The first call will have a deadline of March 2010 and the second October 2010. To support the social partners, a new approach will be to involve them in all the programme's seminars and activities to increase cooperation with other education and training stakeholders.

Principal outputs 2010	Timing/frequency
Study visits catalogue 2010/11 and study visits promotional material	February/March
Study visits outcomes (booklet)	July
Synthesis seminar on study visits outcomes, also involving social partners	October
Impact assessment tools (available online)	May
Annual meeting of national agencies	March/April
Expert meetings for allocating selected participants to study visits	May and November

Knowledge sharing seminar for study visits organisers, including social partner organisations	June
Expertise and advice provided to lifelong learning programme (LLP) committee and LLP impact monitoring group	According to the DG EAC schedule
Support to information meetings in Member States	10 meetings

Project 1. **Study Visits – Progress January-December 2010**

The academic year 2009/10 covered 230 study visits organised in 29 countries and addressed 2 358 education and vocational training specialists from 33 countries. Some visits were **cancelled** due to volcano ashes and three took place in September/October 2010.

The catalogue 2010/11 was prepared and published in February/March. To increase its promotion and usability, a shorter version was prepared and made available online. The catalogue contains 266 visits (114 on general education, 44 on VET and 108 with a lifelong learning perspective). In 2010/11, two selection rounds are being piloted to increase participation of some target groups, especially social partners and policy-makers. For the first selection round (deadline 31 March 2010), 2 554 applications were received for 121 study visits; for the second round (deadline 15 October 2010) 3 211 applications were received for 145 visits. Matching meetings of NAs representatives took place in May for allocating participants approved by national agencies to groups for the first round (1 386) and in November for the second round (1 445).

The catalogue 2011/12 was finalised and sent for publication: it contains 244 visits proposed by 29 countries.

The annual meeting of national agencies (NAs) took place on 23 June 2010 in Thessaloniki (postponed from April due to the volcano ashes) – (**change**). It was followed by a knowledge-sharing seminar for first round organisers of study visits (24 and 25 June). NAs representatives also attended. The seminar focused on promoting social inclusion through education and training, a theme covered by about a quarter of 2010/11 study visits. The seminar's documents and conclusions are available at: http://studyvisits.cedefop.europa.eu/index.asp?cid=5&artid=7443&scid=80&artlang=EN&per_id=2540

A synthesis seminar 'Quality and efficiency of education and training: findings from study visits 2008/09' was organised on 1 and 2 February in Thessaloniki. The objective was to discuss outcomes of about 80 visits focused on development of key competences; ensuring high quality teaching and training; and educational leadership and management. Outcomes of the seminar served as a basis for the report *Better competences through better teaching and leading: findings from study visits 2008/09* published in July (<http://www.cedefop.europa.eu/EN/publications/16385.aspx>).

Work continued on developing impact assessment tools for participants and organisers. An impact assessment questionnaire for study visit participants was finalised in May and data collection completed in June. Preliminary analysis of responses received (about 900 from 2008/09 participants) confirms a high level of satisfaction with their experience in study visits (97 % of respondents are very satisfied and satisfied). The programme proved to be an excellent opportunity for participants to learn about other education and training systems, European cooperation in education and training, the lifelong learning programme and its opportunities for further cooperation and to learn about examples of good practice (91%). Most respondents (81 %) indicate that the content of the study visit was relevant to their professional activities. Of participants, 98% disseminated the knowledge they gained from study visits and many used this knowledge to propose changes to the work of their institutions and even to education and training policy as well and/or developed a cooperation project.

Expertise and input were also provided to the LLP Impact assessment working group of the Commission in January 2010.

Cedefop was involved in preparing LLP committee documents on the study visits programme as well as in working groups (on policy objectives and on mobility) set up by the Commission to prepare a new programme (2014-20). A reflection paper on the future LLP programme was sent to the Commission in December as input for public consultation.

Work continued on improving communication and dissemination activities of the programme. Cedefop developed a guide for effective communication of the study visits programme to support NAs to promote the programme and disseminate its results. Cedefop contributed to a meeting of LLP communication officers and drafted proposals on increasing Cedefop's visibility on DG EAC websites.

Cedefop also supported two peer learning study visits on quality assurance mechanisms in schools and training institutions (Vilnius, 27 September to 1 October and Hamburg, 29 November to 3 December) – **(new activity)**. These study visits were specifically addressed to decision-makers in education and vocational training.

MEDIUM-TERM PRIORITY:

INTERPRETING TRENDS IN AND CHALLENGES FOR SKILLS, COMPETENCES AND LEARNING (WP2010)

Activity: Skills and competence analysis

To interpret trends in skills and competence needs and follow up its mandate from the new skills for new jobs initiative, Cedefop carries out regular forecasts of skill supply and demand in Europe. To complement findings of macro-level forecasts and contribute to a comprehensive analysis of skill needs in Europe, Cedefop also investigates sectoral and enterprise skill needs (meso level) and skills mismatch at micro level. To disseminate findings and validate results, Cedefop cooperates with its Skillsnet, a network of researchers and experts, as well as other stakeholders.

Desired impact

Cedefop aims to support an evidence-based European VET and skills policy agenda, while being acknowledged as an authoritative source on trends in skills and competence needs and mismatch in Europe.

Corresponding ABB activity: Skill needs analysis

Principal activity outcomes

New knowledge and insights generated, policy advice provided and raised awareness of policy-makers, including social partners, researchers, and practitioners at EU and national levels on:

- Medium-term trends in skill demand and supply, together with analysis of potential labour market imbalances in Europe
- Patterns in skills for 'green jobs' in the EU and beyond

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

Citations in EU policy documents
Mandates given to Cedefop in policy documents
EU policy documents to the preparation of which Cedefop contributed
Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support the implementation of policies

- Data needs and methods for skills analysis, including forecasting and those to obtain information on skill needs in enterprises
- New insights on skill mismatch, including skill mismatch for ageing workers, its causes, effects and policy measures to address it
- How ageing affects working and learning, as well as effective active ageing policies and organisational practices

New knowledge

Downloads of publications/working and research papers/briefing notes
Citations of publications/studies in the literature

Raising awareness

Website traffic (broken down by theme and projects pages)
Participation in conferences and events
Usefulness/satisfaction with Cedefop's conferences and events

Project 1. Skills forecasting (WP2010)

This project promotes continuous development and use of a system for regular forecasts of skill supply and demand at pan-European level and analysis of potential labour market imbalances, in line with Cedefop's mandate and support from DG Employment. Forecasts are important for the European Commission's regular assessment of skills in Europe and other European and national stakeholders. In 2010, Cedefop will publish the first simultaneous skill supply and demand forecasts and analysis of future imbalances.

Principal outputs 2010

Timing/frequency

Updated skill demand and supply forecasts and analysis of potential imbalances (jointly with the European Commission) (reference publication, flyer and briefing note)

March
(every two years)

Technical report on improved forecasting methodology and databases (online working paper)

October
(every two years)

Two expert workshops to discuss methodology improvements and evaluate forecast results

First and
second semester

Findings presented at various international and European events and conferences

Ongoing

Project 1. Skills forecasting – Progress January-December 2010

The updated skill demand and supply forecast was published in April and presented at the conference 'New skills for new jobs: action now' organised by the European Commission in February (briefing note published) and at the Spanish Presidency conference in April (reference publication with full results). The publication is available at: <http://www.cedefop.europa.eu/EN/publications/15540.aspx>. The technical report was replaced by including technical information in the main publication (annexes and boxes) – **(change)**.

Two expert workshops (June 2010 in Thessaloniki, October 2010 in Bratislava) were organised to discuss development work on methods for regular forecast of skill demand and supply. Workshops conclusions are available at: <http://www.cedefop.europa.eu/EN/about-cedefop/projects/forecasting-skill-demand-and-supply/forecasting-skill-demand-and-supply.aspx>.

Forecast results were widely disseminated and presented at several high-level meetings and conferences (EU conferences, Spanish Presidency events, ACVT, Unesco conference 'Education and labour market linkages' in Bonn, ETF regional conference on the trends and challenges of labour markets and employability of human capital in six eastern partner countries in Odessa). Cedefop was also asked by the Spanish Presidency to participate in the European summit of local governments, 'Local government in network for a new Europe' (Barcelona).

Articles published

- Alena Zukersteinova, *Europe's future prospects and youth unemployment*, CH. Larsen, J. Kipper, A. Schmid (eds.). Regional monitoring approaches for the reduction and prevention of youth unemployment in Europe. Rainer Hampp Verlag, Munchen, Mering 2010.

Project 2. [Skill needs in sectors](#) (WP2010)

This project provides sound evidence on sectoral skills and qualification requirements, and supports anticipation of skill needs at European and international levels. It provides a platform for dialogue and information exchange on new and emerging skill needs in selected sectors. In 2010, Cedefop will focus on skills for green jobs jointly with the International Labour Organisation (ILO).

Principal outputs 2010	Timing/frequency
Skills for green jobs – A European analysis (booklet and briefing note)	June
Skills for green jobs – A worldwide analysis (joint publication with ILO)	Second semester (autumn)
Conference on skill needs for green jobs in Europe (in collaboration with ILO)	First semester
Participation in meetings of DG Employment steering groups and joint Cedefop/ILO reflection group	Ongoing

Project 2. [Skill needs in sectors – Progress January-December 2010](#)

Skills for green jobs – European synthesis report was released in hard copy with six country reports on Cedefop's website in August (<http://www.cedefop.europa.eu/EN/publications/16439.aspx>). A validation workshop, in cooperation with the ILO, took place in Geneva in May 2010 (replacing the planned conference) – **(change)**. International experts from academia, practitioners as well as representatives from governments and international/European organisations (such as OECD, ETF and Eurofound) attended.

Skills for green jobs – A worldwide analysis is under preparation (to be published in 2011 by ILO).

Outcomes of the study were presented at several EU and international events, including: 'Women and green jobs' (Italy), 'Good jobs, green jobs' (Washington DC), DGVT meeting in Genval, Employment Committee (EMCO) in Brussels.

Cedefop contributed to the ministerial conference on promoting green employment organised by the Belgian Presidency (supported by the European Commission) and organised a workshop at the European Parliament 'Learning to be green: future skills for green jobs' (**new activity**).

Cedefop is a member of DG EMPL steering group on transferable skills across economic sectors, DG EMPL steering group on sustainability issues – Green jobs, trade and labour, and DG ENTR steering group on identification of future skill needs in micro and craft(-type) enterprises up to 2020.

Project 3. [Skill needs of enterprises](#) (WP2010)

Working with the European Commission and social partners, this project aims to develop tools or instruments to identify skill and competence needs in enterprises. In 2010, using the findings of a 2009 feasibility study, Cedefop will start developing an enterprise survey instrument and relevant methodology.

Principal outputs 2010	Timing/frequency
Employer survey on skill needs in Europe – result of feasibility study (online working paper)	February
Technical report on data needs, desired outcomes and relevant enterprise survey approach and methodology (online working paper)	December
Two expert workshops on development of the survey instrument, methodology and master questionnaire (with Skillsnet experts, social partners and Eurostat)	First and second semester

Project 3. [Skill needs of enterprises – Progress January-December 2010](#)

The feasibility study on an employer survey on skill needs in Europe was not published as a working paper due to substantial additional work needed in shortening and synthesising the document for publication. The full report was, however, made accessible online for Skillsnet members (**change**).

Two expert workshops (April 2010 in Prague, November 2010 in Thessaloniki) were organised to discuss progress in development work and the survey methodology with Commission representatives, social partners, skills experts, statisticians and representatives from the OECD and ILO. The complexity of such development work led to postponing finalisation of the first phase – and thus the technical report - to February 2011 (**change**).

Project 4. [Skills mismatch](#) (WP2010)

This project examines and analyses skill mismatch in Europe. In 2010, the first comprehensive overview of mismatch issues and their relevance for policy will be published. The second phase of Cedefop's research programme on the determinants and impacts of skill mismatch for ageing workers will be finalised, while another empirical research on skill mismatch will be launched. The project also aims to contribute to debates on active ageing in Europe by generating evidence on the relationships between ageing, learning and working.

Principal outputs 2010	Timing/frequency
<i>The skill matching challenge: analysing skill mismatch and policy implications</i> (reference publication and briefing note)	March
<i>Working and ageing – Emerging theories and empirical perspectives</i> (reference publication)	May
<i>Skill mismatch for ageing workers</i> (online research paper)	July
Expert workshop on guidance policies for ageing workers	Second semester

Project 4. Skills mismatch – Progress January-December 2010

The skill matching challenge: analysing skill mismatch and policy implications was published online in February and in hard copy shortly after (a briefing note appeared in June). The publication (<http://www.cedefop.europa.eu/EN/publications/15275.aspx>) had almost 3 500 downloads from Cedefop's website and was mentioned in several online reviews.

Working and ageing – Emerging theories and empirical perspectives was published in July (<http://www.cedefop.europa.eu/EN/publications/16435.aspx>).

The right skills for silver workers - an empirical analysis was published in November (delays resulted from accommodating comments and suggestions from Eurofound). The publication (<http://www.cedefop.europa.eu/EN/publications/17066.aspx>) was the topic of a DODS alert soon after being published online.

An expert workshop on guidance for ageing workers (jointly organised with Area ECVL) was held in September following a call for papers (to be published next year in a reader).

Cedefop contributed to several workshops and meetings on mismatch and population ageing, including: a high-level seminar 'The impact of the crisis on Member States' ability to respond to the challenges of demographic change', organised by DG EMPL (Brussels); a peer review on the ageing population and educational choices organised by the Finnish Ministry of Employment and Economy; a conference 'Working longer through better working conditions, new modes of work and career organisation', coorganised by the Belgian Ministry of Employment, Labour and Social Dialogue, the European Commission and Eurofound under the auspices of the Belgian Presidency; a workshop on human resource management in the European steel industry organised by European steel technology platform (ESTEP); and a keynote speech at the National Institute of Labour Studies (Australia).

Articles published

- Jasper van Loo, *Conceptions of ageing in Europe: examining evidence from European social survey*, S. Bohlinger (ed.). Working and learning at old age. Theory and evidence in an emerging European field of research. Cuvillier Verlag, Osnabrück, 2010.

Project 5. Skillsnet and stakeholders cooperation (WP2010)

Skillsnet is a Cedefop network which brings together researchers and experts on early identification of skill needs to discuss methods and outcomes of skills analyses and anticipation. Through partnership and cooperation with stakeholders at national, European and international levels, Cedefop provides support to various actors in education, training and employment (including the European Commission). Two special Skillsnet panels of experts were established to support and advise Cedefop's work on skills forecasting and skill needs in enterprises.

Principal outputs 2010

Timing/frequency

Contribution to and participation in the Commission's new skills for new jobs initiative (expert group, sectoral councils, sectoral studies follow-up, restructuring forums, etc.) and cooperation with other stakeholders and international partners on skills issues (EESC, EMCO, ILO, OECD, etc.)

Ongoing

Conference on updated skill supply and demand projections, skill mismatch and skill needs in enterprises and specific sectors

Autumn

Updated indicators to monitor employment guidelines

June

Regular information to Skillsnet members (Skillsnet newsletter, e-mails, etc.)	Ongoing
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Regular expert workshops to support and advice Cedefop's work on skills analysis	Ongoing
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Project 5. Skillsnet and stakeholders cooperation – Progress January-December 2010

Cedefop was a member of the Commission's expert group on new skills for new jobs (NSNJ).

Skillsnet members participated in finetuning and disseminating results of the updated forecast and pilot employer survey. Four Skillsnet technical workshops were organised in 2010: two on forecasting methods and two on developing a survey methodology and questionnaire for a pilot employer survey on skill needs (see project *Skill needs of enterprises*).

A Skillsnet newsletter was published in November 2010 and regular information was provided to Skillsnet members by e-mail.

The conference on updated skill supply and demand projections was **cancelled** due to high density of events addressing skill needs when forecast results were released.

Cedefop was also involved in several other stakeholders cooperation activities: (a) the ESCO initiative - the new European taxonomy of skills, competences, qualifications and occupations – by contributing to conceptual development and exploring methodological solutions; (b) the European employment research dialogue, an innovative event assembling labour market ministries' representatives to share labour market-related research at European level; and (c) the group of national experts - 'cluster' on modernisation of higher education at DG EAC.

Cedefop initiated discussions with the Employment Committee (EMCO) on updating new indicators based on the forecast to monitor employment guidelines.

Cedefop also finalised an explorative analysis of occupational trends and labour market polarisation in Europe (to be published in January 2011) – **(new activity)**.

Activity: Education and training 2010/b – Qualifications for lifelong learning (WP2010)

To interpret European trends and challenges in skills, competences and learning, Cedefop investigates qualifications and the learning outcomes approach in Europe, the way they influence education and training and whether they promote lifelong learning. This work also entails analysing evolving relationships between VET and higher education. In addition, Cedefop focuses on stepping up adult qualifications during the economic crisis to help follow-up of the Council conclusions on adult learning and pursues its work on methods and systems to validate non-formal and informal learning. Cedefop also monitors trends in roles and competences of VET teachers and trainers and actively supports implementing lifelong guidance Council resolutions.

Desired impact:

Through developing its expertise and providing support to working groups, networks and clusters established by the European Commission and Member states, Cedefop supports stronger European cooperation in VET and lifelong learning. With this activity, Cedefop aims to contribute to the evidence-base for a European policy agenda to stimulate national VET or lifelong learning reforms. This activity also aims to contribute to Cedefop being acknowledged as a source of expertise on European VET policies.

Corresponding ABB activities: Education and training 2010/b

Principal activity outcomes

New knowledge and insights generated, policy advice provided and raised awareness of stakeholders on:

- qualifications trends and challenges
- consequences of learning outcomes-based curricula on teaching and learning
- relevance of the learning outcomes approach to creating a common standard language bringing education and training and the labour market closer together, The relationship between the Directive on professional qualifications (2005/36/EC) and the EQF
- need to reduce barriers between higher education and VET and to foster cooperation between the Copenhagen and Bologna processes
- trends in VET teacher and trainer competence development and accreditation and the contribution of mentoring to the quality of teaching
- progress in lifewide and lifelong guidance and counselling and upgrading adult skills and qualifications at the workplace
- use of validation methods by Member States and social partners, as well as by enterprises in recruitment and human resources management

Policy advice provided to:

- the European Commission's working group on adult learning, focus group on VET teachers and trainers and the cluster on learning outcomes

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

Citations in EU policy documents
Mandates given to Cedefop in policy documents
EU policy documents to the preparation of which Cedefop contributed
Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support the implementation of policies

New knowledge

Downloads of publications/working and research papers/briefing notes
Citations of publications/studies in the literature

Raising awareness

Website traffic (broken down by theme and projects pages)
Active participation in conferences and events
Usefulness/satisfaction with Cedefop's conferences and events

Project 1. **Qualifications and learning outcomes** (WP2010)

This project aims to demonstrate how qualifications influence modernisation of education and training institutions and practices. This necessitates studying:

- (a) how professions steer qualifications and how these are used in the context of labour market regulation,
- (b) how to apply the learning outcomes approach to curricula, teaching and training practices and
- (c) how the relationship between VET and higher education influences permeability of education and training systems and their labour market relevance.

Principal outputs 2010	Timing/frequency
Changing roles of qualifications in Europe (reference publication and briefing note)	November
Transition and permeability in education and training (online working paper)	October
Workshop on transition and permeability	November
Relationship between learning outcomes and VET curricula (online research paper)	July
Workshop on use of learning outcomes approaches in curriculum development	September

Project 1. **Qualifications and learning outcomes – Progress January-December 2010**

The study *Changing Qualifications - A review of qualifications policies and practices* was published in December (<http://www.cedefop.europa.eu/EN/publications/17429.aspx>).

For the Spanish Presidency conference 'The value of competences in VET' (Zaragoza, May 2010), a background paper was drafted for the Cedefop-led workshop on learning outcomes and qualifications frameworks.

Cedefop and the Commission jointly organised a meeting of the learning outcomes group (LOG - former cluster on recognition of learning outcomes) in May. Support was provided to LOG's work on a guidance note (to be published in 2011) on writing learning outcomes in education and training policies and practices. The PLA on quality assurance in defining, describing and assessing learning outcomes (Helsinki, November) used this note as its starting point and agreed on several proposals for follow-up in 2011 and 2012.

The research paper (No 6) *Learning outcomes approaches in VET curricula. A comparative analysis of nine European countries* was published in July (<http://www.cedefop.europa.eu/EN/publications/16433.aspx>). The workshop on use of learning outcomes approaches in curriculum development was postponed to January 2011 to benefit from launch of the new Cedefop study on curricula in 32 countries (**change**).

The workshop on transition and permeability and the working paper on permeability in education and training were postponed to 2011 to take on board results of the study on permeability and progression in education and training (**change**).

(New activity). Cedefop worked with DG EAC and DG Employment to set up the European skills and competence taxonomy (ESCO) and supported preparation of the first ESCO stakeholders' conference (Brussels, March 2010). A background paper on ESCO was prepared by Cedefop – in cooperation with DG EAC and DG Employment – for the June meeting of the EQF advisory group. Cedefop also contributed to preparations for the ESCO user-survey launched in July 2010. Cedefop produced a first reflection paper on how the qualifications dimension of ESCO (which will interact with the occupations and skills/competence dimension) can be envisaged and developed. Cedefop was invited to become a permanent observer (with Eurostat) in the ESCO board starting its work in February 2011.

An expert workshop on qualifications at the highest EQF levels (6 to 8) took place in July to discuss the outcomes of a Cedefop study being finalised (**new activity**).

Key competences (**new activity**). Cedefop supported implementation of the key competences framework contributing to the Commission's handbook *Assessment for Key competences* (presented at the Belgian Presidency meeting for Directors-General for school education, 8 July 2010). Cedefop also prepared a background note (for the EQF AG) on the relationship between the EQF and the key competences framework, focusing on the role of key competences in lifelong learning.

Articles published

- Irene Psifidou: *Reimagining the school curriculum: the revolution of learning-outcome approaches in Europe* in conference proceedings, the 54th annual conference of the Comparative and International Education Society, Chicago-Illinois, 28 February to 6 March 2010.
- Irene Psifidou: *Bridging knowledge with skills and competences in school curricula: evidence from policies and practices in nine European countries* in conference proceedings, the XIV World Congress of Comparative Education Societies, Istanbul, 14 to 18 June 2010.
- Irene Psifidou: *Empowering teachers to focus on the learner: The role of learning outcomes in curricula* in conference proceedings, the XIV World Congress of Comparative Education Societies, Istanbul, 14 to 18 June 2010.
- Loukas Zahilas: *Ο νέος ρόλος των επαγγελματικών προσόντων και η στροφή προς τα μαθησιακά αποτελέσματα (The new role of qualifications and the shift to learning outcomes)*, in Δια Βίου Μάθηση και Πιστοποίηση (Lifelong learning and certification), INE ΓΣΕΕ, Athens, October 2010

Project 2. Lifelong guidance (WP2010)

To support implementation of Council resolutions and the Spanish EU Presidency conference on lifelong guidance (May 2010), Cedefop will review Member States' progress in lifelong guidance policies, in cooperation with the European lifelong guidance policy network (ELGPN).

Principal outputs 2010

Timing/frequency

Interim results of the lifelong guidance policy review (flyer)	April (for the Spanish EU Presidency conference)
Guidance for youth education-to-work transitions (online research paper –printed for Spanish Presidency conference and briefing note)	April
Career guidance in restructuring enterprises (online working paper)	August
Peer learning event on guidance for entrepreneurship learning	November

Project 2. Lifelong guidance – Progress January-December 2010

A printed flyer *Lifelong guidance for better learning and working in Europe* was produced for the Spanish EU Presidency conference 'The value of competences in VET' (Zaragoza, 4 and 5 May 2010) on interim findings of the forthcoming Cedefop lifelong guidance policy review. The flyer was published online in May (<http://www.cedefop.europa.eu/EN/publications/15762.aspx>). The DE-ES-FR-IT versions are available online since the end of June 2010.

The Cedefop research paper (No 3) *Guiding at-risk youth through learning to work – Lessons from across Europe* was published in May (<http://www.cedefop.europa.eu/EN/publications/15534.aspx>)

and released for the above Spanish EU Presidency conference. This report showcases good practices in supporting school completion and labour market entry of young people at risk of social exclusion. The guidance-related briefing note was **cancelled** due to a change in the thematic focus of the Spanish Presidency conference.

The Cedefop report *Socially responsible restructuring - Effective strategies for supporting redundant workers* was published in August (<http://www.cedefop.europa.eu/EN/publications/16500.aspx>). The report addresses career guidance support in socially responsible restructuring in selected EU countries.

In interdepartmental cooperation (Areas RPA and ECVL) a workshop 'Supporting longer working lives – Guidance and counselling for ageing workers' was organised (30 September and 1 October).

The peer learning event 'Guidance supporting entrepreneurship learning and entrepreneurship in Europe - Policy, practice and future potential' took place in November 2010. Background documents and conclusions are available at: <http://www.cedefop.europa.eu/EN/events/16697.aspx>

Project 3. **VET teachers and trainers** (WP2010)

Cedefop will continue to monitor trends and developments in the roles and competences of VET teachers and trainers. In 2010, the thematic focus will be on (a) bringing VET teaching closer to the needs of labour market, (b) mentoring beginner teachers, and (c) accreditation of in-company trainers.

Principal outputs 2010	Timing/frequency
Changing roles and emerging competences of VET teachers and trainers (booklet and briefing note)	July
TTnet annual conference	February
Working papers on teacher mentoring; in-company trainer accreditation; upgrading VET teachers' knowledge and skills	October
Thematic TTnet workshops (VET leadership, in-company trainers, mentoring)	April, July, November
Expertise and advice to Commission's focus group and cluster on teachers and trainers	Three (to be confirmed by DG EAC)

Project 3. **VET teachers and trainers – Progress January-December 2010**

The study on changing roles and competences of VET teachers and trainers was finalised in March. To achieve stronger visibility and strategic impact, the study's outcomes were used as a basis for a handbook for policy makers (drafted in-house) on key areas for competence development of VET teachers and trainers. The handbook will be published in 2011 (**change**).

The TTnet annual conference took place in February, highlighting the network's achievements and future areas of work. Three thematic workshops – on mentoring (May), in-company trainers (July), and VET leadership (September) – were also organised. In November, Cedefop and TTnet Cyprus organised a working conference on the three themes.

A working paper *Professional development opportunities for in-company trainers: a compilation of good practices* was published in April (<http://www.cedefop.europa.eu/EN/publications/15673.aspx>).

It presents a selection of initiatives that support recognition, training and professional development of in-company trainers in 13 European countries. The working papers on teachers' mentoring and upgrading VET teachers' skills were postponed to 2011 due to reprioritisation of activities considering new developments - see below **(change)**.

Work started with the Commission on establishment of a new European policy working group on VET trainers **(new activity)**.

Expertise and advice were provided to the Commission thematic working group on teachers (former cluster on teachers and trainers).

Project 4. [Adult learning](#) (WP2010)

Cedefop will continue to analyse adult learning trends and policy developments, in particular how workplace learning contributes to skills development in the economic downturn.

Principal outputs 2010

Timing/frequency

Policy review of key trends in adult learning at the work place
(booklet and briefing note)

June

Analysis of practices to upgrade skills and qualifications at the workplace
in the economic downturn

December

Expertise and advice to Commission working group on adult learning

Three working groups

Project 4. [Adult learning – Progress January-December 2010](#)

The review on adult learning at the workplace – *Learning while working: success stories of workplace learning in Europe* – was finalised and entered the publication process. Taking stock of previous research by Cedefop and other international and European organisations, the report presents an overview of key trends on workplace learning, illustrated by success stories. The report aims to contribute to the debate on how to promote workplace learning, a key theme in the Bruges communiqué. Delays were due to the decision to extend the review to all Cedefop's publications related to adult learning for the period 2003-10 and to include latest statistical information **(change)**.

Analysis of policies and strategies that promote acquisition of key and transferable competences and a supportive learning culture in enterprises was completed and provides a comparative overview of workplace learning programmes across Europe and an analysis of 10 best practices in Austria, Spain, Germany, Ireland, the Netherlands, Norway, Finland and the UK. Publication was postponed to 2011 **(change)**.

Cedefop was actively involved in the Commission's working group on adult learning by providing content expertise and advice, including providing feedback on various drafts of the group's final report.

Project 5. [Validation of non-formal and informal learning](#) (WP2010)

This project supports implementation of methods and systems to validate non-formal and informal learning.

Principal outputs 2010	Timing/frequency
Strategy paper on how to take forward and implement the 2009 validation guidelines	October
Updated European Inventory, in cooperation with the European Commission	December
European inventory and European guidelines on validation of non-formal and informal learning integrated and available online from Cedefop's web portal. To be carried out in cooperation with the Commission	September

Project 5. [Validation of non-formal and informal learning – Progress January-December 2010](#)

Cedefop is hosting the European inventory on validation on its website and is cooperating with the Commission in updating the existing version.

A strategy paper on how to take forward and implement validation guidelines was prepared for the PLA activity on validation of non-formal and informal learning in Vasteras, Sweden (November).

Follow-up to the 2009 European guidelines on validation was prepared and agreement was reached on how to link these guidelines to the 2010 update of the European inventory on validation.

Cedefop supported the Commission in preparing a Council recommendation on validation of non-formal and informal learning expected in autumn 2011 (**new activity**).

Cedefop organised, in cooperation with DG EAC and the Swedish Ministry of Education, a PLA on validation of non-formal and informal learning in October.

Articles published

- Isabelle Le Mouillour and Jens Bjornavold, Learning outcomes in validation and credit systems, in Cedefop *European journal for vocational training*, No 48, Vol. 2009/3, released in July 2010 (http://www.cedefop.europa.eu/EN/Files/EJVT48_en.pdf).

MEDIUM-TERM PRIORITY

ASSESSING VET'S BENEFITS

Activity: **Researching VET** (WP2010)

Understanding fully VET's benefits is necessary to make informed choices about investment in it and to devise new or reform existing policies and measures. In response to the Council conclusions in 2007 and 2008 calling for research on the impact of investment in education and training, and the Helsinki and Bordeaux communiqués, Cedefop is investigating not only the economic and social benefits of VET for different groups – individuals, enterprises and economic sectors – but also its macroeconomic and macrosocial benefits. More comparable and reliable European VET data is a prerequisite to investigating VET benefits.

Desired impact

Cedefop aims to support an evidence-based European VET and skills policy agenda. At the same time, Cedefop seeks to be acknowledged as an authoritative source on the economic and social benefits of VET and on most up-to-date European VET research analysis, statistics and indicators.

Corresponding ABB activity: VET research

Principal activity outcomes

New knowledge and insights generated, policy advice provided to and raised awareness among policy-makers, including social partners, and researchers on:

- individual and macroeconomic and - social benefits of VET
- modernising VET
- cross-national VET research issues and findings
- trends in continuing vocational training in enterprises
- patterns of VET and lifelong learning

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences that steer or support the implementation of policies

New knowledge

Downloads of publications/working and research papers/briefing notes
Citations of publications/studies in the literature

Raising awareness

Website traffic (broken down by theme and projects pages)
Participation in conferences and events

Project 1. [Research reporting](#) (WP2010)

Cedefop's research reports cover a wide range of issues related to education, training and the labour market. They strengthen the evidence base for European VET policy-making. In 2010, Cedefop will continue to disseminate findings of *Modernising vocational education and training* (Cedefop's fourth report on VET research published end-2009), while releasing online the first results of its research on the economic and social benefits of VET. Ultimately, Cedefop aims to provide a comprehensive picture of VET's economic and social benefits and implications for policy in the fifth research report to be published in 2012.

Principal outputs 2010

Timing/frequency

Social benefits of VET for individuals (online research paper)

November

Macrosocial benefits of VET (online research paper)

November

Briefing note on the social benefits of VET

December

Article(s) in academic journal(s) on modernising VET

Second semester
(depending on review process of academic journal)

Project 1. [Research reporting – Progress January-December 2010](#)

The amount of extra research work needed on some ongoing studies to reach solid conclusions on the economic and social benefits of VET implied rescheduling publication, postponing it to 2011 (**change**). The briefing note on the benefits of VET was also postponed to early 2011 (**change**). Early findings of the research on VET benefits were presented at the European conference on education research - ECER (Helsinki, 25 to 27 August).

Articles published

- Jasper van Loo, Book review: sexual orientation discrimination: an international perspective by M.V. Lee Badgett and Jefferson Frank (Eds.), T. V. Bettinger (ed.), *New horizons in adult education and human resource development*, Volume 24, Number 1. Florida International University, Miami, 2010.

Project 2. [National research reports](#) (WP2010)

National research reports provided by ReferNet in 2009 cover a range of research themes in EU countries. Among other topics, they discuss national research on VET benefits and complement research for Cedefop's fifth research report (see above). In 2010, cross-national research issues will be reviewed in thematic online readers; such cross-national research issues are broadly coherent with Cedefop activities.

Principal outputs 2010	Timing/frequency
Online publication of national research reports by ReferNet (e-library of VET-Bib)	March
European research overview on VET's benefits (online research paper)	June
European research overview on VET and employment related migration and mobility (online research paper)	August
European research overview on labour market transitions (online research paper)	December

Project 2. [National research reports – Progress January-December 2010](#)

Nineteen national research reports, authored by ReferNet, were published online.

European research overview reports on the benefits of VET and on employment-related mobility and migration will be published beginning 2011 (**change**). The other foreseen research papers were **cancelled** due to important variance in coverage and quality across ReferNet national research reports and problems with comparability of data received across countries.

Project 3. [Statistics and indicators](#) (WP2010)

This project supports evidence-based policy and practice in VET by providing sound statistical evidence of VET-related issues and by supporting statistical activities at European and international levels. It aims to support improvements in quality, methods and data collection. In 2010, Cedefop will

disseminate findings from the third continuing vocational training survey in enterprises, launch an analysis of the EU labour force survey ad hoc module on entry of young people into the labour market, and continue to inform regularly on trends in VET and lifelong learning.

Principal outputs 2010	Timing/frequency
Evaluation and interpretation of the third continuing vocational training survey (online research paper and briefing note)	February
Contribution to and participation in meetings on statistical and indicator developments with key stakeholders (Eurostat, Commission, OECD, etc.)	Ongoing
Regular update of Cedefop statistics and indicators web pages: statistics of the month; tables and graphs	Ongoing
Statistical support to Cedefop projects on patterns in VET and lifelong learning	Ongoing

Project 3. **Statistics and indicators – Progress January-December 2010**

The research paper on *Employer-provided training in Europe - Evaluation and interpretation of the third continuing vocational training survey* was published in March (<http://www.cedefop.europa.eu/EN/publications/15390.aspx>). The related briefing note was also published as planned.

Cedefop's contribution to various stakeholder meetings led to: new or considerably improved questions/variables for the CVTS4, with focus on skills, including a few variables on: 'future skill needs'; methods to improve measurement of vocational education and apprentices and trainees in household surveys; proposals on indicators to monitor adult learning policies using PIAAC/JRA accepted by the INES LSO network; improvements to (UOE) data and metadata on the Eurostat website; written and oral comments taken on the new ISCED 2011. Cedefop also contributed to the Commission's standing group on indicators and benchmarks and supported DG EAC in developing an employability benchmark and a core VET indicator.

Regularly updated Cedefop statistics web page via the 'statistics of the month' service, subsequently used in national media, and regular update of the selected statistics and indicators (data by theme). Statistical support has also been provided to Cedefop projects.

MEDIUM-TERM PRIORITY:

RAISING THE PROFILE OF VET

Activity: External communication (WP2010)

Cedefop will communicate key messages on VET to its stakeholders and the media, in particular on skill needs and skill mismatch, implementation of the European qualifications framework, adult learning and at the end of the year the findings of its latest European VET policy report. Cedefop will also continue to develop close working relationships with European institutions and provide background information to support their debates on VET. Locally, Cedefop will organise events for Greek MEPs and the local Greek community to keep them up-to-date with VET issues and Cedefop's role.

Cedefop's web portal www.cedefop.europa.eu will present information on VET linked to particular themes as well as access to conferences through web streaming videos (live and recorded). Cedefop's networks will be supported through extranets and RSS feeds.

Desired impact: Cedefop is acknowledged as an authoritative source of information on VET, skills and competences and a well-run organisation.

Corresponding ABB activities: External communication

Principal activity outcomes

- New knowledge and insights generated and raised awareness of the importance of VET and Cedefop's role:
- On selected VET themes highlighted through Cedefop's publications, conferences, web portal and press releases
- Among senior stakeholders, the wider VET community, the local Greek community and citizens generally

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

New knowledge and insights generated

Downloads of publications/working papers/other

Raised awareness

Website traffic (overall, broken down by section, databases)

Participation in conferences and events

Usefulness/satisfaction of participants with meetings and events organised by Cedefop

Media coverage (take-up of articles and press releases)

Events for the local community – in Cedefop and in Greece (usefulness/satisfaction and number and type of participants)

Project 1. [Communication with stakeholders and public relations](#) (WP2010)

This project communicates Cedefop's key messages on VET to stakeholders and promotes a positive image of Cedefop at local, regional, national and European levels. In 2010, Cedefop briefing notes are foreseen on skills and 'green jobs,' as well as skill mismatch, the social benefits of VET and the findings of Cedefop's European VET policy report. Cedefop will follow closely agendas of European institutions to provide relevant information to support debate and policy-making. Events will be held in Greece to maintain Cedefop's profile and explain its role to citizens.

Principal outputs 2010

Target/timing (indicative month)/ **frequency**

Publish the work programme 2011

December

Publish briefing notes online

Nine briefing notes, each in six languages, throughout the year

Update Cedefop public relations flyer

Spring

Support organisation of Cedefop's attendance and representation at meetings of European institutions	Ongoing
Support organisation of Cedefop conferences and workshops	Ongoing
Organise events for MEPs and social attachés in Brussels	Two events in 2010
Organise reception for MEPs and local mayors in Thessaloniki	September
Organise a Cedefop event for Europe day	May
Organise an information day for local VET professionals	December
Organise Cedefop photo award 2010	April
Receive visiting groups of VET professionals from across Europe	Ongoing
Produce a Cedefop promotional film	Ongoing

Project 1. **Communication with stakeholders and public relations – Progress January-December 2010**

Cedefop's work programme 2011 was adopted by the Governing Board in January 2011 and entered the publication process (**change**). Seven briefing notes were published: *Cedefop achievements 2009 and plans 2010* (January), *Jobs in Europe to become more knowledge- and skills-intensive* (February), *Encouraging continuing training by enterprises – time for a rethink?* (March), *Skill mismatch in Europe* (June), *Skills for green jobs* (July), *10 million Europass CVs generated online* (November), *Learning to change: vocational education and training reform 2002-10* (December). All briefing notes were published in six languages, except one on the policy report which was published in seven. All briefing notes are available at: <http://www.cedefop.europa.eu/EN/publications.aspx>.

The public relations flyer was reprinted. A Flemish language version was added to cover all official languages of Presidency countries in 2010.

107 conferences/workshops/seminars, inside and outside Cedefop were organised and coordinated.

Cedefop's Europe day celebration, scheduled for 7 May, was **cancelled** at short notice after the riots in Athens on 5 May, causing three deaths.

On the occasion of the international trade fair in September, Cedefop organised a reception in honour of Greek members of the European Parliament. The main speaker was Ms Anna Diamantopoulou, Minister for Education, who paid tribute to Cedefop's work on the European tools and the support Cedefop provided to development of the Greek national qualifications framework. Speakers also included Ms Sylvana Rapti and Mr Georgios Stavrakakis, both members of the European Parliament.

Cedefop awarded its photo prize 2010 to Ms Eileen Kennedy (USA) at a ceremony on 9 June at the Archaeological Museum Thessaloniki.

Cedefop's second information seminar for local VET professionals was organised in cooperation with the Regional Directorate of Education (for KESYP, VET schools and OAED centres in Thessaloniki and region of Macedonia) on 3 December.

Some 25 delegations from 14 countries visited Cedefop (Austria, Bulgaria, Denmark, France,

Germany, Greece, Hungary, Korea, Lithuania, Netherlands, Norway, Romania, Slovenia and USA). Visitors (in total 200) included representatives from the European Parliament and Commission, as well as governments, social partners, VET institutions, researchers and journalists.

Two resident visitors were hosted at Cedefop for one and two weeks respectively.

In March, footage on Cedefop was produced for the visitors' centre at the European Parliament. The film project (Cedefop promotion trailer) was put on hold, due to a shift of priorities towards preparation of social media formats (**change**).

Cedefop was present at the following events: Frankfurt book fair, in cooperation with OPOCE; Thessaloniki international book fair, in cooperation with OPOCE; Thessaloniki regional book fair, in cooperation with the Greek representation of the European Parliament; two information events of the National Guidance Centre (EKEP) in Athens and Thrace.

Two workshops were jointly organised with the European Parliament. The first took place on 2 March (coorganiser MEP Ole Christensen) on skills and competences to overcome the crisis. Major speakers included Commissioner László Andor and Odile Quintin, Director General, DGEAC. The second took place on 29 September (coorganisers MEPs Chris Davies and Elisabeth Schroedter) 'Learning to be green: future skills for green jobs'. Major speakers included members of the cabinet of Commissioners László Andor and Connie Hedegaard, as well as representatives from European social partners.

Various meetings with key MEPs were organised, mainly with political group coordinators (S&D and EEP) and rapporteurs of key opinions, for example Elisabeth Schroedter, opinion on human capital in a green economy, Thomas Mann, opinion on demographic change and solidarity between generations, Csaba Ory, opinion on employment guidelines.

Ongoing contacts and cooperation with the European Economic and Social Committee as well as the Committee of the Regions.

Project 2. **News service** (WP2010)

In 2010, the news service will report on major developments in VET, and will maintain regular contact with the media to draw attention to the findings of Cedefop's work, its conferences and other events.

Principal outputs 2010	Target/timing (indicative month)/frequency
Cedefop newsletter (online)	10 issues
Press releases	20 press releases
Press conferences, technical briefings and interviews	Organised for up to three major Cedefop conferences

Project 2. **News service – Progress January-December 2010**

Seven newsletters and 16 press releases (some in seven languages) were published.

Facebook and twitter accounts were prepared in cooperation with web content management (**new activity**).

Since Cedefop's communication policy was improved and systematised (press releases, briefing notes), it was important to review press monitoring and launch a complete review and analysis of press clippings at European level (**new activity**). This new press clippings service demonstrated the

impact of Cedefop's communication activities in all Member States: in 2010, Cedefop was cited around 580 times in the press from 27 European countries.

Project 3. **Cedefop's web portal** (WP2010)

The web portal is Cedefop's principal means of communication. In 2010, a major effort will be made to boost Cedefop's web presence. Cedefop's web portal will present information in a new structured format to make this easier to find. Efforts will also be made to make Cedefop's website more prominent on search engines for those looking for information on VET.

Principal outputs 2010	Target/timing (indicative month)/frequency
Cedefop web portal provides easy access to content from a single entrance point	2010
Implementation of web management policy	Evaluated and revised annually
Managing the web business processes for content placement in the web portal	Evaluated and revised annually (more if necessary)
Promoting exchange of information with ReferNet national websites (RSS news exchange)	2010-11
Contribution to Interagencies web managers meetings	One meeting

Project 3. **Cedefop's web portal – Progress January-December 2010**

Cedefop's web portal has offered a single access point since 15 December 2009. In 2010, visits to Cedefop's website (www.cedefop.europa.eu) increased by 53% compared to the previous year. This positive outcome is also the result of improved thematic content structure. Although Europass and study visits remain separate websites, they link to Cedefop's web portal.

Downloads of Cedefop electronic publications represents 75% of total downloads.

The number of visits from returning visitors (visitors coming more than once) has increased since last year by 29% and page views increased by 4.5%. Visitors have become more loyal to Cedefop's website.

A web management policy was finalised in June 2010.

The web portal (phase 1) is fully implemented and decentralisation of content updates was completed by autumn 2010, ensuring a standard maintenance mode.

ReferNet members received three reference documents to evaluate progress made by ReferNet national websites: updated guidelines using the Czech national website as a case study; review of how ReferNet national websites apply the logo as well as RSS feeds and review of how ReferNet national websites apply content guidelines. Several ReferNet national websites needed urgent updates as they were still referring to obsolete content.

A search engine marketing campaign was planned, results will be evaluated in 2011 (**new activity**). As part of Cedefop's website linking policy, incoming links from other major websites, such as Wikipedia, agencies on Europa, etc. were updated.

Three online campaigns associated with Cedefop's activities (green jobs, mobility, policy report) took place in 2010.

A document on use of social media was drafted and Cedefop's accounts on Twitter, Linked In and Facebook reserved. On Facebook and Twitter, the Cedefop fans page and Cedefop profile page were created and an internal social media testing phase started at the end of December. Additionally, web management also prepared two audio podcasts to experiment with YouTube (**new activity**).

An updated version of the 'Who is who' list and mission statements of Areas and services were made available on the Intranet. The Intranet's concept paper for 2011-13 was submitted in June 2010 and approved.

Activity: **Information and documentation** (WP2010)

In 2010, the library and documentation service will continue to provide a comprehensive, multilingual and up-to-date collection VET in the EU. The service selects, organises and disseminates information from Member States, European institutions and international organisations for VET stakeholders and European citizens. Cedefop's records management and archives service complies with best practice in providing access to records and preserving the institution's 'memory'.

Desired impact:

Cedefop aims to be acknowledged as an authoritative source of information on VET, skills and competences and a well-run organisation.

Corresponding ABB activities: Information and documentation.

Principal activity outcomes

Raising awareness among Cedefop stakeholders through increased satisfaction with Cedefop's:

- online databases (European training thesaurus, VET-Bib)
- reference service

Cedefop's records management and archives programme follows good administrative practice

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

Raised awareness

Website traffic (overall, broken down by section, database)

Efficient and effective support services

Quality and satisfaction with internal services, including training

Project 1. **Documentation and reference service** (WP2010)

In 2010, Cedefop will continue to make the information its information and documentation service collects available to policy-makers, researchers and practitioners through its online database. Cedefop's bibliographical database, already the largest on VET in Europe, will be updated and expanded. Much of the information it collects is stored in online databases that can be used by the VET community. Other online tools like the European training thesaurus will be updated and experts' questions on VET answered through the library's reference service.

Principal outputs 2010	Target/timing (indicative month)/frequency
Maintain Cedefop's bibliographical database on VET (VET-Bib)	Add 300 new entries each month and increase the database by more than 10 % to at least 77 000 entries
Update the European training thesaurus	Maintain the thesaurus using thesaurus management system (ITM) by end of 2010
Thematic profiles and bibliographies based on MTPs	Produce four new dynamic bibliographies for operational Areas, working with project managers and experts. Those bibliographies are updated in real time
Improve the library collection on VET and related issues	Publish and disseminate 12 issues of the library's new acquisitions list
Provide news for Cedefop newsletter and answers to queries (reference service)	Answer around 1 200 queries, all within two weeks of receipt
Provide information on citations of Cedefop's work, web links from peer organisations, website search engine position	Provide contributions monthly, collect performance data for analysis monthly
Support the Cedefop web portal project with metadata and/or controlled vocabularies and other Cedefop information systems as needed	Ongoing
Seminars and training for VET experts and staff	Induction seminars for all new staff, one in the first and one in the second semester
Seminars for external stakeholders	Introduction of library to external visitors on demand
Visitors	Host 100 visitors/groups of visitors a year
Seminars and meetings for ReferNet	One technical meeting for ReferNet per year in the second half of 2010

Contribute to meetings of the Eurolib network

Two Eurolib meetings per year, one plenary in the first semester and one thematic in the second

Project 1. [Documentation and reference service – Progress January-December 2010](#)

At the end of 2010, the bibliographic database VET-Bib referred to over 75 000 VET publications, documents, websites, etc. In 2010, some 4 600 new bibliographic records were added, of which around 3 000 were submitted by ReferNet and 1 600 were produced in-house.

Content of the bibliographic database was further developed in line with Cedefop's thematic priorities and web portal structure. Cedefop's themes are covered by a growing number of references:

- identifying skills needs: 6473 records
- understanding qualifications: 2990 records
- analysing policy: 8464 records
- developing lifelong learning: 4435 records.

The European training thesaurus (ETT) is the controlled vocabulary for VET in Europe. All ETT data were uploaded into ITM and all semantic and hierarchical relations are in place. In addition, ReferNet partners from Germany, Estonia, Italy, Netherlands, Poland, Portugal, Finland and Sweden are currently finalising translation of the ETT into their respective languages.

Alignment of Cedefop's linguistic tools - ETT and glossary - is close to finalisation.

A thesaurus working group was reestablished (five ReferNet members, OPOCE, Eurydice and Cedefop) and had its first meeting in June 2010; 95 new concepts and terms were defined and are about to be approved for inclusion in ETT.

Documentalists contributed regularly news and events for web portal themes and projects pages and also to eight issues of Cedefop newsletter by providing data for the newsletter sections 'EU policy' and 'Agenda'.

A bibliography supplementing Cedefop's policy report 2010 which focuses on issues such as globalisation, economic crisis, technological change and leadership was developed and is available online. All ReferNet national policy reports were catalogued and are available online. Other online bibliographies were updated (ReferNet bibliography, early identification of skill needs, enlargement and VET, VET in Europe by themes, VET in Member States).

Twelve issues of VET-alert were published according to plan. In December, a new section 'Focus on' was introduced, which will present a bibliography on a topic beyond the Cedefop theme structure. The VET-alert mailing list encompassed 1303 subscribers.

Information requests on developments in VET were successfully addressed to: Governing Board, EU institutions, training institutions, research centres, social partners from most Member States and Cedefop's experts; 641 information requests were registered in the reference service of which 365 came from Cedefop's stakeholders and 276 directly from staff.

The library supported data collection for indicators 1 and 12 of the PMS (performance measurement system). For indicator 1 'References to Cedefop in EU policy documents', 88 documents from Commission, Council, Parliament, Economic and Social Committee, Committee of the Regions, European social partners and EU agencies were identified, with 317 references to Cedefop. For indicator 12 'Media coverage', around 580 press clippings were found in European media.

Project 2. [Records management and archives](#) (WP2010)

In 2010, this service will continue to ensure organisational records are authentic, reliable, and accessible to meet business, financial, and legal obligations, preserve records of historical value and make it easier for people to do their work.

Principal outputs 2010	Target/timing (indicative month)/frequency
Records bank: records provided by records bank correspondents	Records uploaded daily; at least 1 200 records per year. 2010)
Report on number of incoming mail/outgoing mail	Bimonthly reports for incoming mail registration
Developed classification system and retention schedule for paper/electronic records	Completion of classification system
Updated guidelines and procedures for records management and start inventory of intermediary archives	New guidelines and procedures approved
Sent a new set of historical archives to the historical archives of the European Communities (European University Institute, Florence)	Once in 2010
Seminars for VET experts and staff	At least one induction seminar for all staff per year
Training for records bank correspondents	Three training sessions for records bank correspondents
Contribute to meetings of electronic records management systems (ERMS) user group for international organisations	April 2010, at OECD, Paris

Project 2. [Records management and archives – Progress January-December 2010](#)

About 1 000 records were added every month.

7 601 records were uploaded into the records bank in 2010.

A classification system for all Cedefop was developed.

Transfer of records was temporarily halted, awaiting clarification on types of records that should be sent to the historical archives in Florence following upcoming changes to Regulation (EC) 1049/2001 (**change**).

Restructuring of the records bank (**new activity**). Electronic file plans for Cedefop's electronic records, following the classification system were implemented; a system for registration of incoming and outgoing documents was developed to establish a single document register for Cedefop. The system is being refined to minimise user data-entry. Training for Cedefop's staff and records bank correspondents was organised.

Mail registration system status:

- incoming mail – in production in parallel with existing system since December 2010
- outgoing mail – in development.

Records management policy development status:

- mail registration procedures, incoming mail - approved
- guidelines on managing documents - published
- records registration policy - advanced draft

Project 3. **Electronic information systems** (WP2010)

This project will continue to design (web-based) information and communication tools and support Cedefop communication activities. In 2010, particular attention will be given to developing and using Cedefop's contacts database as an effective tool for dissemination of Cedefop's work.

Principal outputs 2010**Target/timing** (indicative month)/**frequency**

ALEPH version 18 in production VET-Bib web OPAC v.18 launched	January March
Develop Cedefop contacts database	Integrated with web portal to provide list of Governing Board members by March. Four contact owners per area trained and using the system, 1500 individual contacts, 2000 institution contacts, four applications, 32 marketing lists (e.g. Governing Board members): 10 communication activities in place by December
	EN and FR versions in production by March
Enable European training thesaurus working group translators to work with system	Import Danish, Estonian, Finnish, Italian, Dutch, German, Polish, Portuguese and Swedish by June
VET data entry tool used by ReferNet (MS Access)	Phase out VET-DET by June and replace with ALEPH GUI by December

Project 3. **Electronic information systems – Progress January-December 2010**

ALEPH version 18 is in production.

VET-Bib-web OPAC was redesigned, launched and is in operation.

Web portal usability testing was completed.

The contacts database was successfully used to send Cedefop briefing notes since December 2009. Media contacts application is well in progress: more than 200 contacts were added (content owners are managing the data). Contact details for all MEPs were obtained, formatted and imported: already used for two briefing notes.

First draft of Cedefop's contacts management policy was prepared.

The VET bibliographic input tool (Livelink application replacing VET-DET) was designed, developed, tested and launched successfully and on time. All authority data were migrated (except four countries: BE, BG, GR and FI). Five countries have already submitted bibliographic references using the new application.

Activity: **Publications** (WP2010)

Cedefop produces high-quality hard-copy and online material for publication and conferences. In 2010, electronic publications (working papers and research papers series) will become the standard format. Resources will be focused on a limited number of flagship publications with supporting literature. A flagship publication for Cedefop in 2010 will be Cedefop's European VET policy report.

Desired impact:

Cedefop is acknowledged as an authoritative source of information on VET, skills and competences and a well-run organisation

Corresponding ABB activities: Indirect costs redistributed across other activities

Principal outcomes

Raised profile of VET through high-quality hard-copy and online material presented in a clear user-friendly way, in a format appropriate for its various multilingual target audiences and major stakeholders
Cedefop's operations supported by providing regular, efficient and effective internal publications policies, procedures and services

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

Efficient and effective support services

(Internal) support services – CID:

- services provided in the time agreed with colleagues
- meeting quality standards measured through satisfaction with services provided for colleagues (editing, translation, lay-out, printing, library reference service)

Project 1. **Editing and translation** (WP2010)

In 2010, Cedefop will edit around 4000 pages in English, which will include four corporate publications, four to five reference publications, research and working papers and for nine Cedefop briefing notes. Briefing notes will be translated into five languages, as will other shorter brochures and booklets to support flagship publications.

Principal outputs 2010**Target/timing** (indicative month)/**frequency**

Provide translation and language-support service to Cedefop's administration

Up to 4 000 pages of editing (depending on the level) for various publications including:

Provide editing and translation of Cedefop publications

- four Cedefop corporate publications (annual report, annual activity report, work programme, exhibition/publication catalogues)
- four or five reference publications
- nine Briefing notes
- research papers and working papers

Project 1. [Editing and translation – Progress January-December 2010](#)

Up to 31 December 2010, 28 documents comprising 3 760 pages were edited. These included five reference publications, three working papers and seven research papers.

In the same period, 3 168 pages were translated primarily into French (727), German (722), English (593), Greek (557) and Spanish (235).

The year 2010 saw development of a Livelink-based online workflow for editing and translation (TEAMS): the first release was in early July and the workflow was finalised in November 2010 (**new activity**). The workflow needs to be tested in pilot groups and reports need to be finalised. TEAMS is planned to go online in February 2011.

Project 2. [Layout and design](#) (WP2010)

This project will continue to provide graphic design concepts and identity systems for layout of flagship reference publications and for its conferences. They will ensure that publications and conferences are readily identified with Cedefop as an organisation and are appropriate to the subject matter.

Principal outputs 2010**Target/timing** (indicative month)/**frequency**

Develop graphic design concepts for Cedefop publications

Four Cedefop corporate publications (annual report, annual activity report, work programme, exhibition/publication catalogues)

	Four or five reference publications Flyers/promotional brochures
Develop visual identity systems for Cedefop conferences	Conference programmes, folders, notepads, posters, banners for at least two large Cedefop conferences
Develop promotional material	Up to two exhibition catalogues, flyers, posters and banners for PR cultural events and the 2010 Cedefop photomuseum award and related exhibitions

Project 2. [Layout and design – Progress January-December 2010](#)

Graphic design and layout concepts were developed for different types of publications, conference/events promotional materials and webpages. Cedefop's corporate identity is now fully applied.

Graphic design and layout concepts (including language adaptations) were developed for the following publications:

- 17 information series publications
- 9 reference series publications
- 7 working papers
- 7 research papers
- 2 issues of the European journal
- 10 promotional brochures/flyers
- 44 language versions of Cedefop briefing notes
- 1 newsletter
- Other: 54 graphic design concepts (including print and online advertisements)

New templates for stationary and other standard communication tools were developed in line with Cedefop's corporate identity and a graphic design and layout manual was provided for further technical implementation.

Redesign of the Europass website was developed and prototype webpages were provided for further technical implementation.

Project 3. [Printing and dissemination](#) (WP2010)

This project will organise printing of Cedefop's flagship reference publications and organise print on demand for other publications where hard copies are needed for conferences or other meetings.

Principal outputs 2010	Target/timing (indicative month)/frequency
Print publications and flyers	Within three weeks of reception of final PDF file
Produce material for conferences, promotional material	Material provided on time for at least four Cedefop conferences and exhibitions
Disseminate all publications to stakeholders	Within two weeks after delivery
Execute orders for dispatch to conferences	Within two weeks of request for up to 20 conferences
Process individual orders for publications	Within five working days up to 1500 orders
Ensure stocks are at a reasonable level (Cedefop and Publications Office)	Run destockage action annually and organise reprints as needed
Provide statistics for electronic and hard-copy publications	Monthly

Project 3. [Printing and dissemination – Progress January-December 2010](#)

In 2010, a total of 49 502 copies of publications were distributed, of which 5 000 were ordered through the website and some 17 500 were sent to 68 conferences and exhibitions.

Production: 49 titles reprinted, 25 new publication titles, 18 translated publications, 3 issues of the European journal, 4 new flyers, 26 translations of flyers, 1 catalogue (Cedefop photomuseum award).

MEDIUM-TERM PRIORITY (TRANSVERSAL OBJECTIVE):

TO SUPPORT CEDEFOP'S OPERATIONS BY PROVIDING REGULAR, EFFICIENT AND EFFECTIVE INTERNAL POLICIES, PROCEDURES AND SERVICES

Activity: Area Resources – Operations support (WP2010)

An efficient and effective administration makes a direct contribution to achieving Cedefop's operational objectives. It develops internal policies, procedures and services in line with the strategic and operational objectives of Cedefop, based on the Staff Regulations and the Financial Regulation. The administration supports operations in the areas of human resources, procurement, finance, ICT and facilities. It develops in-house tools and procedures to streamline administrative tasks, optimise organisational efficiency and ensure clear and accurate reporting.

Desired impact

With this activity, Cedefop aims to be acknowledged as a well-run organisation and provide good support services for its operations and staff.

Corresponding ABB activity: Indirect costs redistributed across other activities**Principal activity outcomes**

Good support services provided and good administrative practice followed through:

- on-time provision of services (Human resources, Procurement and finance, ICT and Facilities)
- human resource management
- budget, financial and contractual management

Outcome indicators

(with reference to Cedefop's performance measurement system)

Efficient and effective support services

- percentage of establishment plan filled (including ongoing procedures)
- timeliness and duration of selection procedures
- training provision meets targets set in the strategy
- % of budget executed
- % of payments within 30 days
- timeliness of procurement procedures
- success rate of procurement processes

Quality and satisfaction with internal services, including training

Project 1. **Human resources** (WP2010)

The human resources service provides a full range of centralised, comprehensive human resource management services for Cedefop staff and assists Cedefop's management in attracting and retaining qualified employees.

In 2010, HR will continue to deliver effective HR services and focus on implementation of new appraisal and promotion processes, improvement of effectiveness by documentation and automation of procedures, as well as data protection and business continuity.

Principal outputs 2010**Timing/frequency**

Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leave and absences, statistics, etc.).

Ongoing

95% of the establishment plan filled by 31 December 2010 – (including ongoing procedures)

Full implementation of new appraisal and promotion processes (templates, guides, training)

Ongoing

Implementation of HR scoreboard (reports established and deployed)

Ongoing

Documentation of main HR procedures (tbd)

Ongoing

HR contribution to business continuity plan (tbd)

Ongoing

Data protection: prior checking notices to the EDPS and notifications to the DPO based on the work programme set out in the letter to the EDPS dated 17 December 2008

Ongoing

Continued training provision aligned with the operational needs of Cedefop

Full implementation of new training procedures (templates, documentation) First semester 2010

Project 1. **Human resources – Progress January-December 2010**

Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leave and absences, statistics, etc.) were delivered efficiently and effectively. On 31 December 2010, 95% of the establishment plan was filled (96 posts filled, 3 persons expected to take up duties in the first half of 2011, 1 selection procedure ongoing and 1 more to be advertised in early 2011).

The new DGE on appraisal was adopted on 1 June 2010. Information sessions for reporting officers and jobholders were held in June. The appraisal process was launched on 1 July 2010. Automation of CDR: the objective-setting part (forward looking) was deployed and the appraisal part (backward looking) tool was completed.

A revised draft DGE on promotions was submitted to the Commission for agreement in July 2010, following feedback from the Commission on the first draft sent in December 2009 and taking account of the discussion with the Commission on 23 June 2010. Response from the Commission is pending.

Reporting on most indicators contained in the HR scoreboard continued as usual (e.g. establishment plan occupation rate, working hours, staff data (nationality, grade, gender, etc.). The HR scoreboard was finalised in early August.

Main HR procedures were documented. Work on documenting is ongoing and will continue in the first half of 2011.

The contribution of individual services in Area Resources to the business continuity plan was postponed and will be determined in early 2011 (**change**).

Data protection: work focused on prior checking notification for appraisal which was dispatched in August, as well as on various regular notifications from the inventory.

Recurrent training was delivered to Cedefop's staff. Specific training was organised on: writing for the web and web content management (following launch of the web portal and decentralised content ownership); records management; application of the new automated procurement tool; specific IT training (Visio, Powerpoint, MS Project). Special attention was given to training/certification for staff who need to meet the third language requirement.

Cedefop learning and development policy was revised and a practical guide on training was prepared. The terms of reference for the joint training committee were approved.

Project 2. **Finance and Procurement** (WP2010)

Finance provides support to Cedefop staff in forecasting, implementing and monitoring budget appropriations, ensures internal and external reporting on finance and budget-related matters, and collaborates with ICT for continuous availability, improvement and updating of corresponding tools (Fibus, PAME, MonRepos, ABB).

Procurement provides support to Cedefop staff in designing, carrying out and monitoring procurement and contracting procedures for operational and administrative needs, ensures internal and external reporting and collaboration with the IAC, and works with ICT for finalising and applying automation tools (website links, ProLive). In 2010, Finance and Procurement will work (in collaboration with ICT) on preparing for introduction of a modern accruals-based financial tool.

Principal outputs 2010	Timing/frequency
Outputs are composed of the following standard categories:	
• Satisfactory budget execution ensured (target: > 97%);	Bi-monthly
• Preliminary draft budget, draft budget, budget, ABB adapted;	As per the calendar of the internal (GB) and external (EC, budget authority) budget procedure
• ABB standardised at project level and serving also as guidance and monitoring tool;	Bi-monthly
• Fast and efficient payments (building on progress made in 2009);	By trimester
• Procurement planning monitored and followed (target: failed procedures < 10%);	Bi-monthly
• Automation tool (ProLive) improved, completed and used by all after appropriate staff training;	Ongoing
• New guidelines on drafting tendering specifications and on opening and evaluation committees and new decision on procurement thresholds fully implemented after appropriate staff training;	Ongoing
• Quality, efficiency and regularity of procedures monitored (target: no substantial remarks of the CoA/IAS)	Ongoing

Project 2. Finance and Procurement – Progress January-December 2010

The 2010 budget (EC subsidy) execution rate was over 99.5 %, overall budget execution reached 95.6% (see Annex IX).

The ABB was improved through use of a time recording feature that allows a more accurate reflection of the time spent by staff on various activities reported on.

Payment execution has been closely monitored since 2009 by a combination of PAME/Fibus reporting facilities and a specific table created to produce clear and explicit graphs. Pending invoices is the subject of bimonthly reporting to the head of resources.

The procurement planning table was constantly monitored and updated for each management team meeting. With the result of various procurement procedures, the table also shows the rate of amount contracted: total amount contracted at the end of the year compared with the total estimated contract values at the time of launching procedures. Despite various difficulties encountered, the overall result was assessed as satisfactory.

A total of 72 procedures were run and of those 62 were completed successfully (86%).

ProLive is the exclusive procurement tool used by all since the beginning of 2010, including for negotiated procedures. Ad hoc training was provided throughout the year. Conclusions drawn from one year's experience in full use will serve as a basis for improvements to be introduced in ProLive before new procedures start in 2011.

All required guidelines and templates on drafting tendering specifications and on opening and

evaluation committees were finalised, approved and published on intranet, with immediate effect for their implementation and use. Updates based on feedback received are foreseen in January 2011.

Monitoring quality, efficiency and regularity of procedures is a continuous task that was effectively implemented through the application of the standard workflows in relation to procurement procedures, now also integrated into ProLive and reflected in the guidelines. Absence of substantial final comments from the Court of Auditors. Initial remarks and recommendations from the Court of Auditors were addressed and the consolidated action plan in response to IAS recommendations is being followed.

An independent audit of Fibus was performed at the end of November 2010, the results of which are expected in 2011. First feedback received from the auditors during the wrap-up meeting indicated that Fibus is an accurate and reliable system and fits Cedefop's needs and obligations.

Project 3. Information and communication technology (ICT) (WP2010)

ICT provides the underlying hardware, software, network infrastructure, and enterprise services for overall operational objectives, considering available resources and defined risks.

In 2010: to complete and extend unification of Cedefop's websites, streamline (2009) home-developed tools automating administrative processes and workflows, raise the profile of Cedefop's information and data security structures to comply with best practice, expand the Europass operational framework with new tools and sustainable resources, deploy a fully resilient network infrastructure, plan and/or initiate major migrations for the end-user workplace (Windows 7), integrate and monitor efficiently ICT service outsourcing.

Principal outputs 2010	Timing/frequency
Well-maintained core ICT infrastructures and services (99.9% availability of core systems and services)	Ongoing
ICT security framework implemented and policies deployed	September
Network upgrade finalised to attain full reliance and redundancy (started in 2009)	June
Storage capacity and server performance augmented to levels ensuring multiyear sufficiency and scalability	December
Major applications are highly available and well-maintained (Europass, web portal, Fibus, Livelink)	Ongoing
Study visits programme migrated	Ongoing
Web portal core system is online, prioritised additional components are planned and/or integrated (e.g. virtual communities, opinion polls, surveys, blogs, access to Europass, inventories of NFIL, exchange of good practices, common learning and study visits)	Summer
New applications are developed and preparation for introduction of a modern accruals-based financial tool	Postponed

Project 3. Information and communication technology (ICT) – Progress January-December 2010

All ICT systems were available throughout the reporting period. System outages occurred only for planned maintenance. Brussels office ICT infrastructure full revamping completed (April). Enhanced light equipment for mobile staff was delivered (10 new light notebooks – July). Regular acquisition of additional software licences (Webtrends and SPSS for Areas CID and RPA) completed. Automatic alerts for mail usage controls (quota) were introduced in the Exchange mail server.

New secure certificates for e-mail access (SSL) were acquired and activated (March). The Internet monitoring system (Proxy) was successfully installed; ICT security improving activities started and will be completed by September 2011.

LAN upgrade to 10Gbps backbone and 1Gbps per user terminal access completed (March-May). New software tools to monitor networked equipment in real time across the building were installed and put into operation (June). Backup ISP services started in December.

Available storage capacity for operational activity was increased from ~1TB into 4TB during the first half of 2010 as planned to ensure two years sufficiency and execute planned purchasing programme (January-May).

Software applications availability was high throughout the reporting period. System outages only occurred for planned and controlled maintenance. Fibus down-time was one hour in the first semester and three hours in the second semester for a database upgrade. Livelink, web portal, Europass availability was 100%.

Operational consolidation of the web portal and CMS operational (first and second quarters): CMS performance resolved issues by upgrading of the content management system to a new version (v10 -June-July) – Delivery of custom user manuals and complete training organised for content providers and super-users (July and November). Trainees online integrated into web portal (April-June). Around 300 smaller or larger issues were reported and resolved. Call for tender for RedDot services launched in August 2010 and the evaluation was successfully completed in December. The decision (November) was made to keep current VC software. A new solution will be implemented by the end of 2011 to cover needs from 2012 onwards. Procedures enabling regular monthly delivery of web portal statistics to web content management and PMS team were implemented.

Technical support was provided to Europass for corrective and evolutive maintenance activities.

Project 4. **Facilities** (WP2010)

To be able within budgetary constraints to continue to ensure maintenance and security of the building and deliver adequate support to allow staff to achieve Cedefop's objectives.

In 2010, Facilities will focus on implementation, improvement and follow-up of maintenance of the infrastructure as well as business continuity and contract procedures.

Principal outputs 2010	Timing/frequency
Outputs are composed of the following standard categories:	
• basic facilities and security services, maintenance works	Ongoing
• implementation and follow up of repair works to be started for the building disorders (Implementation by OEK with Greek funding)	Postponed for 2011
• new guidelines on security standards and emergency procedures	Ongoing
• contribution to business continuity plan	Ongoing
• follow-up ongoing services contracts, draft technical specifications for new tenders	Ongoing
• proposals for improvements (energy saving, health, safety, and security matters)	Ongoing
• planning and budget monitored	Ongoing

Project 4. **Facilities – Progress January-December 2010**

All basic facilities and security services and maintenance works were closely followed up. Replacement of access control and close circuit teleVision (CCTV) system will take place in 2011. Due to delays with repairs of the building, painting the building was postponed to 2011. Replacement of the audiovisual equipment project was postponed to 2012 and its feasibility study will be done in 2011.

Egnatia Odos SA, a Greek company (appointed by the Greek government to implement repairs to the building) is finalising the project and the tender procedure should be sent out by mid-February 2011. Repair works are expected to start in summer 2011 and be completed by mid- 2012.

Cedefop's emergency procedure manual was distributed to all staff in November and training with an officer of Thessaloniki fire brigade was organised.

Templates for the business continuity plan were created to be used by all Areas.

A security rulebook was drafted.

The study for acquisition of an energy performance certificate is ongoing and will be finalised in 2011.

ANNEX I

Cedefop performance indicators

1 January to 31 December 2010

Type	No	Indicator	Results		
Policy advice provided to stakeholders	1	Citations in EU policy documents	Institution	Doc.	Ref.
			European Council	8	25
			European Commission	43	221
			European Parliament	16	31
			Employment Committee	1	1
			European Economic and Social Committee	9	19
			Committee of the Regions	3	3
			Social partners	7	13
			EU agencies	1	4
			Total	88	317
	2	Mandates and assignments given to Cedefop in policy documents	21 mandates and assignments entrusted to Cedefop <ul style="list-style-type: none"> • 52% MTP2 Interpreting trends in VET and skills • 29% MTP1 Informing VET policy • 5% MTP 3 Assessing VET's benefits • 14% organisational level or combination of MTPs 		
	3	EU policy documents to the preparation of which Cedefop participated	Cedefop contributed to 31 EU policy documents published in 2010		
	4	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	Meetings of senior stakeholders or which support policy implementation	169	84%
Presidency events and meetings related to their preparation			9	4%	
Meetings that combined both of the above			23	11%	
Total			201	100%	

Type	No	Indicator	Results																				
New knowledge and insights generated	5	Downloads of publications/working papers/other	455 000 downloads from the Cedefop website <ul style="list-style-type: none"> • 75% related to publications <p>Amongst publications published in 2010:</p> <ul style="list-style-type: none"> • 45% MTP1: Informing VET policy • 23% MTP2: Interpreting trends in VET and skills • 11% MTP3: Assessing VET's benefits • 21% MTP4: Raising the profile of VET 																				
	6	Citations of Cedefop publications/studies in the literature	224 citations of Cedefop publications and studies in academic literature in the period 2009-10																				
Raised awareness among stakeholders and the education and training or wider VET community	7	Website traffic	<table border="1"> <thead> <tr> <th></th> <th>01.02-31.12 2010</th> <th>01.02-31.12 2009</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>Visits</td> <td>488 000</td> <td>319 000</td> <td>53%</td> </tr> <tr> <td>Visits by returning visitors</td> <td>179 000</td> <td>138 000</td> <td>29%</td> </tr> <tr> <td>Unique Visitors</td> <td>320 000</td> <td>188 000</td> <td>70%</td> </tr> <tr> <td>Page views</td> <td>1 492 000</td> <td>1 426 000</td> <td>4.6%</td> </tr> </tbody> </table>		01.02-31.12 2010	01.02-31.12 2009	% change	Visits	488 000	319 000	53%	Visits by returning visitors	179 000	138 000	29%	Unique Visitors	320 000	188 000	70%	Page views	1 492 000	1 426 000	4.6%
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	Unique Visitors	320 000	188 000	70%																			
Page views	1 492 000	1 426 000	4.6%																				
8	Participation in conferences and events	Participation in conferences and events 94 <p>At which Cedefop:</p> <table border="1"> <tbody> <tr> <td>made a presentation</td> <td>73%</td> </tr> <tr> <td>chaired or animated discussions and/or made a presentation</td> <td>12%</td> </tr> <tr> <td>other</td> <td>12%</td> </tr> </tbody> </table>	made a presentation	73%	chaired or animated discussions and/or made a presentation	12%	other	12%															
made a presentation	73%																						
chaired or animated discussions and/or made a presentation	12%																						
other	12%																						
9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	97% of participants thought event was good or very good 3.70 satisfaction on a scale from 1 to 4 <ul style="list-style-type: none"> • MTP1 Informing VET policy: 3.73 • MTP2 Interpreting trends in VET and skills: 3.66 																					

Type	No	Indicator	Results																
Raised awareness among stakeholders and the education and training or wider VET community (continue)	10	Study visit outcomes among stakeholders and the education and training community <ul style="list-style-type: none"> • Proportion of participants satisfied with study visits • Distribution of study visits participants by target group • Distribution of study visits by theme 	<ul style="list-style-type: none"> • 97% of participants are very satisfied or satisfied • 2 358 participants, of which 6.3% social partners. • Key competences for all (81 study visits), Improving access, equity, quality and efficiency in education and training (50), Keeping teaching and training attractive and improving leadership (26), Education and training for employability (37), Implementing common European tools, principles and frameworks for lifelong learning (9), Trends and challenges in lifelong learning strategies (9), Development of learning communities, involving all actors in education and training (13), Promoting cross border mobility in lifelong learning (5) 																
Raised awareness among citizens	11	Europass outcomes among citizens <ul style="list-style-type: none"> • visits • downloads • creation of documents online 	<table border="1"> <thead> <tr> <th></th> <th>2010 in millions</th> <th>2009 in millions</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>Visits</td> <td>10.1</td> <td>7.5</td> <td>+35%</td> </tr> <tr> <td>Downloads</td> <td>8.1</td> <td>6.5</td> <td>+25%</td> </tr> <tr> <td>Creation of documents online</td> <td>3.9</td> <td>2.7</td> <td>+41%</td> </tr> </tbody> </table>		2010 in millions	2009 in millions	% change	Visits	10.1	7.5	+35%	Downloads	8.1	6.5	+25%	Creation of documents online	3.9	2.7	+41%
				2010 in millions	2009 in millions	% change													
			Visits	10.1	7.5	+35%													
Downloads	8.1	6.5	+25%																
Creation of documents online	3.9	2.7	+41%																
12	Media coverage, take-up of articles and press releases	579 media articles with coverage of Cedefop.																	
13	Events for the local community (in Cedefop, in Greece): <ul style="list-style-type: none"> • Usefulness/satisfaction 	<ul style="list-style-type: none"> • 93% of participants thought event was good or very good • 3.62 satisfaction on a scale from 1 to 4 																	
Efficient and effective support services	14	Internal support services – Resources <ul style="list-style-type: none"> • Percentage of establishment plan filled • Duration of selection procedures • Training intensity • % of budget executed • Timeliness of payments • Timeliness of procurement procedures • Success rate of procurement processes 	<ul style="list-style-type: none"> • 95% of establishment plan filled on 31.12.2010 (98% including ongoing procedures) • Average 59 working days between the deadline for applications to report by selection board (Target = 60 days); average 125 working days from publication of vacancy notice to AIPN decision (target = 120 days) • 8.7 average training days (target = 10 days) • > 99.5% budget execution (EC subsidy) • 21.7 days to pay commercial invoices • 172 days until contract signature (open procedures); 86 days until contract signature (negotiated procedures) • 86% success rate of procurement procedures 																

Type	No	Indicator	Results
Efficient and effective support services (continue)	15	(Internal) support services – CID <ul style="list-style-type: none"> • % of services provided in the time agreed with colleagues 	All publications were delivered in the timescale agreed with colleagues, although deadlines were sometimes renegotiated. All publications linked to events were delivered according to the original timetable
	16	Quality and satisfaction with internal services, including training and communication services	To be included in annual report 2012
Output indicators			
	1	Number of publications/working papers	93 publications of different types: <ul style="list-style-type: none"> • 6 reference series; • 5 working papers; • 7 research papers; • 7 information series; • 3 newsletters; • 7 briefing notes; • 3 European journals; • 1 exhibition catalogue; • 54 translations (including briefing notes)
	2	Number of meetings/events organised by Cedefop	107 meetings/events organised by Cedefop
	3	Number of news items published on website	292 news items
	4	Number and types of visitors at Cedefop events	1839 visitors (some visit more than once)
	5	Number of study visits	230 study visits

ANNEX II

Cedefop cooperation with the Spanish and Belgian EU Presidencies

Introduction

In 2010, Cedefop's support to the Presidencies focused on overall review of the Copenhagen process and its supply and demand skills forecast. Additionally, findings of Cedefop work and its project managers contributed to a range of events organised by Spain and Belgium.

Policy initiatives

Skills and competences

During discussions on the Council conclusions on competences supporting lifelong learning in the Education Committee, Cedefop contributed to clarifying the need for a 'common language' to bridge the worlds of education and training and work to demonstrate better how competences and learning outcomes are relevant to tasks and occupations.

Copenhagen process – Preparing for the overall review in Bruges 2010

To prepare for the overall review of the Copenhagen process (2002-10) in Bruges in December 2010, working group discussions which the European Commission and the Belgian Presidency had convened in 2009, continued throughout the year. Entrusted with preparing the overall review of the Copenhagen process since its launch in 2002, Cedefop presented its preliminary findings to the group in March, to the Directors general for VET at their spring meeting in May (Zaragoza, 3 and 4 May 2010) and to the Advisory Committee for Vocational Training. Summaries of the findings served the Belgian Presidency as input to the

Council conclusions and supported working group discussions. Cedefop was also invited to present its policy report results to the Education Committee and to comment on the draft policy documents (Council conclusions and Bruges communiqué). Closely cooperating with one another, the Belgian Presidency, European Commission and Cedefop communicated effectively to prepare the documents and Cedefop's presentation at the ministerial meeting.

Presidency conferences and meetings

The role of education and training in the new European economy (Madrid, 25 and 26 January 2010)

In this Jean Monnet conference, coorganised by the Spanish Presidency, Cedefop's director contributed to the session on *Education and training for entrepreneurship in the new European economy*. Drawing on different Cedefop activities, she pointed to the need to create working environments that stimulate learning. People need an adequate mix of occupational and transversal skills and more flexible routes to skills and competences by making use of common European tools and effective guidance and counselling.

European summit of local governments (Barcelona, 22 to 24 February 2010)

This conference, related to Presidency activities, discussed how local governments contribute to developing their regions as well as the entire EU and new modes of cooperation that this

requires, Cedefop presented the results of its skills forecast in a workshop on *Training as a strategy to improve employment and competitiveness of European cities*.

**New skills for new jobs
for a more competitive Europe
(Barcelona, 8 and 9 April 2010)**

Demonstrating how labour market intelligence and education and training policies need to interlink and complement one another, Cedefop's (former) director outlined why Europe would benefit from a common approach to skills anticipation and how this could be developed. In this contribution to the plenary session on *EU and national policy initiatives in response to future challenges*, Aviana Bulgarelli presented results of the updated skills forecast for 2020, which reflects the medium-term impact of the economic crisis. The report which, for the first time, included data on demand and supply, was disseminated at this conference. The presentation was also available as a video stream on <http://vimeo.com/11104478> [cited 17.1.2011].

**Coordination of resources
for lifelong learning
(Cordoba, 21 to 23 April 2010)**

Findings of Cedefop's study *Socially responsible restructuring. Effective strategies for supporting redundant workers* were presented at this Presidency conference. Cedefop's project manager made a case for broadening access to guidance opportunities, in particular in SMEs and for vulnerable groups.

**The value of competences
in vocational education and training
(Zaragoza, 4 and 5 May 2010)**

This conference covered a range of themes that relate to Cedefop's work. Several experts therefore contributed as chairs and speakers to the workshops on *Learning outcomes and qualifications frameworks* and *Lifelong information and guidance* and drafted or coauthored background papers to these and to discussions on *Using ECVET for recognising VET competences*. Its publications *Access to success. Lifelong guidance for better learning*

and working in Europe and *Guiding at-risk youth through learning to work* were released at this conference. The *Spotlight on VET in Spain*, produced in cooperation with Cedefop's Spanish Refernet partner, was the only targeted information on VET in Spain available and was disseminated also widely within Spain after the event. Following their spring meeting, this conference united Directors General for Vocational Education and Training, representatives of the European Commission, international experts and a wide range of Spanish actors in VET. Cedefop's director participated in a panel discussion on *the value of basic and professional competences as key drivers on personal development and employability*, with the Spanish Director Generals for VET and employment services and the head of the VET unit in the European Commission's Directorate for Education and Culture.

**Breaking the cycle of disadvantage –
Social inclusion in and through education
(Gent, 27 to 29 September 2010)**

Cedefop was invited to contribute to the workshop on *Pupils at risk of social exclusion: overcoming school failure and reducing school drop out*. Cedefop's input was mainly based on policy report findings, additional desk research on combating social exclusion and its study on *Guiding at-risk youth through learning to work*.

**Promoting green employment
(La Hulpe, 28 and 29 September 2010)**

For this conference, which related to the emphasis that Europe's 2020 strategy lays on sustainable growth, Cedefop coordinated the workshop on *how to train workers for green skills*. In his introduction, Cedefop's then deputy director, who chaired the workshop, underlined that all jobs will have to become greener, not least by improving working methods and procedures. Findings of the *Skills for green jobs* study, which Cedefop carried out jointly with the International Labour Organisation (ILO), were presented at the event to stimulate discussion. Other presentations confirmed Cedefop's findings that many of the skills Europe needs for the green economy can already be found in existing occupations. The labour market

requires a balance between generic, generic green skills and job-related skills. Based on Cedefop's report which was published in summer, a briefing note was prepared to support the presentation at this conference.

Quality assurance and transparency as an interface between vocational education and training, schools and higher education to improve mobility and support easier pathways to lifelong learning (Bruges, 6 December, 2010)

This conference preceded the informal ministerial meeting on the overall review of the Copenhagen process, in which the Bruges communiqué for the period 2011-20 was endorsed. Given its focus, Cedefop's expert on quality assurance helped organise the conference, in particular the workshop on *External quality assurance and accreditation* that was led and chaired by Cedefop. She also prepared a background paper and moderated a discussion. *Assuring the quality of learning outcomes – A question of mutual trust*, was Cedefop's contribution to another conference workshop. Cedefop's expert on qualification frameworks and learning outcomes gave a speech on the relationship between quality assurance and learning outcomes.

Informal ministerial Council towards stronger European collaboration on vocational education and training (Bruges, 7 December 2010)

Ministers responsible for VET met in Bruges to review achievements of the Copenhagen process since 2002 and to agree on priorities on their future joint work in the period 2011-20. As Cedefop had been entrusted with this review, it prepared the policy report *A bridge to the future. European policy for vocational education and training 2002-10* and the briefing note *Learning to change* to support ministers' discussions. Speaking at the meeting, Christian Lettmayr, Acting Director of Cedefop, underlined the success of the common European tools, in particular progress and impact of the European and national qualifications frameworks. Considering Europe's high number of low-qualified people and its average age of the workforce, more emphasis will be needed on adult education and lifelong guidance in the future. The Bruges communiqué on enhanced European cooperation in vocational education and training for the period 2011-20, which includes a series of short-term deliverables until 2014 entrusts Cedefop with various activities.

ANNEX III

Cedefop Governing Board

(as at 31 December 2010)

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

<http://www.cedefop.europa.eu/EN/about-cedefop/governance/governing-board.aspx>

Participating in the Bureau meeting

Chair Government representative	Ms Tarja Riihimäki Ministry of Education – Finland
Vice-chair European Commission	Mr Pierre Mairesse European Commission Directorate-General Education and Culture Director DG EAC/A
Vice-chair Representative of employees' organisations	Mr Hermann Nehls Deutscher Gewerkschaftsbund – DGB – Germany
Vice-chair Representative of employer's organisations	Ms Barbara Dorn Bundesvereinigung der Deutschen Arbeitgeberverbände – Germany
Coordinator Government Group	Ms Carina Lindén Swedish Ministry of Education and Research
Government representative	Ms Micheline Scheys Ministry of Education and Training – Belgium
European Commission	Ms Belen Bernaldo De Quiros European Commission Directorate-General Education and Culture Head of Unit DG EAC – A3
European Commission	Ms Elena Pascual Jimenez European Commission Directorate-General Education and Culture Desk Officer DG EAC-A3

Coordinator Employers' Group	Ms Helena Strigard BUSINESSEUROPE
Coordinator Employees Group	Mr Juan Mendoza Confédération européenne des syndicats – CES/ETUC
Observer EEA representative	Ms Kristin Evensen Royal Ministry of Education, Research and Church Affairs – Norway

Cedefop Governing Board Members ^(a)

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
BE	(rota system) Ms Micheline Scheys Ministry of Education and Training	Mr Michel van Uytfanghe ACV-CSC	Mr Jan Delfosse F.E.D.I.S.
	Ms Isabelle Voiturier FOREM		
BG	Ms Valentina Deikova Ministry of Education and Science	Ms Svetla Toneva KNSB – Confederation of Independent Trade Unions in Bulgaria	Ms Daniela Simidchieva ^(b) Bulgarian Industrial Association Union of the Bulgarian Business
CZ	Mr Miroslav Prochazka National Institute of Technical and Vocational Education	Ms Milada Pelajova Czech-Moravian Confederation of Trade Unions	Mr Pavel Chejn The Czech Association of Employers in Energy Sector (CSZE)
DK	Mr Roland Svarrer Østerlund 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 Hermann Nehls Vice-chair Deutscher Gewerkschaftsbund – DGB	Ms Barbara Dorn Vice-chair 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

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
IE	Mr Patrick Hayden Employment and Training Strategy Department of Enterprise, Trade and Employment	Mr Peter Rigney Irish Congress of Trade Unions	Ms Tony Donohoe IBEC Irish business and employers
EL	Ms Alexandra Ioannidou ^(c) Ministry of Education, Lifelong Learning and Religious Affairs	Mr Michalis Kouroutos G.S.E.E.	Mr Evangelos Boumis K.E.K. – IVEPE
ES	Mr Adolfo Hernández Gordillo ^(d) Ministerio de Trabajo e Inmigración Subdirector General de Políticas Activas de Empleo del Servicio Público de Empleo Estatal (SPEE)	Ms Luz Blanca Cosío Almeida UGT	Mr Juan Menéndez Valdés Confederación Española de Organizaciones Empresariales – CEOE
FR	Ms Elisabeth Arnold Ministère de l'éducation nationale	Ms Laurence Martin Force Ouvrière – F.O.	Mr Bernard Falck Mouvement des Entreprises de France – MEDEF
IT	Mr Filippo Mazzotti Ministero del Lavoro, della Salute e delle Politiche Sociali Direzione Generale per le Politiche per l'Orientamento e la Formazione	Mr Roberto Pettenello CGIL	Mr Claudio Gentili Confindustria
CY	Mr George Papageorgiou Ministry of Labour and Social Insurance	Mr Nikos Nikolaou Cyprus Workers' Confederation SEK	Mr Michael Pilikos Cyprus Employers & Industrialists Federation
LV	Mr Janis Gaigals Ministry of Education and Science	Ms Ruta Porneice ^(e) Free Trade Union Confederation of Latvia – LBAS	Ms Ilona Kiukucane Latvian Employers' Confederation
LT	Mr Romualdas Pusvaškis Ministry of Education and Science	Ms Tatjana Babrauskiene Lithuanian Trade Union Confederation	Ms Laura Sirvydiene Lithuanian Confederation of Industrialists

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
LU	Mr Nic Alff Ministère de l'Education nationale et de la Formation professionnelle	Ms Danièle Nieves	Mr Paul Krier Chambre des Métiers du Grand Duché du Luxembourg
HU	Ms Ildikó Modláné Görgényi National Institute of Vocational Education	Mr Ferenc Toth SZEF	Mr Zoltán Pete National Federation of Hungarian Contractors
MT	Mr James Joachim Calleja ⁽¹⁾ Ministry of Education, Youth and Employment	Mr William Portelli Confederation of Malta Trade Unions	Mr Andrew W.J. Mamo Gales & Mamo (Trading) Ltd
NL	Mr Peter van IJsselmuiden Ministerie van Onderwijs, Cultuur en Wetenschappen	Mr Bart Bruggeman Christelijk Nationaal Vakverbond (CNV)	Mr G.A.M. van der Grind ⁽⁹⁾ LTO Nederland
AT	Mr Reinhard Nöbauer ^(h) Bundesministerium für Unterricht, Kunst und Kultur	Mr Alexander Prischl Österreichischer Gewerkschaftsbund – ÖGB	Mr Gerhard Riemer Industriellenvereinigung
PL	Mr Piotr Bartosiak Ministry of National Education – Ministerstwo Edukacji Narodowej Department of Vocational Training and Continuing Education	Ms Gertruda Wieczorek ⁽ⁱ⁾ OPZZ	Mr Andrzej Stepnikowski ⁽ⁱ⁾ ZRP – Polish Craft Association
PT	Ms Maria da Conceição Afonso DGERT Employment and Vocational Training	Mr Augusto Praça CGTP-IN	Mr José Sanchez Ramirez
RO	Ms Gabriela Ciobanu 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	Mr Anton Simonič Ministry of Education and Sport Division for European	Mr Marjan Urbanč Association of Free Trade Unions of Slovenia -ZSSS	Mr Anze HirsI Association of Employers of Slovenia

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
SK	Mr Juraj Vantuch Comenius University Pedagogická fakulta	Mr Alexander Kurtanský Confederation of Trade Union 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 Chair Ministry of Education	Mr Petri Lempinen Finnish Confederation of Professionals STTK	Ms Mirja Hannula Confederation of Finnish Industries EK
SE	Ms Carina Lindén Coordinator for the Government Group Swedish Ministry of Education and Research	Ms Ulrika Hektor TCO Sweden	Mr Karin Thapper The Association of Swedish Engineering Industries
UK	Ms Nicola Archer Joint International Unit – Department for Education and Skills	Mr Leslie Manasseh Trade Union Congress	Mr Richard Wainer Confederation of British Industry – CBI

European Commission representatives ^(k)

Mr Jan Truszczyński
Directorate-General Education and Culture
Director-General for Education and Culture

Mr Pierre Mairesse
Vice-Chair
Directorate-General Education and Culture
Director DG EAC-A
Lifelong Learning: horizontal Lisbon policy issues and 2020 strategy

Ms Belen Bernaldo De Quiros
Directorate-General Education and Culture
Head of unit DG EAC-A3
Jean Monnet; university/business partnerships; relations with the agencies

Also attending meetings:
Ms Elena Pascual Jiménez
Directorate-General Education and Culture
Desk Officer DG EAC-A3

	Government representatives	Employees' organisations' representatives	Employers' organisations' representatives
Coordinators			
		Mr Juan Mendoza European Trade Union Confederation	Ms Helena Strigard BUSINESSEUROPE
Observers			
IS	Ms Ásta Sif Erlingsdóttir Ministry of Education, Science and Culture University of Iceland – Research Liaison office		
NO	Ms Kristin Evensen EEA Representative in the Bureau 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

(^a) Council Decision of 14 September 2009 renewing Cedefop Governing Board (OJ C 226, 19.9.2009, p.2).

(^b) Appointed by Council Decision of 20.12.2010.

(^c) OJ C 147, 5.6.2010, p. 19.

(^d) OJ C 122, 11.5.2010, p. 2.

(^e) OJ C 147, 5.6.2010, p. 19 and Corrigendum OJ C 5, 8.1.2011, p. 16.

(^f) OJ C 268, 2.10.2010, p. 1

(^g) Appointed by Council Decision of 20.12.2010.

(^h) OJ C 304, 10.11.2010, p. 3.

(ⁱ) Appointed by Council Decision of 20.12.2010.

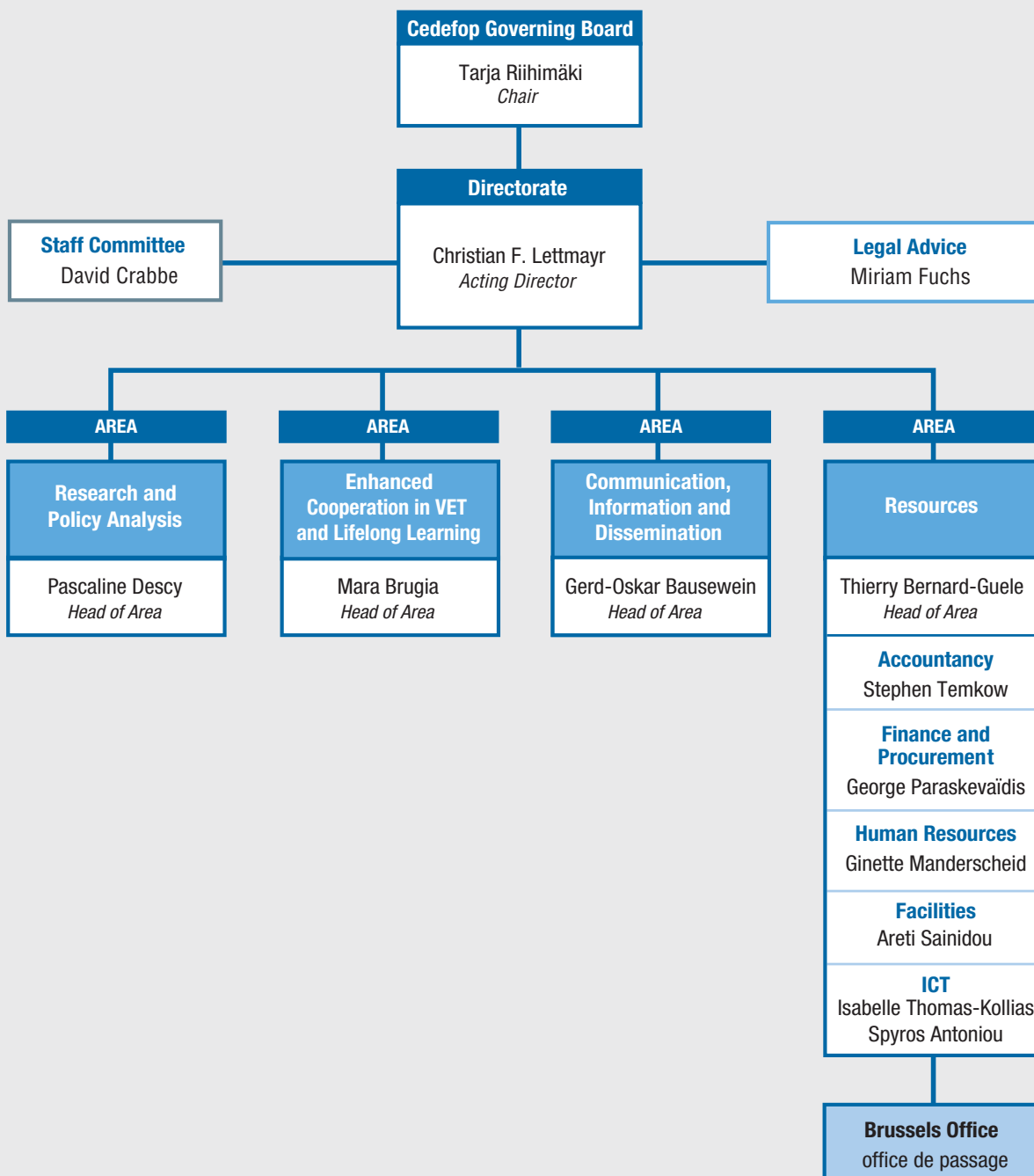
(^j) OJ C 147, 5.6.2010, p. 19.

(^k) Communication – Appointment of Commission representatives (OJ C 88, 25.3.2000, p. 6).

ANNEX IV

Cedefop organisation chart

Situation at 31 December 2010



ANNEX V

Major publications 2010

Title	Description
<i>A bridge to the future. European policy for vocational education and training 2002-10</i>	Cedefop's latest policy report evaluates the progress achieved in European policy-making since the beginning of the Copenhagen process. It also looks ahead to how the new policy framework, Europe 2020, will underpin continuing reform in vocational education and training and lifelong learning in the next decade.
<i>Working and ageing. Emerging theories and empirical perspectives</i>	Reviewing current research literature and presenting new empirical findings, the contributions in this book reflect the ways in which retirement and an ageing workforce are at the intersection of key social changes over recent decades.
<i>Skills supply and demand in Europe. Medium-term forecast up to 2020</i>	Cedefop's new skill demand and supply forecast up to 2020 sets the scene for anticipating future trends. The aim of this report is to provide policy-makers, employers, skills providers, employment services and individual learners with better information to make more informed decisions.
<i>The skill matching challenge. Analysing skill mismatch and policy implications</i>	This report aims to structure the currently scattered evidence on skill mismatch by analysing seven important questions. It provides a broad overview of skill mismatch and the factors that contribute to it, analyses its economic and social costs, and argues why skill mismatch should be a concern for national and European policy-makers.
<i>Skills for green jobs. European synthesis report</i>	This European synthesis report on skills for green jobs brings together the findings from country reports covering Denmark, Germany, Estonia, Spain, France and the UK to show that integration of sustainable development and environmental issues into existing qualifications is much more effective than creating new training standards.
<i>Changing qualifications. A review of qualifications policies and practices</i>	This review examines how the role and functions of qualifications are changing in Europe. Covering a wide range of sources, including an overview of Cedefop's own work and case studies of countries, it outlines four possible scenarios for developments in the next 10 years, and identifies the cornerstones for a reform strategy.

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Reference series, 83)	www.cedefop.europa.eu/EN/publications/17297.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Reference series, 81)	www.cedefop.europa.eu/EN/publications/16435.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Reference series, 79)	www.cedefop.europa.eu/EN/publications/15540.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Reference series, 78)	www.cedefop.europa.eu/EN/publications/15275.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Reference series, 80)	www.cedefop.europa.eu/EN/publications/16439.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Reference series; 84)	www.cedefop.europa.eu/EN/publications/17429.aspx

Title	Description
<i>The development of ECVET in Europe</i>	The first Cedefop review of development of a European credit system for vocational education and training (ECVET) confirms the uptake of ECVET in Europe in strategic terms, but also reveals a landscape of multiple players and perspectives that are attached to credit systems in VET in Europe. It also looks at the changing roles of different stakeholders, from qualifications authorities to social partners and training providers.
<i>The development of national qualifications frameworks in Europe</i>	This second Cedefop review of development of national qualifications frameworks (NQFs) demonstrates continuing progress in developing such frameworks across Europe. In total, 31 countries – 27 members of the European Union, candidate countries Croatia and Turkey and European economic area members Iceland and Norway – are developing or implementing a national qualification framework. Beyond their technical usefulness as links between national systems of qualification and the European qualifications framework, these tools support national reforms and lifelong learning policies.
<i>Guiding at-risk youth through learning to work. Lessons from across Europe</i>	This Cedefop report draws attention to guidance measures and initiatives applied across Europe to aid school completion and education-to-work transitions of young people who risk dropping out of mainstream education and training or who already have done so.
<i>Quality assurance in the social care sector</i>	This Cedefop's study focuses on the competence needs of two groups of professionals, front-line workers and service managers/leaders in community based services, in five Member States. The study ends with policy recommendations, including on quality assurance measures for training.
<i>The role of training Learning outcomes approaches in VET curricula. A comparative analysis of nine European countries</i>	The study reveals differences in the understanding and use of learning outcomes among countries and types of education and training. It highlights how developing curricula around the expected knowledge, skills and competences learners should acquire at the end of a learning process is seen as an effective way of bringing education and training closer to the needs of learners and the labour market in many European countries.

Languages	Bibliographical reference	Link
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop, working paper)	www.cedefop.europa.eu/EN/publications/17445.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop, working paper)	www.cedefop.europa.eu/EN/publications/16666.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Research paper)	www.cedefop.europa.eu/EN/publications/15534.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Research paper)	www.cedefop.europa.eu/EN/publications/16821.aspx
English	Cedefop. Luxembourg: Publications Office, 2010 (Cedefop Research paper)	www.cedefop.europa.eu/EN/publications/16433.aspx

ANNEX VI

Major conferences 2010

Title	Short description
Study visits synthesis seminar on lifelong learning	The objective of the seminar was to summarise and discuss the outcomes of about 80 visits that were related to measures aimed at improving quality and efficiency of education and training in the academic year 2008/09.
12th TTnet annual conference 'Better teaching for better learning – Supporting teachers and trainers meeting challenges of today and tomorrow'	The Conference gathered TTnet members, practitioners, researchers, policy makers and social partners to assess the network's achievements and agree on its thematic priorities for 2010-11 (VET leadership, mentoring in VET and In-company trainers).
Pilot employer survey on skill needs in Europe	This was Cedefop's fourth workshop on employers' skill needs surveys. The initial results of development work on a pilot survey were presented and discussed. Key issues were: survey needs for policy analysis and research, approaches to the measurement of skills and statistical methodology.
Technical validation seminar on green jobs	Organised in cooperation with the ILO, the purpose of the workshop was to validate the findings of the ILO's global synthesis and Cedefop's European synthesis report.
Workshop on forecasting skill needs and supply	This technical workshop on European skills forecasting aimed to contribute to improvement of the regular medium-term forecasts of skills supply and demand in Europe.
Study visits annual meeting	The meeting focused on the state of play and further developments of the study visits programme as well as latest developments in lifelong learning. Implementation of study visits 2009/10 was also discussed.
Knowledge-sharing seminar	The seminar addressed study visits participants to get informed of recent developments in education and training in Europe, get acquainted with Cedefop's tools and guidelines, share good practices and generate ideas on how to organise successful study visits and create networks.

Date	Place	Link
1-2 February 2010	Thessaloniki	http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=7170&scid=77&artlang=EN&per_id=2532 [cited 5.8.2010]
11-12 February 2010	Thessaloniki	www.cedefop.europa.eu/EN/events/15060.aspx
29-30 April 2010	Prague	www.cedefop.europa.eu/EN/events/15332.aspx
17-18 May 2010	Geneva	www.cedefop.europa.eu/EN/events/15870.aspx
14-15 June 2010	Thessaloniki	www.cedefop.europa.eu/EN/events/15706.aspx
23 June 2010	Thessaloniki	
24-25 June 2010	Thessaloniki	http://studyvisits.cedefop.europa.eu/index.asp?cid=5&artid=7443&scid=80&artlang=EN&per_id=2540

Title	Short description
Guidance and counselling for ageing workers	This workshop addressed guidance and counselling in ageing societies. It concluded that guidance should be expanded and broadened to a more career-focused approach, and not only focus on learning and training.
Expert workshop 'The role of loans in financing VET'	The workshop provided an opportunity to reflect on the impact of the financial and economic crisis and formulate policy recommendations. It brought together European experts from academia, financial institutions, governments, European institutions (including EIB) and representatives from non-EU countries (Australia and Israel).
ReferNet plenary meeting	The meeting focused on assessing the network's achievements and shaping its future work.
Workshop 'Forecasting skill supply and demand in Europe: new scenarios and better tools'	This 10th technical workshop on European skills forecasting, focused on technical modelling and new policy scenarios.
Guidance supporting entrepreneurship learning and entrepreneurship in Europe – Policy, practice and future potential	The event was debating actions/measures/initiatives to integrate lifelong guidance into entrepreneurship learning in vocational education and training (VET) as well as in higher education (HE) across Europe. Guidance provision to support career management of entrepreneurs at the initial phase of their business start-up was explored.
Workshop 'Pilot employer survey on skill needs in Europe'	The fifth workshop on employers' skill needs surveys, reviewed measurement concepts, questionnaire and survey guidelines.
Workshop 'Testing the EQF: building synergies and common understanding'	This was the third workshop organised by Cedefop on testing the EQF. It focused on methodologies applied for identification of sectoral skill needs, occupational/ qualifications mapping and drafting standards and curricula.

Date	Place	Link
30 September - 1 October 2010	Thessaloniki	www.cedefop.europa.eu/EN/events/16532.aspx
4 October 2010	Thessaloniki	www.cedefop.europa.eu/EN/events/16742.aspx
14-15 October 2010	Thessaloniki	
25-26 October 2010	Bratislava	http://cedefop.europa.eu/EN/news/17087.aspx
25-26 November 2010	Thessaloniki	www.cedefop.europa.eu/EN/events/16697.aspx
29-30 November 2010	Thessaloniki	www.cedefop.europa.eu/EN/events/16809.aspx
15-16 December 2010	Thessaloniki	www.cedefop.europa.eu/EN/events/17341.aspx

ANNEX VII

Human resources

Staff Situation at 31 December 2010

The establishment plan 2010 had 101 posts (50 AD and 51 AST).

On 31 December 2010, the Centre employed 96 staff based on the establishment plan. There were more temporary than permanent posts, both in function group AD (15/35) and in function group AST (20/31).

On 31 December 2010, five posts were not occupied:

- three AD selection procedures were already completed and staff members expected to take up duties on 1 March, 1 April and 16 June respectively;
- one recruitment procedure is underway for the Director's position. The vacancy notice was published with a deadline of 7 January 2011. The HR consultancy company for preselection was selected following a procurement procedure. The decision on appointment of the Director is expected in the second half of 2011;
- one AST post to be advertised in the first week of January 2011.

In addition to the above, Cedefop's personnel comprised:

- five seconded national experts;
- 24 contract agents.

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

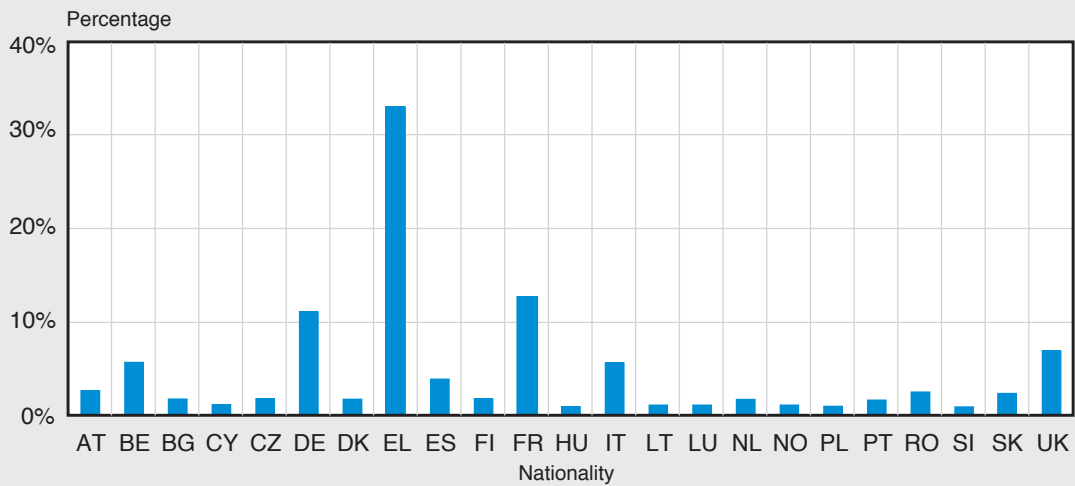
- medical officer, ICT support (e.g. helpdesk) and day care centre support;
- a specific service contract provides for one or two security guards to be at the disposal of the Centre 24 hours a day, in three shifts. They also put at the disposal of the Centre two switchboard operators;
- cleaning services;
- specific contracts provide for maintenance of the building and the grounds.

On 31 December 2010, there were 125 staff working at Cedefop not including non-statutory staff.

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

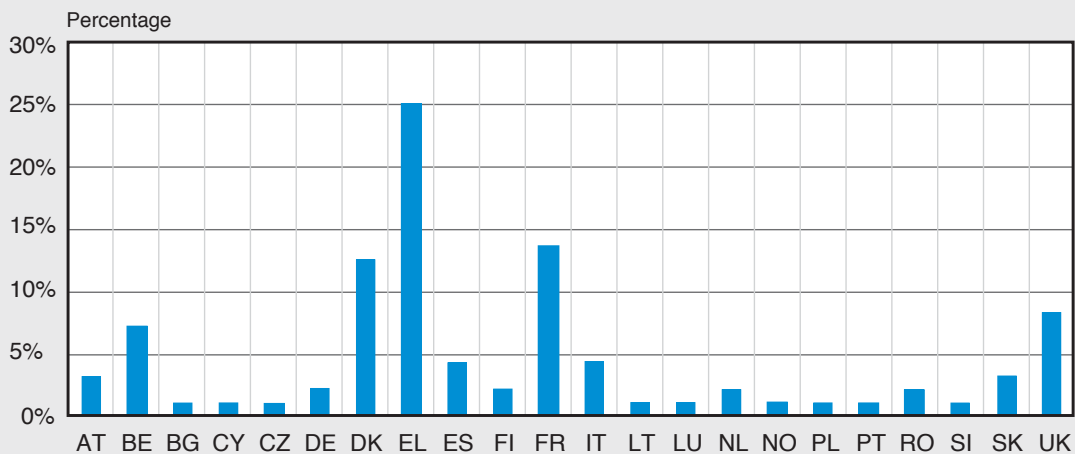
Nationality

Staff (*) by nationality



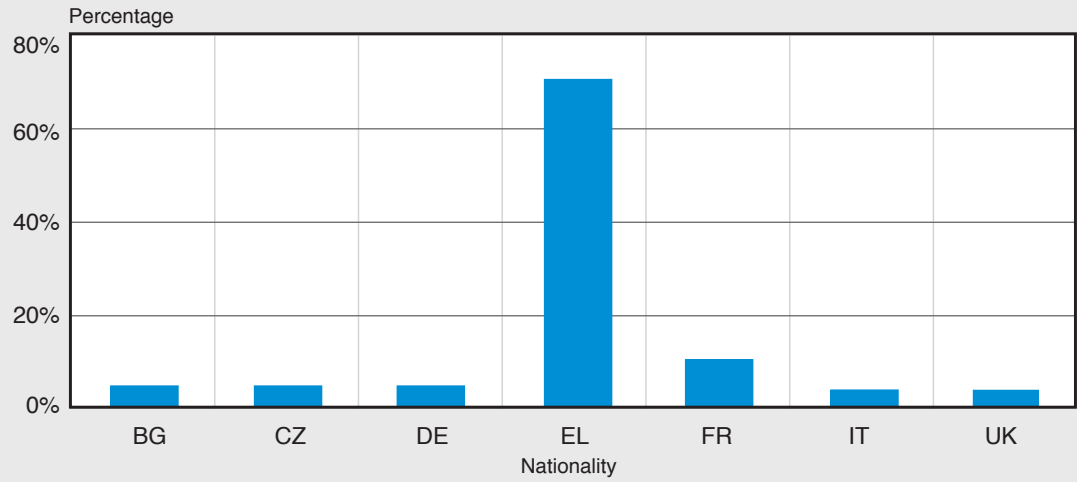
(*) Includes officials, temporary agents, contract agents and seconded experts;
13 staff members have double nationality from an EU Member State.

Officials and temporary agents by nationality



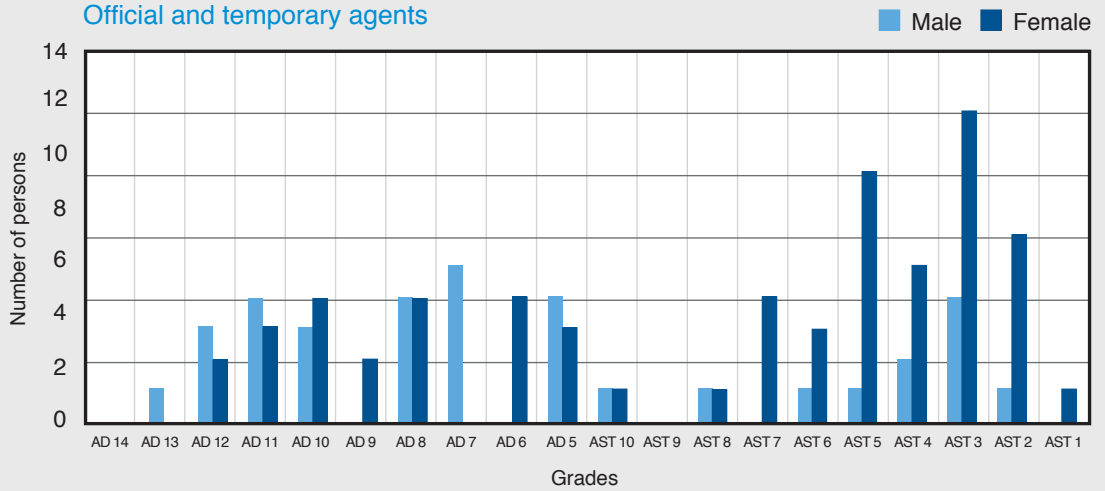
Nationality

Contract agents by nationality

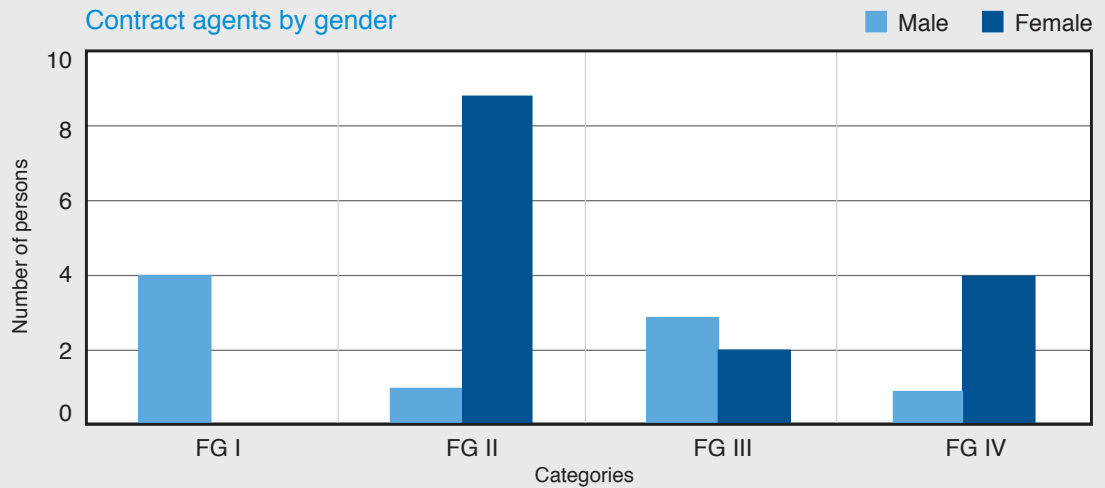


Cedefop occupied posts (male/female)

Official and temporary agents

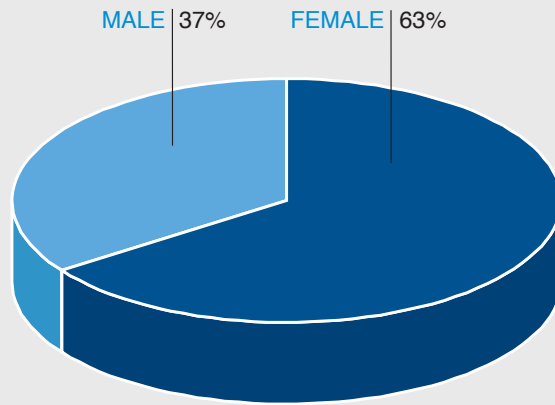


Contract agents by gender



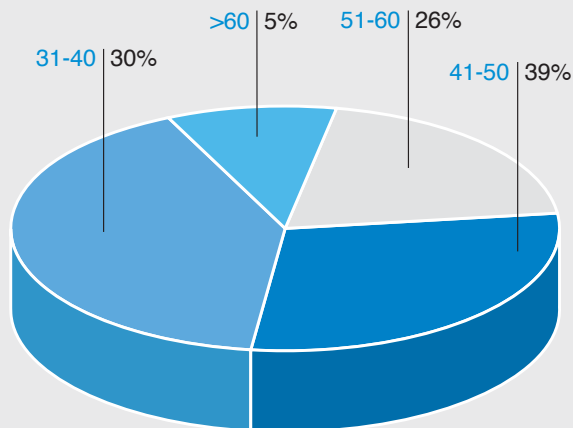
By gender

All staff (excluding SNEs) by gender



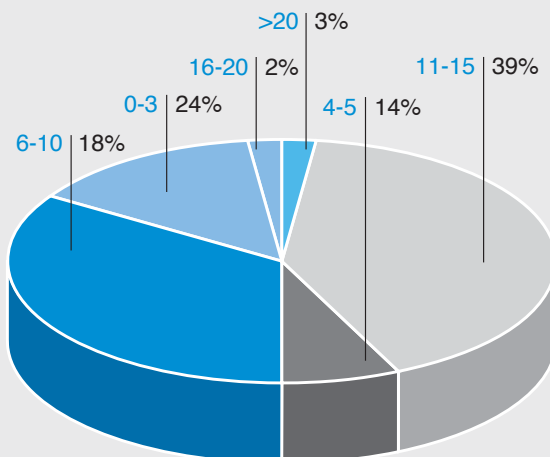
By age

Officials, temporary agents, contract agents and SNEs by age



By years of service

Officials, temporary agents and contract agents by years of service



ANNEX VIII

Cedefop staff by Area

Situation at 31 December 2010

Directorate

Acting Director	Lettmayr Christian,
Senior Assistant	Boucouvala-Ketterer Michèle
Assistant	Roda-Lienard Patricia
Assistant	Soerensen-Ballis Tine
Assistant to the Director	Schmid Eleonore
Senior Advisor	Tossounidis Lazaros
Legal Advisor	Fuchs Miriam,
Assistant	Karamanoli Maria
Data Protection Officer	Antoniou Spyros

1. Area Research and Policy Analysis

Head of Area	Descy Pascaline
Assistant / Area management	Puurunen Rauni-Elena
Senior Expert / ReferNet coordination	Bousquet Sylvie
Assistant	David Craescu Ramona Carmen
Expert	Dunkel Torsten
Senior Assistant	Graziosi Adriano
Senior Assistant	Herpin Béatrice
Senior Expert	Hrabinska Maria
Senior Expert	Ispanki György
Senior Expert	Kvetan Vladimir
Expert	Lipinska Patrycja
Senior Expert	Mughini Clara
Senior Expert	Nestler Katja

Assistant	Panagiotou Roula
Senior Expert	Ranieri Antonio
Expert	Rego Valente Ferreira Maria Fernanda
Senior Expert	Russo Giovanni
Senior Expert	Schmid Eleonora
Expert	Serafini Marco
Expert	Stimpson Alex
Senior Expert	Szovics Peter
Assistant	Van de Veerdonk Eleonore
Senior Expert	Van Loo Jasper Bastiaan
Assistant	Wintrebert Catherine
Assistant	Zoppi Marena
Expert	Zukersteinova Alena

2. Area Enhanced Cooperation in VET and LLL

Head of Area	Brugia Mara
Senior Assistant / Area management	Katsaouni Pelagia
Assistant	Basiakou Joanne
Assistant / Study visits programme	Berkat Maria
Senior Expert	Bertzeletou Tina
Senior Expert / Brussels office	Bjørnåvold Jens
Assistant	De Martino Alessia
Expert	Dehmel Alexandra
Senior Expert / Study visits coordination	Feuerstein Michaela
Assistant / Study visits programme	Gadji Silke
Senior Expert / Study visits programme	Hamers Hélène
Expert	Haugoy Grethe
Expert / Study visits programme	Jemeljanova Irina
Expert / Study visits programme	Kostakis Giorgos
Expert	Lardinois de la Torre Rocio
Senior Expert	Launikari Mika Tapio
Expert	Le Mouillour Isabelle
Assistant / Study visits programme	Musca Angela
Assistant	Noutsia Yvonne
Assistant	Nychas Christine-Evelyn
Assistant	Oraiopoulou Vasiliki
Senior Expert	Pevec Grm Slava
Expert	Psifidou Irene
Senior Expert	Tissot Philippe
Expert	Todorova Maria
Assistant / Study visits programme	Wehrheim Stéphanie

Assistant / Study visits programme	White Caroline
Senior Expert	Zahilas Loukas

3. Area Communication, Information and Dissemination

Head of Area	Bausewein Gerd Oskar
Senior Assistant / Area management	Karagiozopoulou Mary
Senior Expert / Stakeholder relations	Bainbridge Steve
Senior Assistant / English editing	Bond David
Senior Assistant	Brenner Bettina
Senior Expert / System librarian	Bustamante Jesus
Assistant / Translation	Cazals Madeleine
Senior Assistant / Translation	Clark Alison
Assistant / Editing	Cloake Annette
Senior Expert / Translator / Editing and translation	Crabbe David
Senior Expert / Layout and design	Dreyer Isabel
Assistant / Printing and distribution	Fotopoulou Zacharoula
Senior Expert / Public relations and events	Frey Corinna
Assistant / Web content management	Ioannides Michael
Assistant / Mail registration	Kanakoglou Vania
Expert / Records management and archives	McClure Paula Mello
Senior Assistant / Conference organisation	Mourmouris Despo
Senior Expert	Mughini Clara
Senior Expert / News service	Nezi Ioanna
Assistant / Library and documentation	Roman Cosmin
Senior Assistant / Library and documentation	Santos Maite
Assistant / Printing and distribution	Seiffert Peter
Assistant / Printing and distribution	Tanakidis Michalis
Senior Assistant / Web content management	Toussaint Nancy
Senior Assistant / Library and documentation	Tsaika Annie
Assistant / Library and documentation	Tzolas Ekaterina
Head of library and documentation	Willem Marc
Senior Assistant / Layout and design	Wolny Dagmar

4. Area Resources

Head of Area	Bernard-Guêlle Thierry
Assistant / Area management	Kiorpelidou Josephina
Head of human resources	Manderscheid Ginette

Head of finance and procurement	Paraskevaïdis George
Senior Expert / ICT operations and infrastructure	Antoniou Spyros
Administrative Assistant / Procurement	Assumel-Lurdin Clotilde
Administrative Assistant / Human resources	Bassou Dimitra
Technical Assistant / Facilities	Boucoulalas Vassilis
Senior Assistant / Training coordination	Clark Alison
Cook	Deliopoulos Aris
Technical Assistant / General support services	Dimakopoulos Dimitris
Senior Administrative Assistant / Imprest account	Dovas Kalliope
Administrative Assistant / Procurement	Eleftheroudi Dimitra
Technical Assistant / Security	Gayraud Bernard
Expert / HR policy and reporting	Germanova Rayna
Senior Administrative Assistant / Finance	Joureau Philippe
Deputy Accountant	Kalpakidi Athanasia
Administrative Assistant / Human resources	Koufa Christina
Kindergarten Teacher	Kyparissa Martha
Administrative Assistant / Finance	Lantzoni Alexandra
Technical Assistant / General support services	Markoglou Anastassios
Assistant / Information systems development and administration	Mellios Thomas
Senior Administrative Assistant / Finance	Mouffe Bernadette
Restaurant Manager	Nikolaïdis Dimitris
Technical Assistant / Facilities	Papadopoulos Alexis
Senior Assistant / IT development	Papargeris Stella
Administrative Assistant / Human resources	Pedersen Trine
Expert / Facility management and security	Sainidou Areti
Senior Assistant / Systems administration	Sakellariou Theodoros
Expert / Web development and ICT security	Siaperas Athanassios
Administrative Assistant / Procurement	Sirakov Yancho
Administrative Assistant / Procurement	Stogianou Elena
Cook	Tanis Dimitris
Accountant	Temkow Stephen
Administrative Assistant / Human resources	Theodoridis Theodoros
Senior Expert / Information systems	Thomas-Kollias Isabelle
Kindergarten Teacher	Zaveska-Deligianni Sarka
Assistant / ICT	Zekou Chryssa

ANNEX IX

Budget implementation 2010

Headings	A – Initial budget	B – Transfers and BRS	C – Final budget (after end of year transfers & BRS) = A+B
Title 1 (Staff)	10 985 000	-124 000	10 861 000
Title 2 (Investment building equipment)	1 315 000	56 000	1 371 000
Title 3 (without chapter 31)	4 715 000	68 000	4 783 000
Total budget (without chapter 31)	17 015 000	0	17 015 000
31 (Particip. of non member states + BRS)	561 308	810 000	1 371 308
TOTAL BUDGET (with chapter 31)	17 576 308	810 000	18 386 308

Implementation of European Union subsidies

European Union subsidy	16 920 000
Own resources (without chapter 31 and BRS)	95 000
<i>Sum 1</i>	17 015 000
of which implemented in 2010	99.6 %
Chapter 31 (without BRS)	561 308
<i>Sum 2</i>	17 576 308
of which implemented in 2010	97.2 %
BRS (adopted by the GB on 17.12.2010)	810 000
<i>Sum 3</i>	18 386 308
of which implemented in 2010	95.6 %

D – Blocked on provisional and specific commitment	E – Remaining budget at year end = C–D	F – Effective execution (blocked as % of final budget) = D/C	G – Automatic carry-overs to 2011	H – Final budget execution = D+G	I – Budget execution rate = H/C
10 692 891	168 109	98.45 %	123 041	10 815 932	99.59 %
1 327 802	43 198	96.85 %	27 396	1 355 198	98.85 %
4 626 322	156 678	96.72 %	141 397	4 767 719	99.68 %
16 647 015	367 985	97.84 %	291 834	16 938 849	99.55 %
610 021	761 287	44.48 %	26 739	636 760	46.43 %
17 257 036	1 129 272	93.86 %	318 573	17 575 609	95.59 %

ANNEX X

ABB compact report 2010

Area	Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
		Initial	Current				Initial	Current	(%)
RPA	Researching VET	11.51	7.86	1 015 105.52	119 445.57	330 706.58	1 465 257.67	1 129 813.53	77.11
RPA	Skills and competences analysis	11.44	13.03	995 349.56	118 651.19	1 413 529.87	2 527 530.62	2 280 159.67	90.21
RPA	Analysing and reporting on policy developments	16.66	15.42	1 366 286.40	172 889.32	373 287.13	1 912 462.85	1 878 366.35	98.22
RPA	ReferNet	3.71	6.01	369 053.79	38 468.67	987 394.19	1 394 916.65	1 550 345.26	111.14
ECVL	Education and training 2010	29.79	29.55	2 431 139.99	309 050.85	1 501 220.84	4 241 411.68	4 184 923.39	98.67
ECVL	Study visits	16.03	16.19	1 281 387.12	166 382.09	280 512.51	1 728 281.72	1 803 416.26	104.35
CID	External communication	14.88	14.89	1 381 982.18	154 398.66	252 720.67	1 789 101.51	1 664 890.27	93.06
CID	Information and Documentation	13.43	13.66	1 180 064.98	139 355.99	265 995.09	1 585 416.06	1 579 271.15	99.61
CID	Publications	9.29	8.88	787 883.96	96 357.61	119 633.08	1 003 874.65	962 516.53	95.88
	ABB (1)	126.74	125.49	10 808 253.49	1 314 999.95	5 524 999.96	17 648 253.41	17 033 702.41⁽⁵⁾	96.52
	Budget 2010 (2)			10 950 000.00	1 315 000.00	5 946 308.00	18 211 308.00⁽⁴⁾		
	(2) – (1)			141 746.51⁽¹⁾	0.05⁽²⁾	421 308.04⁽³⁾	563 054.60		

(*) FTE: The FTE comprises of a) the direct staff allocation and b) the redistribution of the non-core activities. The initial redistribution key is based on the activities' planned costs while the current one is based on the activities' actual costs (blocked), which explains the resulting slight differences for each activity.

(1) Differences between the ABB and the budget 2010 correspond to:

- (a) 1 new AD5 (8 months) post not included in the ABB, the allocation of this post is underway (estimated cost EUR 45 000);
- (b) A further EUR 96 000 is estimated to be the cost of the promotions for 2009 and 2010 (not yet allocated);
- (c) Remaining amount (EUR 746.51) is due to roundings during calculation.

(2) Very small difference due to rounding.

(3) The difference between the ABB and the budget 2010 (EUR 421.308) relates to commitments which will be covered by appropriations (on BL 3100 'Participation of non-Member States in the work programme' (*)) from previous years.

(*) As regards Norway and Iceland contributions, a total of EUR 876.150 (from previous years) are foreseen to be committed in 2010:

Title 1: EUR 170 000;

Title 2: EUR 244 000;

Title 3: EUR 462 150 shared as follows:

- BL 3070 Transversal technical support;
- BL 3080 ReferNet: EUR 57 150;
- BL 3350 Study Visits: EUR 335 000.

(4) An additional amount of EUR 35 000 in Title 1 (BL1490) and an additional amount of EUR 140 000 in Title 3 (BL3129) are available in 2010, therefore the total 2010 budget is EUR 18 386 308. As these additional amounts do not represent 'fresh' (2010) appropriations, they are not taken up by the AB, while they are included in the Budget implementation table (see Annex IX).

(5) The difference between the result of the ABB and the result shown in the Budget Implementation table is due to the fact that the ABB does not take into account the end-of-year automatic carryovers from 2010 to 2011 and the non-automatic carryover to be approved by the GB via written procedure.

December 2010

Budget 2010	Title 1	Title 2	Title 3 (without BL 3100)	Total
Initial amount	10 950 000.00	1 315 000.00	4 715 000.00	16 980 000.00
Various transfers:	-124 000.00	56 000.00	68 000.00	0.00
BRS (supplementary amending budget)	0.00	0.00	810 000.00	810 000.00
Final amount	10 826 000.00	1 371 000.00	5 593 000.00	17 790 000.00

Budget execution 2010	Title 1	Title 2	Title 3 (without BL 3100)	Total
Blocked	10 661 839.27	1 327 385.61	5 121 420.51	17 110 645.39
(Blocked/final amount) %	98.48 %	96.82 %	91.57 %	96.18%
Paid	10 514 763.12	817 250.87	1 498 488.07	12 830 502.06
(Paid/final amount) %	97.13 %	59.61 %	26.79 %	72.12 %

Note: In addition, to the committed and paid Title 3 direct cost as shown in the table on the top of the page there are also transversal Title 3 cost which are not directly attributed to activities and which are included in the table on budget execution above. These account for the differences between the committed and paid direct cost for Title 3 and the committed and paid total costs for Title 3.

Paid: The final stage, that is, the payment run or physical payment which is made via the banking system.

Blocked (or legal commitment): is the act whereby the authorising officer enters into or establishes an obligation which results in a charge (for instance a contract, grant agreement or order form).

ANNEX XI

Europass statistics 2010

Introduction

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

Statistics 2010

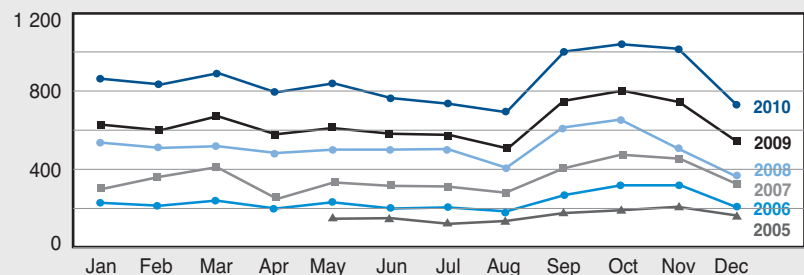
Use of the Europass portal (<http://europass.cedefop.europa.eu>) is constantly rising.

- **10 million** visits in 2010 (as against **7.5 million** in 2009, corresponding to an increase of 35 %), and a total of 31.7 million visits since its launch.
- **8.1 million** documents downloaded (as against 6.5 million in 2009, corresponding to an increase of 25 %), and a total of 27.2 million downloads since its launch; top downloaded documents are CV template, instructions and examples; top five mother tongues of CV online users: Portuguese, Italian, Spanish, Hungarian and German (as against Portuguese, Italian, German, Hungarian and Spanish in 2009); Spanish becomes the third most used language.
- **3.9 million** documents generated online (as against 2.7 million in 2009, corresponding to an increase of 41 %): 3.8 million CVs and 65 424 Language Passports and a total of 10 993 523 documents generated online since its launch.

Total visits since launch (by year)

Year	Total visits
2005	1 210 586
2006	2 768 666
2007	4 158 137
2008	6 047 691
2009	7 487 763
2010	10 091 597

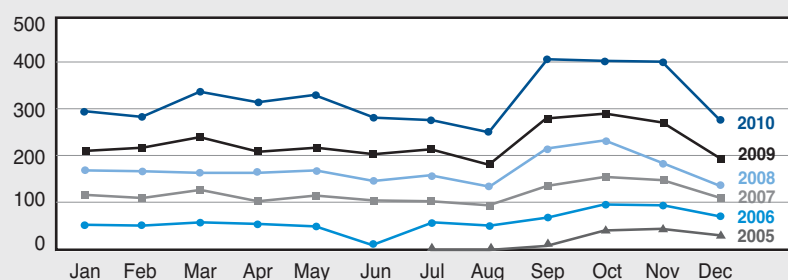
Visits for the Europass portal visits since launch (in thousands/by month)



Documents downloaded since launch (by year)

Year	Total downloads
2005	518 520
2006	2 623 052
2007	3 916 107
2008	5 625 527
2009	6 505 213
2010	8 105 172

ECVs completed online (in thousands/by month)



ANNEX XII

Study visits statistics 2009/10

Table 1. Study visits 2009/10 – Distribution by theme

Category of themes (number of visits)	Topics	No of visits
1. Key competences for all (81)	Increasing literacy and numeracy levels	3
	Language teaching and learning	18
	Use of ICT in learning	17
	Developing entrepreneurship	9
	Strengthening intercultural education	5
	Active citizenship	14
	Developing creativity in learning and teaching	15
2. Improving access, equity, quality and efficiency in education and training (50)	Early learning opportunities	6
	Personalised learning approaches	3
	Measures to prevent early school leaving	6
	Equal opportunities for disadvantaged groups	19
	Quality assurance mechanisms in schools and training institutions	12
	Measures to improve efficiency in education and training institutions	4
3. Keeping teaching and training attractive and improving leadership (26)	Teachers' and trainers' initial training, recruitment and evaluation	5
	Teachers' and trainers' continuing professional development	10
	Leadership and management in schools and training providers	11
4. Education and training for employability (37)	Transition from education and training to the world of work	13
	Workplace learning	6
	Integration of disadvantaged groups into the labour market	7
	Increasing attractiveness of VET	7

Category of themes (number of visits)	Topics	No of visits
4. Education and training for employability (37)	Social partners contribution to meet the challenge of employability	4
	Skills analysis and mismatch	0
	Flexicurity in the labour market	0
5. Implementing common European tools, principles and frameworks for lifelong learning (9)	National and sectoral qualifications frameworks linked to EQF	2
	Tools to promote transparency of qualifications and mobility of citizens	0
	Quality assurance systems, frameworks and approaches	2
	Credit transfer between different contexts	0
	Validation of non-formal and informal learning	2
	Lifelong guidance services	3
6. Trends and challenges in lifelong learning strategies (9)	Reforms in national education and training systems	3
	Developing links between VET and higher education	1
	Implementation of flexible learning pathways	1
	Increasing adult participation in education and training	4
7. Development of learning communities, involving all actors in education and training (13)	Cooperation between education and training institutions and local communities	8
	Parents and social partners roles in governance	1
	Schools and communities roles to prevent violence	4
8. Promoting cross border mobility in lifelong learning (5)	Cross-border mobility in education and vocational training	2
	Use of EU programmes to increase cross-border mobility	3
Total		230

Table 2. Study visits 2009/10 – Distribution by sector

Economic sector	No of visits
Accommodation and food service activities	1
Agriculture, forestry and fishing	3
Arts, entertainment and recreation	3
Construction	2
Human health and social work activities	1
Manufacturing	2
Public administration and defence; compulsory social security	1
Real estate activities	1
Wholesale and retail trade; repair of motor vehicles and motorcycles	1
Total	15

Table 3. Study visits 2009/10 – Distribution by type

Type of visit	No of visits in catalogue	No of active visits
General education	116	98
Mixed	109	91
Vocational education and training	57	41
Total	282	230

Table 4. Study visits 2009/10 – Distribution by working language

Working language	No of visits in catalogue	No of active visits
English	232	190
French	33	29
German	14	10
Spanish	3	1
Total	282	230

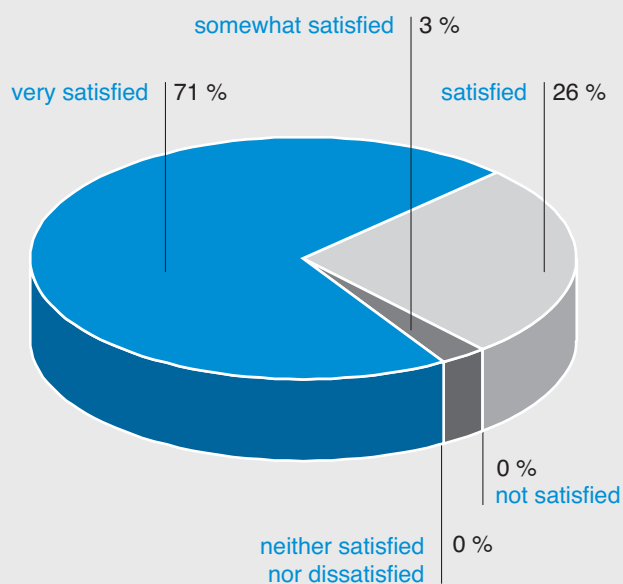
Table 5. 2009/10 participants and visits – Distribution by country

Country	Number of participants	Number of visits
Austria	42	6
Belgium	80	6
Bulgaria	45	4
Croatia	17	0
Cyprus	12	2
Czech Republic	82	7
Denmark (organised a joint cross-border visit in 2009/10)	37	4 (5)
Estonia	30	4
Finland	43	6
Former Yugoslav Republic of Macedonia	5	0
France	155	24
Germany	233	14
Greece	47	5
Hungary	64	7
Iceland	4	0
Ireland	37	6
Italy	205	22
Latvia	31	3
Lichtenstein	2	0
Lithuania	41	3
Luxembourg	1	1
Malta	2	1
Netherlands	43	10
Norway	27	5
Poland	163	13
Portugal	54	8
Romania	137	6
Slovakia	31	2
Slovenia	30	3
Spain	206	19
Sweden (organised a joint cross-border visit in 2009/10)	53	8 (9)
Turkey	195	14
United Kingdom	204	16
Total	2358	230

Table 6. **Participants 2009/10 – Distribution by category**

Category of education and training specialists	Number of participants	Percentage of participants
Directors of education and vocational training institutions, centres or providers, guidance centres, validation or accreditation centres	371	15.7
Educational and vocational training inspectors	142	6.0
Head teachers, teacher trainers	591	25.1
Heads of departments	167	7.1
Other	222	9.4
Pedagogical or guidance advisers	189	8.0
Representatives of education and training networks and associations	85	3.6
Representatives of educational services, labour offices or guidance centres	96	4.1
Representatives of local, regional and national Authorities	265	11.2
Representatives of social partners	147	6.3
Researchers	83	3.5
Total	2 358	100.0

Diagram 1. **Proportion of participants satisfied with study visits**



97 % of participants are satisfied or very satisfied with study visits.

ANNEX XIII

Refernet – Network of reference and expertise

ReferNet national coordinators

- AT** Ms **Sabine Tritscher-Archan**
IBW – Institut für Bildungsforschung der
Wirtschaft
Rainergasse 38
1050 Vienna – AUSTRIA
T +43 15451671-15
F +43 15451671-7715
E tritscher-archan@ibw.at
I <http://www.ibw.at/>
R <http://www.refernet.at>
- CY** Ms **Yianna Korelli**
HRDA – Αρχή Ανάπτυξης Ανθρώπινου
Δυναμικού της Κύπρου / Human
Resource Development Authority of
Cyprus
Anavissou 2, Strovolos,
P.O. Box 25431
1392 Nicosia – CYPRUS
T +357 22390364
F +357 22428522
E y.korelli@hrdauth.org.cy
I <http://www.hrdauth.org.cy>
R <http://www.refernet.org.cy>
-
- BE** Mr **Reinald Van Weydevelde**
VDAB – Vlaamse Dienst voor
Arbeidsbemiddeling en Beroepsopleiding
Kaizerlaan 11
1000 Brussels – BELGIUM
T +32 25061321
F +32 25061561
E reinald.vanweydevelde@vdab.be
I <http://www.vdab.be>
R <http://www.refernet.be>
- CZ** Ms **Vera Czesana**
NVF – Národní Vzdělávací Fond /
National Training Fund
Opletalova 25
110 00 Praha 1 – CZECH REPUBLIC
T +420 224500540
F +420 224500502
E czesana@nvf.cz
I <http://www.nvf.cz/>
R <http://www.refernet.cz>
-
- BG** Ms **Nataliya Kalandarova**
HRDC – Bulgarian National Observatory
Graf Ignatiev str. 15 – 4th floor
1000 Sofia – BULGARIA
T +359 29155027
F +359 29155049
E nkalandarova@hrdc.bg
I <http://www.hrdc.bg/news.php>
R <http://refernet.hrdc.bg/>
- DK** Mr **Svend-Erik Povelsen**
Danish Agency for International
Education
Fiolstræde 44
1171 København K – DENMARK
T +45 33957099
F +45 33957001
E sep@iu.dk
I <http://www.iu.dk>
R <http://www.refernet.dk>

- EE** Ms **Kersti Raudsepp**
INNOVE – Elukestva Õppe Arendamise
Sihtasutus / Foundation for Lifelong
Learning Development
Lõõtsa 4
11415 Tallinn – ESTONIA
T +372 6998080
F +372 6998081
E kersti.raudsepp@innove.ee
I <http://www.innove.ee>
R <http://www.innove.ee/refernet>
-
- GR** Ms **Matina Kourtina**
OEEK – Οργανισμός Επαγγελματικής
Εκπαίδευσης και Κατάρτισης /
Organisation for Vocational Education
and Training
Ethnikis Antistasis 41 and Karamanoglou
142 34 Athens – GREECE
T +30 2102709140
F +30 2102719766
E refernet_greece@oEEK.gr
I <http://www.oEEK.gr>
R <http://www.refernet.gr/>
-
- FI** Mr **Matti Kyrö**
OPH – Opetushallitus / Finnish National
Board of Education
Hakaniemenranta 6
P.O. Box 380
00531 Helsinki – FINLAND
T +358 977477124
F +358 977477869
E matti.kyro@oph.fi
I <http://www.oph.fi>
R <http://www.oph.fi/info/refernet>
-
- FR** Mr **Régis Roussel**
Centre INFFO – Centre pour le
développement de l'information sur la
formation permanente
4 avenue du Stade de France
93218 Saint Denis de la Plaine Cedex –
FRANCE
T +33 155939212
F +33 155931725
E r.roussel@centre-inffo.fr
I <http://www.centre-inffo.fr>
R [http://www.centre-inffo.fr/
Le-reseau-REFER-France.html](http://www.centre-inffo.fr/Le-reseau-REFER-France.html)
-
- DE** Ms **Ute Hippach-Schneider**
BIBB – Bundesinstitut für Berufsbildung /
Federal Institute for Vocational
Education and Training
Robert-Schumann-Platz 3
53175 Bonn – GERMANY
E hippach-schneider@bibb.de
I <http://www.bibb.de>
R <http://www.refernet.de>
-
- HU** Mr **Tamás Köpeczi-Bócz**
OKMT – Oktatási és Kulturális
Minisztérium Támogatáskezelő
Igazgatósága / Observatory for
Educational Development
Bihari János utca 5.
1055 Budapest – HUNGARY
T +36 13013161
F +36 13013163
E kopeczi.bocz.tamas@hepih.hu
I <http://www.okmt.hu>
R <http://www.refernet.hu>
-
- IS** Ms **Dóra Stefánsdóttir**
Rannsóknáþjónusta Háskóla Íslands /
Research Liaison Office of the University
of Iceland
Dunhaga 5
107 Reykjavík – ICELAND
T +354 5254900
F +354 5528801
E rthj@hi.is
I <http://www.hi.is/>
R <http://www.refernet.is/>
-
- IE** Mr **Brian Mc Cormick**
FÁS – Training and Employment
Authority
P.O. Box 456
27-33 Upper Baggot Street
Dublin 4 – IRELAND
T +353 16070517
F +353 16070634
E brian.mccormick@fas.ie
I <http://www.fas.ie>
R <http://www.fas.ie/en/refernet>

- IT** Ms **Isabella Pitoni**
ISFOL – Istituto per lo sviluppo della
formazione professionale dei lavoratori
via Lancisi 29
00161 Rome – ITALY
T +39 0644590636
F +39 0644590639
E i.pitoni@isfol.it
I <http://www.isfol.it>
R [http://www.isfol.it/Istituto/Presidenza/
Comunicazione_e_documentazione_
istituzionale/Il_progetto_ReferNet/
index.scm](http://www.isfol.it/Istituto/Presidenza/Comunicazione_e_documentazione_istituzionale/Il_progetto_ReferNet/index.scm)
-
- LV** Ms **Baiba Ramina**
AIC – Latvijas Akadēmiskās informācijas
centrs / Centre for information on
continuing vocational training
Valnu iela 2
1050 Riga – LATVIA
T +371 7225155
F +371 7221006
E baiba@aic.lv
I <http://www.aic.lv>
R <http://www.aic.lv/refernet>
-
- LT** Ms **Giedre Beleckiene**
PMMC – Profesinio mokymo metodikos
centras / Methodological Centre for
Vocational Education and Training
Gelezinio Vilko g. 12
01112 Vilnius – LITHUANIA
T +370 52497126
F +370 52498183
E giedre@pmmc.lt
I <http://www.pmmc.lt>
R <http://www.pmmc.lt/refernet>
-
- LU** Mr **Claude Cardoso**
INFPC – Institut National pour le
développement de la Formation
Professionnelle Continue
38, rue de l’Avenir
1147 Luxembourg – LUXEMBOURG
T +352 469612-201
F +352 469620
E claudio.cardoso@infpc.lu
I <http://www.infpc.lu/>
-
- MT** Ms **Carmen Dalli Calleja**
Malta Qualifications Council
16/18, Tower Promenade
St Lucia
SLC 1019 – MALTA
T +356 27540051
F +356 21808758
E carmen.dalli@gov.mt
I <http://www.mqc.gov.mt>
R <http://www.refernet.org.mt>
-
- NL** Mr **Karel Visser**
ECBO – Expertisecentrum
Beroepsonderwijs/
Centre of Expertise VET
Pettelaarpark 1
Postbus 1585
5200 BP s-Hertogenbosch
NETHERLANDS
T +31 736872500
F +31 736872505
E karel.visser@ecbo.nl
I <http://www.ecbo.nl>
R <http://www.refernet.nl>
-
- NO** Ms **Cecilia S. Lyche**
Utdanningsdirektoratet – Norwegian
Directorate for Education and Training
P. O. BOX 2924
0608 Oslo – NORWAY
T +47 23301239
F +47 23301299
E [cecilia.lyche@
utdanningsdirektoratet.no](mailto:cecilia.lyche@utdanningsdirektoratet.no)
I <http://www.utdanningsdirektoratet.no/>
-
- PL** Ms **Agnieszka Luck**
BK KK – Biuro Koordynacji Kształcenia
Kadr / Co-operation Fund Foundation
Ul. Górnoślaska 4A
00-444 Warsaw – POLAND
T +48 224509857
F +48 224509856
E aluck@cofund.org.pl
I <http://www.cofund.org.pl>
R <http://www.refernet.pl>

- PT** Ms **Isilda Fernandes**
DGERT – Direção-Geral do Emprego e das Relações de Trabalho
Praça de Londres, n.º 2-5.º
1049-056 Lisboa – PORTUGAL
T +351 218441501
F +351 218441466
E isilda.fernandes@dgert.mtss.gov.pt
I <http://www.dgert.mtss.gov.pt>
R <http://www.dgert.mtss.gov.pt/refernet>
-
- RO** Mr **Catalin Ghinararu**
INCSMPS – National Scientific Research Institute for Labour and Social Protection
Povernei Street nr. 6-8, Sector 1
010643 Bucharest – ROMANIA
T +40 213124069
F +40 213127593
E ghinararu@incsmips.ro
I <http://www.incsmips.ro/>
R <http://www.refernet.ro/>
-
- SK** Mr **Juraj Vantuch**
SIOV – Štátny inštitút odborného vzdelávania/ Slovenské národné observatórium odborného vzdelávania / State Institute of Vocational Education/ Slovak National Observatory of Vocational Education
Bellova 54/a
831 01 Bratislava – SLOVAKIA
T +421 254776774
F +421 254776774
E sno@siov.sk
I <http://www.siov.sk>
R <http://siov.sk/refernet/>
-
- SI** Ms **Metka Šlander**
CPI – Centra RS za poklicno izobrazevanje / National Institute for Vocational Education and Training
Ob železnici 16
1000 Ljubljana – SLOVENIA
T +386 15864207
F +386 15422045
E slanderm@cpi.si
I <http://www.cpi.si>
R <http://www.refernet.si>
-
- ES** Ms **Begoña Arranz Sebastián**
INEM – Servicio Público de Empleo Estatal
Ministerio de Trabajo y Seguridad Social
Condesa de Venadito 9
28027 Madrid – SPAIN
T +34 915859749
F +34 915859753
E begona.arranz@sepe.es
I <http://www.sepe.es/>
R https://www.redtrabaja.es/es/redtrabaja/contenidos/empleo_formation.do?pagina=/referNET/ah020402.html
-
- SE** Ms **Cecilia Wigerstad**
Skolverket – Statens Skolverk / Swedish National Agency for Education
Alströmergatan 12
106 20 Stockholm – SWEDEN
T +46 852733287
F +46 8244420
E Cecilia.Wigerstad@skolverket.se
I <http://www.skolverket.se>
R <http://www.skolverket.se/sb/d/1933>
-
- UK** Ms **Lynne Upton**
QCDA – Qualifications and Curriculum Development Agency
83 Piccadilly
London
W1J 8QA – UNITED KINGDOM
T +44 2075095724
F +44 2075096546
E Lynne.upton@qcda.gov.uk
I <http://www.qcda.gov.uk>
R <http://www.refernet.org.uk>

ReferNet national representatives

AT Mr. Peter Schloegl

OEIBF – Österreichisches Institut für
Berufsbildungsforschung
T +43 15451671-15
F +43 15451671-7715
E peter.schloegl@oeibf.at

EE Ms Kersti Raudsepp

INNOVE – Elukestva Õppe Arendamise
Sihtasutus / Foundation for Lifelong
Learning Development
T +372 6998080
F +372 6998081
E kersti.raudsepp@innove.ee

BE Mr Reinald Van Weydeveldt

VDAB – Vlaamse Dienst voor
Arbeidsbemiddeling en Beroepsopleiding
T +32 25061321
F +32 25061561
E reinald.vanweydeveldt@vdab.be

FI Mr Matti Kyrö

OPH – Opetushallitus / Finnish National
Board of Education
Hakaniemenranta 6
T +358 977477124
F +358 977477869
E matti.kyro@oph.fi

BG Ms Vanya Tividosheva

HRDC – Bulgarian National Observatory
T +359 29155086
F +359 29155049
E vtividosheva@hrdc.bg

FR Mr Régis Roussel

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

CY Mr Yannis Mourouzides

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

DE Ms Ute Hippach-Schneider

BIBB – Bundesinstitut für Berufsbildung /
Federal Institute for Vocational
Education and Training
E hippach-schneider@bibb.de

CZ Ms Vera Czesana

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

GR Ms Matina Kourtina

OEEK – Οργανισμός Επαγγελματικής
Εκπαίδευσης και Κατάρτισης /
Organisation for Vocational Education
and Training
T +30 2102709140
F +30 2102719766
E refernet_greece@oEEK.gr

DK Mr Svend-Erik Povelsen

Danish Agency for International
Education
T +45 33957099
F +45 33957001
E sep@iu.dk

HU Mr Tamás Köpeczi-Bócz

OKMT – Oktatási és Kulturális
Minisztérium Támogatáskezelő
Igazgatósága / Observatory for
Educational Development
T +36 13013161
F +36 13013163
E kopeczi.bocz.tamas@hepih.hu

- IS** Mr. **Thòrir Ólafsson**
Rannsóknþjónusta Háskóla Íslands /
Research Liaison Office of the University
of Iceland
Dunhaga 5
T +354 5254900
F +354 5459500
E thorir.olafsson@mrn.stjr.is
-
- IE** Mr **Brian Mc Cormick**
FÁS – Training and Employment
Authority
T +353 16070517
F +353 16070634
E brian.mccormick@fas.ie
-
- IT** Ms **Isabella Pitoni**
ISFOL – Istituto per lo sviluppo della
formazione professionale dei lavoratori
T +39 0644590636
F +39 0644590639
E i.pitoni@isfol.it
-
- LV** Ms **Baiba Ramina**
AIC – Latvijas Akadēmiskās informācijas
centrs / Centre for information on
continuing vocational training
T +371 7225155
F +371 7221006
E baiba@aic.lv
-
- LT** Ms **Giedre Beleckiene**
PMMC – Profesinio mokymo metodikos
centras / Methodological Centre for
Vocational Education and Training
T +370 52497126
F +370 52498183
E giedre@pmmc.lt
-
- LU** Mr **Jos Noesen**
Ministère de l'Éducation nationale et de
la formation professionnelle
T +352 4785241
F +352 474116
E jos.noesen@men.lu
- MT** Ms. **Valerie Attard**
Malta Qualifications Council
T +356 27540051
F +356 21808758
E valerie.a.attard@gov.mt
-
- NL** Mr **Karel Visser**
ECBO – Expertisecentrum
Beroepsonderwijs/ Centre of Expertise
VET
T +31 736872500
F +31 736872505
E karel.visser@ecbo.nl
-
- NO** Ms **Anne Katrine Kaels**
Utdanningsdirektoratet – Norwegian
Directorate for Education and Training
T +47 23301200
F +47 23301299
E [Anne.Katrine.Kaels@
utdanningsdirektoratet.no](mailto:Anne.Katrine.Kaels@utdanningsdirektoratet.no)
-
- PL** Ms **Agnieszka Luck**
BKKK – Biuro Koordynacji Kształcenia
Kadr / Co-operation Fund Foundation
T +48 224509857
F +48 224509856
E aluck@cofund.org.pl
-
- PT** Ms **Isilda Fernandes**
DGERT – Direção-Geral do Emprego e
das Relações de Trabalho
T +351 218441501
F +351 218441466
E isilda.fernandes@dgert.mtss.gov.pt
-
- RO** Mr **Cesar Birzea**
ISE – Institute of Educational Sciences
T +40 213136491
F +40 213121447
E cesar.birzea@ise.ro

SK Mr **Juraj Vantuch**
SIOV – Štátny inštitút odborného
vzdelávania / Slovenské národné
observatórium odborného vzdelávania /
State Institute of Vocational Education/
Slovak National Observatory of
Vocational Education
T +421 254776774
F +421 254776774
E sno@siov.sk

SI Ms **Metka Šlander**
CPI – Centra RS za poklicno
izobrazevanje / National Institute for
Vocational Education and Training
T +386 15864207
F +386 15422045
E slander@cp.si

ES Ms **Maria Luz De La Cuevas Torresano**
SPE – Servicio Público de Empleo
Estatal / Public Employment Service
T +34 915859834
F +34 915859819
E mluz.cuevas@sepe.es

SE Mr **Shawn Mendes**
Skolverket / Swedish National Agency
for Education
T +46 852733287
F +46 8244420
E Shawn.mendes@skolverket.se

UK Mr **Tom Leney**
Visiting Fellow, Institute of Education
E-mail: tomleney@btinternet.com

ANNEX XIV

Cedefop | Photomuseum award 2010



Eileen Kennedy

BEYOND SUCCESS
Award 2010 / first prize

Since 2007, Cedefop and the Thessaloniki Museum of Photography have been organising international competitions for the best photographic portfolio on the theme of working and learning.

The winner is chosen by an international jury of experts in photography and receives the Cedefop/Photomuseum Prize of EUR 5000. The prize is awarded every two years during the Thessaloniki Photobiennale, which will be held next in 2012.

The Photobiennale includes about 30 exhibitions held across the city of Thessaloniki, portfolio reviews, awards, master classes, colloquia and screenings. Some of the exhibitions are also shown abroad and in other Greek cities.

This collaborative effort by the two institutions has become a fixture of this festival of photography and highlights the event's international profile and draws attention to the themes of Cedefop's mandate: training, skills, lifelong learning and the links between employment and education.

In 2007 and 2008, the title was 'People at work, people in training'.

In 2010, the title was 'Learning for life, working to grow' and the First prize went to American photographer **Eileen Kennedy** for her portfolio 'Beyond Success'. Giorgos Karailias (Greece) and Manuel Carpuso (Italy) received honourable mentions.



Eileen Kennedy
BEYOND SUCCESS
Award 2010 / first prize







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

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

visit our portal www.cedefop.europa.eu



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