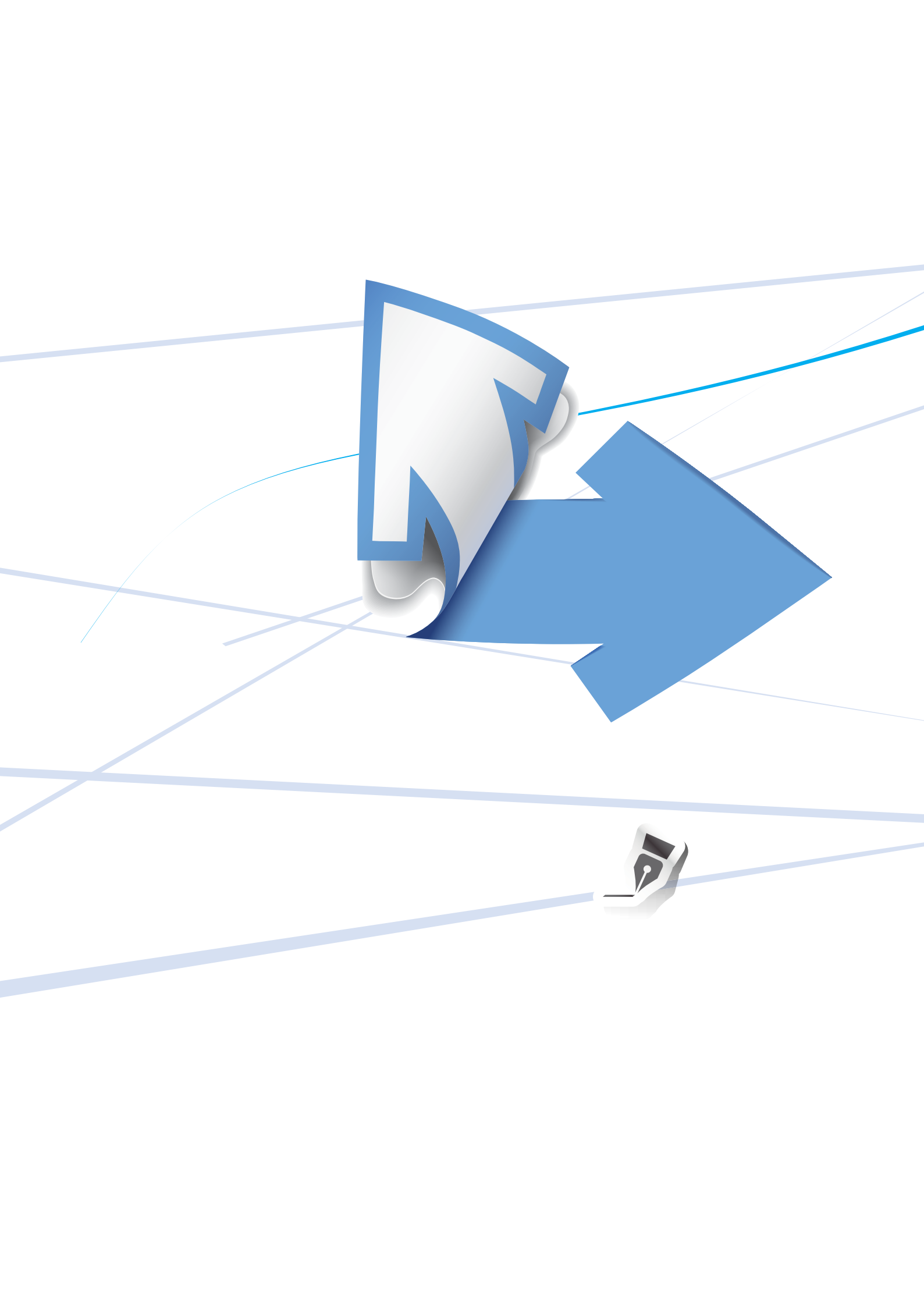




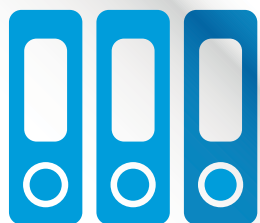
Annual report 2011







Annual report 2011





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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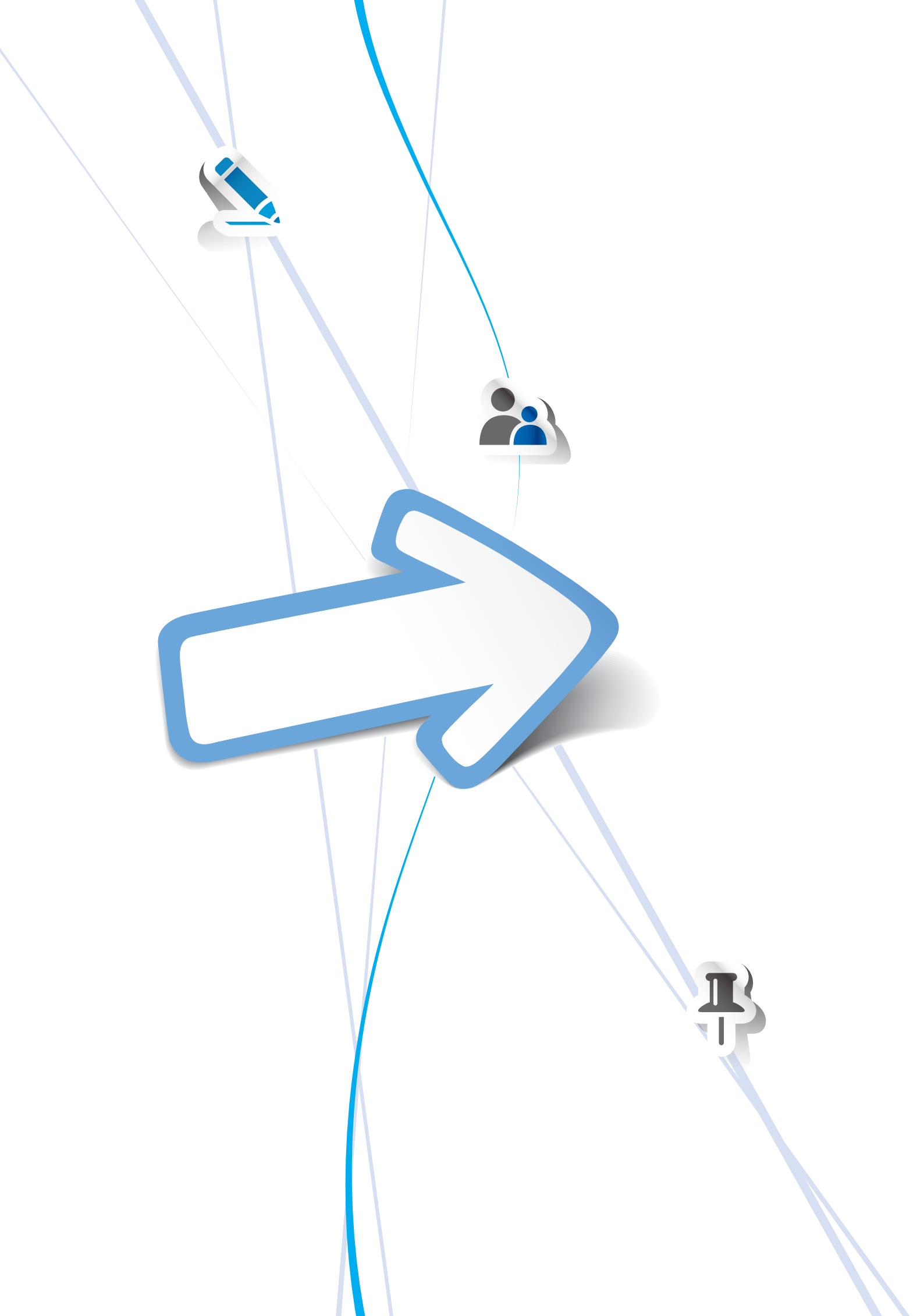


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Foreword



Two thousand and eleven was the first year in the new policy framework set by Europe 2020 and its flagship initiatives, the Education and training framework 2020 and the Bruges communiqué.

As focus shifted from policy-making to implementation, demand for Cedefop's expertise remained strong. The more so as education and training, and therefore vocational education and training (VET), are now embedded in the overall economic governance process which guides Member States' reforms to achieve the EU's 2020 goals.

In 2011, Member States made substantial progress in implementing common European tools and principles, which describe qualifications in terms of what learners are expected to know and able to do. Cedefop is supporting Member States' work on relating their qualifications to the levels of the European qualifications framework (referencing process). This support was highly appreciated, as a conference held in cooperation with and for social partners confirmed. Cedefop's work on the tools and how they need to interact to help people move smoothly between different types of education and training and to ensure synergy of the tools was the subject of a seminar, introduced by the Commissioner for Education

and Culture, Ms Vassiliou, with members of the European Parliament. This is an example of the type of cooperation Cedefop has developed with the European Parliament and the Economic and Social Committee.

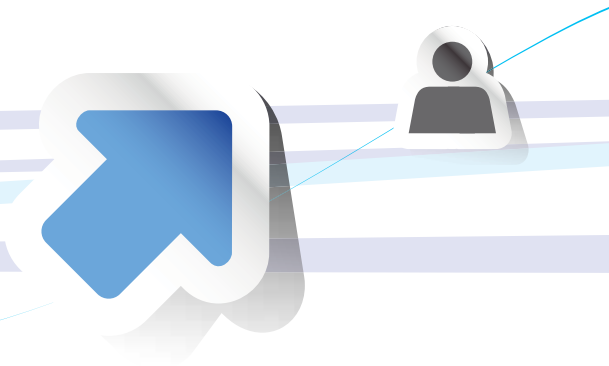
Rising unemployment and, in particular, the share of jobless youth exceeding 22% at the end of the year, increased policy-makers' attention to VET as a means to improve people's employability and address skills mismatches. A series of events organised by the Presidencies, the European Parliament and the European Economic and Social Committee focused on this issue. With three other agencies – Eurofound ⁽¹⁾, OSHA ⁽²⁾ and ETF ⁽³⁾, Cedefop discussed with members of the European Parliament which policy measures can help to alleviate the situation. By bringing together results of Cedefop's work on skills, EU tools and VET's benefits, Cedefop advocated an interdisciplinary approach in these discussions that bridges the divide between education and training and the labour market.

Invitations to conferences and meetings of senior stakeholders, as well as references to Cedefop work in policy documents and academic literature show that the Centre's output is relevant and timely and supports change in countries' VET.

⁽¹⁾ European Foundation for the Improvement of Living and Working Conditions <http://www.eurofound.europa.eu/> [cited 3.2.2011].

⁽²⁾ European Agency for Safety and Health at Work <http://osha.europa.eu/en/about> [cited 3.2.2011].

⁽³⁾ European Training Foundation <http://www.etf.europa.eu/web.nsf/pages/home> [cited 3.2.2011].



The year 2011 was also an opportunity to reflect on Cedefop's work over past years, as the medium-term priorities 2009-11 came to an end. Requests for continued support in many projects signaled that our work is well aligned with policy and to our stakeholders' needs. Closer working relations with European institutions and evaluations throughout this period confirmed that Cedefop is perceived as Europe's authoritative source on VET and skills policies.

The medium-term priorities 2012-14, which Cedefop adopted in 2011, are designed to support the new policy framework. They coincide with the timeframe set for a series of actions European countries have committed themselves to implement by 2014 in the Bruges communiqué (*).

Support for VET policy development and implementation must consider demographic, societal, technological and occupational trends, as they influence skills and competence needs. Cedefop will therefore continue to build and improve its capacity to anticipate and analyse external drivers that influence VET. To ensure that VET is relevant, attractive, easily accessible and flexible, continuous renewal is important. To support this renewal process Cedefop monitors and reports on progress and helps to make

European tools and principles coherent and complementary. Tools that make people's knowledge, skills and competences visible and relevant for the labour market will also empower Europeans to manage career transitions more effectively. Cedefop will step up its work on how adult and work-based learning can help ease these transitions and contribute to innovation and competitiveness.

Cedefop's new medium-term priorities, which will guide its work from 2012 to 2014, relate to three aspects – institutional, individual, labour market and external influences – of modern, relevant and flexible VET to benefit citizens and support economic development.

Thessaloniki, March 2012

Christian F. Lettmayr
Acting Director

(* http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf
[cited 3.2.2011].

1. Cedefop performance in 2011



Indicators in Cedefop's performance measurement system (PMS) show how Cedefop's work is being used, by whom and its effect. Results are contextualised qualitatively to understand where further performance improvements can be made.

Evaluation of Cedefop's performance considers its contribution to developing European VET policy. This includes looking at value added by Cedefop's support to strengthening European cooperation through implementing common European tools, such as the European qualifications framework (EQF) and European credit system for VET (ECVET), and assessing Cedefop's role in helping develop an evidence-based European VET policy agenda through analysis of the Copenhagen process and its work on skill needs. Cedefop also monitors the performance of its internal services and administration to ensure that they, too, focus on achieving Cedefop's objectives and priorities. A summary of the data from January to December 2011 is in Annex V.

Key findings

- Cedefop's work is highly relevant to the European VET agenda; its expertise is sought and valued by its stakeholders, in particular policy-makers, indicating trust in its quality;
- improvements to how Cedefop implements projects and a heavy policy-making agenda have both contributed to Cedefop's good performance;
- certain activities, notably on European tools and skills forecasts, make a significant contribution to Cedefop's performance;
- efficiency improvements in 2011 include quicker recruitment procedures, earlier payment of invoices to suppliers and faster publications throughput.

Several factors have contributed to Cedefop's performance. Increasing contributions to Presidency events, closer working relationships with European institutions, core competence and sound expertise in key policy areas such as the European tools and skills, appear to have raised the profile of Cedefop's work. All of these point to Cedefop achieving its objective of being an authoritative source on VET and skills.



Box 1. Performance highlights in 2011

By providing policy advice, generating new insights and raising awareness of VET issues Cedefop aims to strengthen European cooperation, promote an evidence-based VET and skills policy agenda and be acknowledged as an authoritative source on VET, skills and competences.

Providing policy advice

Showing the value of Cedefop's research and advice to key EU stakeholders, the number of EU policy documents citing Cedefop work, methods, conclusions and recommendations increased from 47 documents in 2009 to 88 in 2010 and 105 in 2011. References in these documents to different Cedefop studies and conclusions far exceed that number. Key policy users, as measured by citations, were the European Commission, European Parliament and Economic and Social Committee, with increased take-up in social partner documents. This coincides with an intensive policy-making period supporting medium- and longer-term EU policy.

Providing advice and helping to shape debate, Cedefop continued to contribute significantly to expert working groups or Presidency events, with 55% of events and meetings attended supporting Cedefop's MTP on informing VET policies and, in particular, common European tools and principles. Nearly one fifth of all policy-related events attended supported EU Presidencies directly or their preparation.

Generating new insights

Buoyed by interest in the briefing note series aimed at policy-makers, Cedefop's work on skills and significant new findings on study visits have been made available. Around 495 000 Cedefop publications were downloaded between January and December 2011, up 40% on the same period in 2010.

The influence of Cedefop's work is also increasing in academic circles, pointing to its relevance in the research community. There were over 300 citations of Cedefop publications and studies in academic literature in the period 2010-11, an 11.5% increase on 2009-10 and double the citations registered for 2008, before the medium-term priorities began.

Raising awareness among stakeholders

Ensuring messages and content reach stakeholders, there has been a 41% increase in visits to Cedefop's web portal over the 2009-11 MTP period. There has also been a continued increase in traffic from returning visitors to the website, a sign of increased visitor loyalty and satisfaction with the content.

Demand for Cedefop's expertise at conferences and events organised by other organisations is increasing. Cedefop staff participated in 100 events, principally making presentations, drafting papers, acting as rapporteurs or chairing workshops.

Quality of Cedefop events is perceived as high and getting better. Participants rating events as good or very good increased from 90.3% in 2009 to 96% in 2011. There are indications of further impact. Many participants say they are likely to use information gathered at an event to support policy-making or research.

Raising awareness among citizens

Europass continues to be a success story with high levels of use among Europe's citizens. At the same time, Cedefop messages are reaching more and more people, with media coverage increasing from 90 articles in 2009 to 581 in 2010. However, this has fallen back to 380 articles in 2011, indicating that further efforts are necessary to reach a wider public.

Efficient and effective support

For internal support services, the average time to pay invoices at 19 days exceeds targets and shows continued improvement. In parallel, recruitment procedures have become faster and publications throughput time has fallen compared to 2010. Commitment of the EC financial subsidy was at 99.2% and the target of 100% agreed with the Court of Auditors for using the Norway and Iceland contributions from previous years was achieved in full.



At the same time, spiralling consultation of several publication formats such as the Cedefop briefing notes, information series and the newsletters underline better targeting of user needs. While media coverage is down from its 2011 peak, linked to comparatively fewer articles quoting the medium-term skills forecasts (published in April 2010), results still show a marked increase over 2009 along with increasing diversification across European countries and respected media outlets. If skills forecast results influence media coverage, we can expect more media coverage in line with timing forecast updates.

Improvements to the web portal have made it easier to find and download Cedefop publications and other information. This appears to have also contributed to more visits to the website. Creating a link from the Europass website has increased traffic to the web portal.

Favourable circumstances have also helped improve performance. Policy document citations were boosted by a heavy policy-making agenda in 2010 marking the end of the Lisbon process and the start of the Europe 2020 strategy. This has continued into 2011 as updated documents or new communications have cited Cedefop research or recommendations.

The strong influence of a few activities

These results indicate that Cedefop is achieving its intended impact of supporting 'an evidence-based European VET and skills policy agenda' and that intended outcomes of the Centre's work' will be realised.

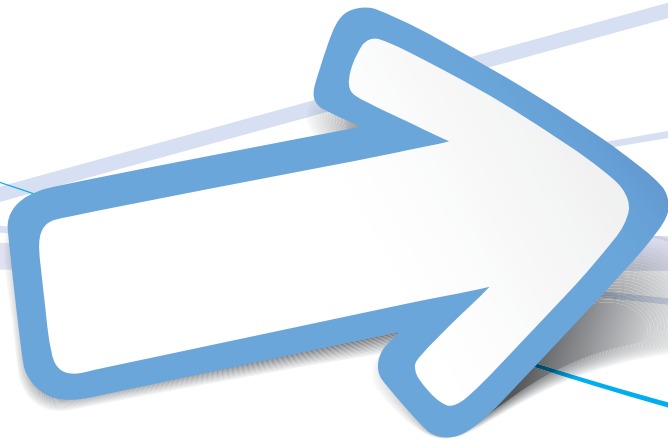
The extent of expertise sought by policy-making stakeholders is a further indicator of trust in the quality of Cedefop's work.

However, fewer policy documents in the coming years and a three- rather than two-year reporting period for the Copenhagen process may lead to a fall in citations (as already experienced for mandates) in future.

Improvements in Cedefop's performance are supported by activities which are large in scope and closely linked to the EU agenda. Take-up by our stakeholders shows most interest for work on European tools and principles and skills (see Box 6).

Downloads of publications in 2011 relied heavily on the study visits catalogue, various skills reports and the briefing notes series which are related to various subjects. At the same time, new publication formats are beginning to represent an increasing share of total user interest.

Europass use has increased every year since its launch. With the continued crisis in Europe, relative use was even higher in 2011 compared to previous years, in particular for the number of online cvs created. Such results underline the usefulness of Europass to Europe's youth.



Increasing quality through continuous improvement

Contextualising performance results helps to identify areas where improvements can be made or where new working practices could have a positive impact on the quality and reach of Cedefop's work. Such analysis is made easier by the approach taken to Cedefop's performance measurement system, for example the links between the PMS and Cedefop's work programme (see Box 2).

Better monitoring of policy citations, academic citations and media coverage, have also improved the quality and insightfulness of 2011 figures compared to 2009.

Systematic and targeted distribution through the Cedefop contacts database along with personal contacts – the approach taken for the briefing notes – may increase the reach and influence of other Cedefop publications. Identifying key entry points has also increased use of Cedefop's web portal.

Box 2. Having an impact: improving performance and accountability as a well-run organisation

A good indicator that key stakeholders consider Cedefop to be a well-run organisation is contained in the 2009 discharge ⁽⁹⁾ of May 2011 by the European Parliament. This recognises and congratulates Cedefop for its performance measurement system, declaring that it helps Cedefop manage and evaluate its impact, efficiency, effectiveness and relevance.

At the same time, the European Parliament calls for other agencies to follow principles that are inherent in Cedefop's performance measurement approach:

- linking key performance indicators to objectives, budgets and annual work programmes (Cedefop does this in its activity fiches);
- formulating results-oriented key performance indicators rather than procedural and process aspects of performance (the majority of Cedefop's performance indicators are results-oriented);
- annual activity reports containing easy-to-read tables and graphs summarising key performance achievements (Cedefop provides summary reviews at organisational level broken down by strategic priority).

⁽⁹⁾ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P7-TA-2011-0163+0+DOC+XML+V0//EN&language=EN>;
<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P7-TA-2011-0166+0+DOC+XML+V0//EN&language=EN>.



Box 3. Beyond VET: bridging education and employment policy-making

By illustrating how education and training and the labour market could interact more effectively, Cedefop aims to support the policy goals of Europe 2020 and the Bruges communiqué. In 2011, demand for Cedefop's expertise and policy advice remained strong. Invitations to 33 VET-related meetings of senior stakeholders and Presidency events in Hungary and Poland, citations in 105 EU and international policy documents, 16 EU mandates and contribution to 13 EU policy documents bear witness to the relevance and timeliness of its work, even as VET policy-making reduced from its 2010 peak.

VET does not exist in a vacuum. Interlinking its work on European tools and principles and skill needs, the Centre's interdisciplinary approach provided added value to the debate of the Hungarian Presidency conference on alleviating youth unemployment. Citations in an increasing number of documents underline VET's relevance to a wide range of policy areas.

Cedefop stressed the potential of qualifications frameworks to help education and training interact

better with the labour market at the EQF Presidency conference in Budapest, which it helped prepare.

With Presidency conferences focusing on the importance of 'Increasing attractiveness and excellence of VET through quality and efficiency' and 'Developing cooperation between VET, higher education and adult learning', Cedefop aimed to provide background evidence. Such complex phenomena require multifaceted approaches, bringing together the strands of different research around perceptions of VET, on using European tools to help learners progress through education and training and developments in tertiary education to incorporate more VET.

To help Directors General for VET (DGVT) follow up the Bruges agenda, Cedefop has been entrusted with preparing 'snapshots' on specific themes for Presidency semesters. They relate the state-of-play in these VET policy areas across Europe to actions agreed in the Bruges communiqué. The first snapshot focused on *Continuing VET*.



2. Key achievements in 2011



2.1. Informing European vocational education and training policies

ACTIVITY

Analysing and reporting on policy developments

In 2011, Cedefop's work focused on **ensuring a sound basis for continuous follow-up of the commonly agreed priorities for vocational education and training (VET) within the Copenhagen process**, in close cooperation with the European Commission (see Box 4). The Bruges communiqué established long-term strategic objectives for VET in 2020 and foresees a set of 22 short-term deliverables for the period 2011-14. These will focus on agreed reforms of national VET systems. In agreement with the European Commission, Member States and the social partners – represented in the Copenhagen working group ⁽⁶⁾ – Cedefop has developed a method and a system for following up and monitoring national progress in meeting short-term deliverables. This approach relies on several sources, including findings of Cedefop's studies on particular policy developments and ReferNet – Cedefop's European network for VET – for information on policies and actions in Member States, Norway and Iceland.

⁽⁶⁾ The Copenhagen working group supports implementation and monitoring of the Bruges deliverables. It is chaired by the European Commission and involves representatives of the preceding, current and forthcoming EU Presidency countries, representatives of the EU social partners, Cedefop and ETF.

⁽⁷⁾ <http://www.cedefop.europa.eu/EN/publications/17297.aspx>.

Box 4. Towards a new approach to VET policy reporting

Europe's 2020 strategy, the education and training framework (ET 2020) and the Bruges communiqué, which was informed by Cedefop's policy review *A bridge to the future* ⁽⁷⁾, have set a new script for joint work on priorities for VET. As in the past, Cedefop has been entrusted with reviewing progress. Reporting on progress, however, needs to adjust to requirements of the current policy framework.

Unlike in the past, priorities will not be reviewed every two years, as the Bruges communiqué combines long-term goals with short-term actions to achieve them. Also, education and training policy measures will be considered in the European Commission's annual evaluation of Member States' economic performance. This requires continuous monitoring of developments and a reinforced evidence base. To develop a sound methodological basis for follow-up of the Bruges agenda, Cedefop has designed a new multilevel approach. This will be used to collect and analyse information to:

- (a) take stock of policy developments within short-term deliverables by autumn 2012; and
- (b) prepare a comprehensive policy report on progress towards the strategic objectives in 2014. Cooperating closely with the European Commission, Cedefop analysed 22 deliverables to develop a conceptual framework which will allow understanding progress by country and by deliverable since 2010. This included devising a questionnaire for ReferNet to report on actions taken at national level.



Monitoring progress in VET within the current policy framework also entailed setting a new strategic orientation for ReferNet (see Box 5), to gear the network up for more analytical tasks. This was also needed to pay due consideration to Cedefop's medium-term priorities 2012-14, as well as to outcomes of the 2010 evaluation of the network.

In 2011, work also concentrated on disseminating and building on results of Cedefop's monitoring and analysis of VET

policies up to 2010. In March, the **Agora conference 'A bridge to the future – European vocational education and training policy 2002-10'** organised by Cedefop was hosted by the European Economic and Social Committee in Brussels. The conference was a high-level policy event with interventions from the Commissioner for Education and Culture, the Commissioner for Employment, Social affairs and Inclusion, the Hungarian State Secretary, representing the Hungarian EU Presidency, and chair of the European Parliament's Employment and Social Affairs Committee. The conference illustrated the effort made from 2002 to 2010 by the European Union, its Member States and social partners to work more closely than ever together to improve VET through agreed policies. The conference confirmed that progress has been made to modernise VET in Europe, but it also underlined that the next phase of the Copenhagen process from 2011 to 2020 will pose greater challenges. Discussions during the conference focused in particular on: governance and expected benefits of continued European cooperation in developing VET policy and the conditions and challenges to meet to make VET more attractive to young people and adults and more relevant to Europe's economy and society.

Summarising results and analysis to date on improving attractiveness of VET, Cedefop provided background material and delivered a keynote speech at the Hungarian **Presidency conference 'Increasing attractiveness and excellence of VET through quality and efficiency'** (Budapest, May).

Box 5. **A new strategic orientation of ReferNet**

The new 2012-15 partnership agreement, prepared and signed in 2011, gives a clear focus to ReferNet's work: their main assignments will be regular reporting on VET policies and developments. Reporting on policies and actions taken in Member States since 2010 to meet short-term deliverables of the Bruges communiqué will be the network's key task in spring 2012.

The 2020 EU policy framework and the renewed network's strategy called for a clear remit for ReferNet and for the support and commitment of Member States' governments. To this end, the network's governance structure has been amended. A charter, which defines the different actors' objectives, roles and responsibilities (Cedefop, ReferNet national representative, ReferNet grant beneficiaries) was drawn up and adopted by Cedefop's Governing Board.



To support the Copenhagen process and contribute to a deeper understanding of **VET attractiveness**, a study was launched to map, compare and evaluate the wide range of current policy initiatives and other measures to increase attractiveness of initial VET in Europe and provide recommendations for further action at national and European levels. Results will be available in 2012.

Synthesising knowledge on **geographical mobility for learning purposes in VET**, Cedefop provided content input at the Polish Presidency conference 'Mobility as a tool to acquire and develop competences from childhood to seniority' (Sopot, October).

Pursuing its work on innovative approaches to **financing VET**, in 2011, the Centre initiated a comprehensive and comparative analysis of innovative and cost-sharing mechanisms. Results were debated at a workshop in December and will be published in 2012, feeding into a Commission handbook on policies to promote lifelong learning to be disseminated at a joint EAC/Cedefop high-level conference. In parallel, Cedefop continued analysing specific financing mechanisms. In June, a workshop focused on training leave and payback clauses. Debates helped gain a better understanding of how these financing instruments may promote training in Europe. The briefing note *Loans for learning* ⁽⁸⁾ underlined core principles and good practice for training loan design and implementation. While there is no single ideal model for education and training loans, some guidelines were identified such as flexible repayment conditions, softening eligibility criteria

or developing synergy with other financing instruments and other public policies. Outcomes were also presented at the DG EAC-Hungarian Presidency final conference on implementing the action plan on adult learning 'It is always a good time to learn' (Budapest, March) and the ILO Skills Development Academy (Turin, October).

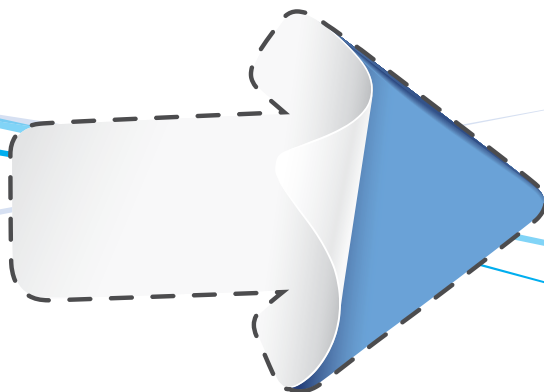
To provide recent **information on VET in EU Member States, Iceland and Norway**, Cedefop published online updated **VET in Europe – Country reports** ⁽⁹⁾. *Vocational education and training in Hungary* (short description and spotlight) ⁽¹⁰⁾ was prepared for the Hungarian Presidency and distributed at the May meeting of the Directors General for Vocational Training (DGVTs) and other Presidency and national events. *Vocational education and training in Poland* (short description and spotlight) ⁽¹¹⁾ was released for the Polish Presidency, distributed at the DGVTs meeting in September and at other Polish Presidency events. In parallel, to improve quality of VET country reports and align them better to current needs for information on VET systems, Cedefop with members of ReferNet developed a new approach to VET in Europe – Country reports. The new approach, to be piloted in 2012, includes: a brief country description of VET focusing on key features and challenges for each VET system and articles on

⁽⁸⁾ <http://www.cedefop.europa.eu/EN/publications/18987.aspx>.

⁽⁹⁾ <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>.

⁽¹⁰⁾ <http://www.cedefop.europa.eu/EN/publications/18125.aspx>; <http://www.cedefop.europa.eu/EN/publications/18179.aspx>.

⁽¹¹⁾ <http://www.cedefop.europa.eu/EN/publications/18613.aspx>; <http://www.cedefop.europa.eu/EN/publications/18673.aspx>.



topics of European interest to establish cross-country reviews and analysis on selected issues.

ACTIVITY

Supporting development and implementation of common European tools

In 2011, an increasingly important part of Cedefop's work related to supporting implementation of European tools and principles – a priority on the agenda for European cooperation in education and training (Education and training 2020, ET 2020, and Copenhagen process).

First, Cedefop directly supported the EU political and institutional process. The Centre provided policy advice and expertise to European-level working groups, committees and networks set up to help implement the European qualifications framework (EQF) and European quality assurance in VET (EQAVET), as well as the European credit system for VET (ECVET). These include: the EQF advisory group and its subgroups – which Cedefop jointly coordinates with the European Commission; the ECVET scientific advisory committee, steering group, users group, and network; EQAVET steering committee, thematic groups and general assembly and the board for a European taxonomy of skills, competences and occupations (ESCO).

Second, through its studies and comparative analyses, Cedefop provided a strong evidence base to policy-makers on key issues and

challenges related to implementation of the tools. Its findings also promoted and supported policy/peer learning among Member States and social partners. In 2011, Cedefop analysed and provided feedback on national **EQF referencing reports** which explain how countries relate their national qualifications frameworks (NQFs) or levels to the EQF (referencing process). Based on the mandate of the EQF advisory group, the Centre has systematically supported Member States and other stakeholders in monitoring the strengths and weaknesses of these processes and reports. Cedefop's analyses show that countries are putting considerable efforts into developing credible and reliable referencing processes. However, they encounter several challenges, for instance, how to involve all stakeholders, including social partners; how to ensure coherent referencing of some 'critical' qualifications like those that traditionally give access to universities; how to improve coordination between EQF referencing and Bologna self-certification processes ⁽¹²⁾ with several countries working towards one comprehensive report covering both dimensions. Credible and reliable referencing increases transparency and trust – a precondition for a functional EQF which allows comparison of qualifications across Europe. Work is carried out in close cooperation with the Council of Europe (coordinating self-certification

⁽¹²⁾ Self-certification is a process by which national authorities confirm that their qualifications framework for higher education is compatible with the overarching qualifications framework set for the European higher education area (QF-EHEA).



Box 6. Having an impact: supporting EQF implementation at national level

For Cedefop, having an impact means helping to bring about situational changes in European VET and related policy. One way Cedefop supports change is by assisting countries in relating their qualification levels to the eight levels of the EQF.

Entrusted with this work by the EQF advisory group, Cedefop systematically commented on the draft and final **EQF referencing reports** submitted in 2011 by Austria, Belgium (Flanders), Croatia, the Czech Republic, Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Luxemburg, the Netherlands, Poland and Portugal. These reports explain why national qualification levels have been assigned to specific EQF levels and how the decision was made. Cedefop's comments on strengths and weaknesses of these processes informed national discussions and respective revisions.

Twenty-four papers and background documents, (either alone or jointly with the European Commission or the Council of Europe) and **24 presentations at 16 meetings** related to the EQF (EQF advisory and working groups, peer-learning activities and EQF national coordination points) contributed to evidence on a wide range of topics, in particular:

- quality of the referencing process and challenge of promoting trust among stakeholders;
- strengths and weaknesses of national EQF referencing reports and summaries of the EQF advisory group's feedback codrafted with the Council of Europe to ensure coordination between EQF and Bologna processes;
- relationship between qualifications frameworks and recognition of academic qualifications for academic purposes;
- relationship between EQF and ESCO and structure of the ESCO qualification pillar.

EQF series specifically address policy-makers and experts involved in putting EQF into practice nationally and at European level.

Note 3 on *Referencing national qualifications levels to the EQF* (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note3_en.pdf) and Note 4 *Using learning outcomes* (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note4_en.pdf) were published jointly with DG EAC.

in the Bologna process).

Third, Cedefop mapped and analysed **NQF developments** in 2011 ⁽¹³⁾. Building on previous mapping in 2009 and 2010, the 2011 report gives an extensive and detailed review at European and national levels and points to

future challenges. Analysis shows that countries view NQFs as tools supporting national reforms and coherent lifelong learning policies. By promoting use of learning outcomes, NQFs play a key role in creating more permeable and flexible education and training systems, which will help to reduce barriers to access and progression. The report also highlights

⁽¹³⁾ <http://www.cedefop.europa.eu/EN/publications/19313.aspx>.



strengthening links between NQFs and validation of non-formal and informal learning in most countries, currently high on the policy agenda.

Cedefop's expertise and analysis also fed into the Hungarian EQF Presidency conference (Budapest, May) with a keynote speech on *How can qualifications frameworks help to increase the relevance of education and training for the labour market* and contributions to workshops.

Qualification credibility is directly influenced by the quality and reputation of education and training providers. Therefore, accreditation stands out as a key instrument for strengthening trust among stakeholders and improving learning provision. The study *Assuring quality in VET – the role of accrediting VET providers* ⁽¹⁴⁾ confirmed this and revealed that accreditation has similar objectives and follows similar procedural steps, despite considerable differences across countries and sectors but also within countries. It also pointed to a clear trend towards increased cooperation between VET and higher education in accreditation in several countries. Building on these outcomes, a study was launched to analyse management approaches to establishing a quality culture in VET institutions. Results will be available in 2012 and will contribute to implementation of the EQAVET recommendation.

ECVET monitoring was finalised in

December. Building on previous monitoring in 2010, the 2011 report focuses on **strategies for implementing ECVET** in European countries. It indicates that Member States are preparing for implementation by creating coordination points and intensifying their work in pilot projects and other initiatives. Success of ECVET will depend on developing convincing argumentation in its favour. Evidence suggests that institutional, legal and conceptual frames (for example on modularisation or the learning outcomes approach) were developed before the ECVET recommendation was agreed. These should now be explicitly linked to ECVET. To support these reflections, Cedefop launched a study on unitisation ⁽¹⁵⁾ for flexibility and mobility in VET.

Findings of a pilot study on using **Europass**, ECVET and EQF to record, validate and certify learning outcomes suggest that Europass can support implementation of NQF, EQF and ECVET. When adapting Europass documents, attention should be paid to keeping a balance between user-friendliness and reliability for institutions engaged in validation. To improve its user-friendliness, the **Europass** website, managed by Cedefop, was redesigned in 2011. Improved navigation provides quicker access to the most popular information. The Europass website shows continual increase in activity: 13.0 million visits in 2011 (10.1 million in 2010) and 5.9 million cvs generated online (3.9 million

⁽¹⁴⁾ <http://www.cedefop.europa.eu/EN/publications/19074.aspx>.

⁽¹⁵⁾ A unit is a set of knowledge, skills, and/or competences which constitute a coherent part of a qualification. Cedefop (2009), *Terminology of European education and training policy*.



in 2010). At the request of the European Commission, work started on developing an additional tool to document non-formal and informal learning outcomes and on designing a European skills passport – due in 2012 – to provide citizens with a portable dossier.

Cedefop contributed to ongoing work on building a **European standard terminology for skills, competences, occupations and qualifications (ESCO)**, suggesting ways to link this initiative to the EQF. In two background papers for the ESCO board, Cedefop outlined a structure for qualifications terminology and proposed a way it can be developed without creating unnecessary work for Member States and other stakeholders. For the ESCO reference group on transversal or cross-sectoral skills and competences, Cedefop pointed to conceptual challenges and available sources of information.

To address challenges involved in implementing common European tools, Cedefop organised with the **social partners** a conference on their role in implementing European tools and principles (see Box 7).

Two briefing notes were produced for the conference: *Qualifications frameworks in Europe: modernising education and training*⁽¹⁶⁾ and *Shaping lifelong learning: making the most of European tools and principles*⁽¹⁷⁾. The latter reflected on **synergy** and coherence **among**

Box 7. Supporting social partners in implementing European tools

The conference 'The role of the social partners in implementing European tools and principles – Increasing the relevance of education and training to the labour market' was jointly organised by Cedefop and the social partners at the European Parliament in Brussels on 24 and 25 November 2011. By providing an updated review of developments, it gave 120 social partner representatives a platform to discuss systematically the labour market relevance of European tools and principles and their role in implementing them.

The event discussed the tools in a European context of education and training and employment making clear that these initiatives cannot operate individually, but need to be linked to a wider policy strategy.

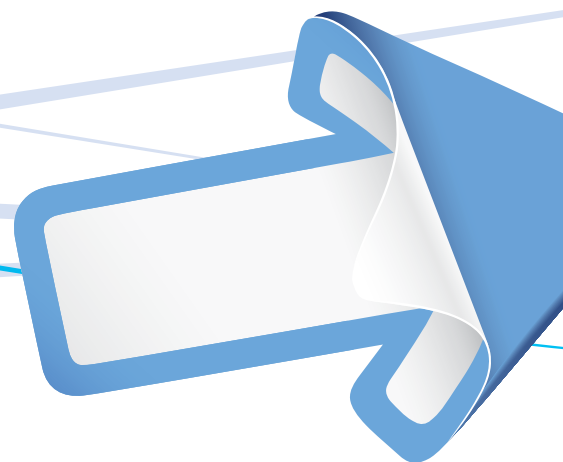
Employer and employee representatives confirmed their commitment. They stressed the need to focus on learning outcomes to make qualifications more transparent and relevant and training institutions more accountable. Validating knowledge, skills and competences people acquire outside formal education and training settings is important for individuals and a more effective use of available skills on the labour market. Discussions also underlined that sectors play an important role in supporting and developing common trust, and that giving priority to implementing qualifications frameworks is essential.

Conference material is available at

<https://events.cedefop.europa.eu/EUtools2011>.

⁽¹⁶⁾ <http://www.cedefop.europa.eu/EN/publications/19040.aspx>.

⁽¹⁷⁾ <http://www.cedefop.europa.eu/EN/publications/19146.aspx>.



European tools. This coherence is critical if they are to be relevant and useful for citizens and help them to make full use of their knowledge, skills and competences on the labour market or in further learning. This has become a new focus for Cedefop in 2011. In this respect, the Centre also contributed to a reflection group set up by DG EAC. The group considered the links between EQF, EQAVET and ECVET and explored how these tools can contribute to a shift to learning outcomes. Cedefop contributed substantially to the seminar on ‘Assuring the quality of VET qualifications’ (Bonn, November) which focused on increased use of learning-outcomes-based VET standards and the challenges this poses for European tools. It illustrated the need for increased cooperation and coordination between relevant European initiatives.

With the above activities, Cedefop provided a strong evidence base for key stakeholders involved in shaping policies. Numerous requests from Member States and sectoral stakeholders for Cedefop speeches and expertise are another clear indicator of Cedefop’s direct support to policy development at national and sectoral levels.

ACTIVITY

Study visits

In the academic year 2010/11, 2 723 participants from 30 countries shared information on eight different education and training policy areas that form part of ‘ET 2020’. Of 243 visits in the **study visits programme** for education and vocational training specialists and decision-makers, 58% took a VET (18%) or lifelong learning perspective (40%) and 42% discussed themes within the general education ET 2020 context. The share of visits in VET was stable, while 92% of participants found visits rewarding, being either very satisfied or satisfied with their experience.

To understand the impact of study visits on participants, an assessment initiated in 2010 was completed. The results for 2008/09 and 2009/10 indicate that the **study visits programme** does not only offer an opportunity to learn about European education and training policies and practices in other countries; participants also became more aware of European cooperation in education and training (70%), lifelong learning strategies of the EU and Member States (50%), benchmarks for education and training in Europe (41%), and European tools and principles, such as EQF, ECVET and Europass (24%). The programme also helped raise awareness of European education and training systems among decision-makers and practitioners and stimulated further cooperation and networking among participating



institutions. Multiplier effects were evident: 98% of respondents (in both years) disseminated the information acquired to various recipients, mainly at local and regional levels.

Cedefop continued its targeted promotion of the programme, which is part of the European lifelong learning programme (LLP) 2007-13, to social partners. The impact assessment for 2009/10 revealed that 100% of social partners were satisfied with their participation in study visits. Based on findings from two 2010/11 visits specifically for policy- and decision-makers, a workshop was organised to discuss policy messages on how to promote evaluation culture in schools and VET institutions. Study visits and workshop outcomes were published in November in the booklet *Evaluation for improving student outcomes* ⁽¹⁸⁾.

Promotion and dissemination of programme results continued to be a priority. *Empowering the young of Europe to meet labour market challenges* ⁽¹⁹⁾, published in December following in-depth discussion at a seminar organised by Cedefop in early 2011, presents successful practices for preparing the young for the labour market and preventing them from leaving education and training early – a major concern in times of high youth unemployment. Study visits publications are for the most part necessary working tools for all concerned with study visits. They accounted for 16% of publication downloads from Cedefop's web portal in 2011.

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

ACTIVITY

Skills and competences analysis

Cedefop's analysis of skill and competence needs in Europe aims to **support implementation of the Europe 2020 flagship initiative 'An agenda for new skills and jobs'**. In addition to producing up-to-date evidence on skill needs in Europe and developing adequate methods and tools for skill needs anticipation, Cedefop actively **supports development of the EU skills panorama** (to be launched in 2012). The panorama will feature international and national evidence and data on skill needs, including Cedefop's forecast.

The **2011 update of Cedefop's forecast** was published in February 2011 in the briefing note *What next for skills on the European labour market* ⁽²⁰⁾ and with the 2010 medium-term forecast resulted in over 20 000 downloads in 2011. The forecast update showed that the recession would reduce employment in Europe by around 10 million jobs by 2020, compared to what might have been expected had the crisis been avoided. At sectoral level, the recession appears to have accelerated the current shift in jobs from primary and basic manufacturing to services. Nevertheless, future prospects for

⁽¹⁸⁾ <http://www.cedefop.europa.eu/EN/publications/18985.aspx>.

⁽¹⁹⁾ <http://www.cedefop.europa.eu/EN/publications/19156.aspx>.

⁽²⁰⁾ <http://www.cedefop.europa.eu/EN/publications/17783.aspx>.



manufacturing appear somehow brighter than expected at the beginning of the crisis. This underlines the continuing importance of this sector to Europe's economy and indicates that jobs are being saved or relocated within rather than outside the EU. The 2011 update is however less optimistic about the number of jobs the service sector will create by 2020. This is partly caused by austerity measures and cutbacks in public and private spending and investment. Nevertheless, services are still expected to provide the greatest share of job openings between now and 2020. Changes in the industry structure and introduction of technology are increasing demand for people with high- and intermediate-level qualifications. Future labour supply projections depend on changes in demography, labour market participation and patterns of acquisition of qualifications. At this point, most countries appear on track to meet targets agreed at European level for improving the qualification levels of their workforces. Cedefop's new forecast was prepared throughout 2011 and was validated by country experts in October. It will be released in March 2012.

In February, a conference on comparing **methods and applications for forecasting skill needs** brought together an international forum of more than 60 researchers and experts in forecasting. It provided insight into the way Cedefop's forecast is used at national level and into other innovative forecasting activities taking place in Member States. The conference discussed further improvement of Cedefop's forecasting methodology and how skill supply and demand forecasting can be promoted as a

method for identifying future skill needs. The findings and methodology of Cedefop's forecast were also presented at various high-level events, including the Hungarian Presidency ESF conference 'More focus to ESF – Bringing the European Social Fund closer to Europe 2020 objectives and OECD's seventh forum on partnerships and local government – Demographic change and local development: new ways of thinking, new financing mechanisms'.

Migration is a well-known factor impacting on both skill supply and demand. Migration, including migration within the EU, will increasingly influence the future size and composition of the working population in Member States. This has important implications for skill demand and supply. Forecast findings indicate no significant negative impact of emigration on supply of highly-skilled people in countries of origin. Results for selected countries show that immigration generally raises the qualification level of the working population, but only to a small degree. Migration can, however, contribute to **labour market polarisation in Europe**. As Cedefop's research paper *Labour-market polarisation and elementary occupations in Europe* ⁽²¹⁾ demonstrates, occupational polarisation emerged for the first time in Europe between 1998 and 2008; labour demand rose for both high-skilled and elementary jobs. Although

⁽²¹⁾ <http://www.cedefop.europa.eu/EN/publications/17560.aspx>.



this can be linked to macroeconomic and structural changes in sectors, rising supply of non-national workers also contributes to this trend, fostering an increase in elementary jobs mostly linked to personal and household services. It is also likely that a relative increase of elementary occupations will persist in the near future. Specific (VET) policies could however potentially help raise the status of these occupations, thus reducing the skill polarisation trend.

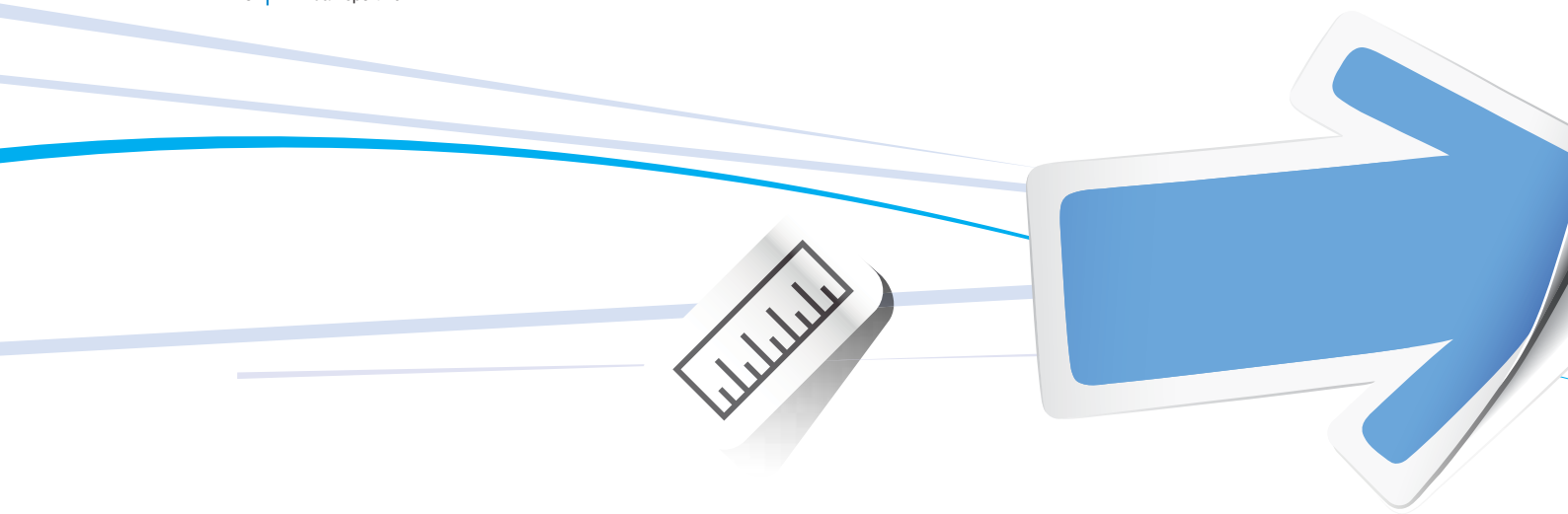
Cedefop's research on **skill mismatch** also focused on migration issues. The study ***Migrants, minorities, mismatch?*** ⁽²²⁾ shows that migrants from outside the EU are disproportionately affected by overeducation. The study brings forward several policy implications. First, policies should focus particularly on migrants from non-Member States and attempts should be made to put migration in a more positive light. Second, developing and implementing further common standards for recognition of qualifications obtained abroad is needed, especially for qualifications from outside the EU. For both migrants and ethnic groups, improving job access should be a high priority. Public employment services could play an important role in helping both groups to be more competitive when applying for jobs. On the employer side, giving workers more autonomy

is associated with a lower probability of overeducation. In general, providing more training opportunities, including language training, to migrants and ethnic minorities could contribute to alleviating skill mismatch.

The Cedefop/ILO joint report on ***Skills for green jobs: a global view*** was released by the ILO as an executive summary (June 2011) and a synthesis report (October) ⁽²³⁾. Jobs can be created by economies moving towards greener production, if they can deal effectively with structural change and transformation of existing jobs. Transformation brought by greening economies affects skill needs in three ways. First, structural changes – green restructuring – decrease demand for some occupations and skill profiles and increase demand for others. This calls for training to enable workers and enterprises to move from declining to growing sectors and occupations. Second, some new occupations emerge, calling for provision of relevant training courses and adjustment of qualification and training systems. Third, new skills will be needed by workers in many existing occupations and industries in the process of greening existing jobs. The last source of change in skill requirements is the most widespread and calls for a major effort to revise existing curricula, qualification standards and training programmes at all levels of education

⁽²²⁾ <http://www.cedefop.europa.eu/EN/publications/18670.aspx>.

⁽²³⁾ http://www.ilo.org/skills/pubs/WCMS_156220/lang-en/index.htm;
http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_159585/lang-en/index.htm.



and training. All three sources of change alter skill profiles of occupations and thus affect training needs and delivery. Further pursuing its work on the impact of making economies greener, Cedefop studied in 2011 the relationship between green skills and environmental awareness in VET. In October, experts validated the study findings during a workshop and suggested policy recommendations and future steps to be taken.

The approach and methods for **a survey for employers on skill needs in enterprises** were finalised and pre-tested. As results of the pre-test confirmed feasibility of the survey and helped fine-tune the questionnaire, a full pilot will take place in nine countries early in 2012.

Skill mismatch in enterprises and in particular how mismatch is influenced by recruitment and human resources development practices, will form a new strand of Cedefop's research from 2012. To establish a sound basis for this work, a comprehensive literature review was carried out. Finally, a specific (Cedefop) survey on **skills obsolescence** was tested and data analysis has started.

Ongoing **support to the European Commission** has been provided, notably through participation in inter-service working groups on the European skills panorama and on 'blue growth', dealing with maritime development. Cedefop also participated in several workshops and expert groups organised by specific DGs in relation to skill needs. To promote knowledge-sharing and develop complementary research strategies, Cedefop organised in November an international seminar on 'Skills anticipation and

matching' with the main international and national stakeholders, such as Australia, Canada, World Bank, OECD, Unesco, and ILO.

ACTIVITY

Qualifications for lifelong learning

Building on previous work and exchange of experience, Cedefop continued its research on **curriculum** and **assessment** policies and practices and implications of the **learning outcomes approach** for individuals. Preliminary findings presented at the Polish Presidency conference on 'Effective policies for the development of competences of youth in Europe' (Warsaw, November) show that IVET curricula are being revised across Europe to respond to diverse needs of learners and the labour market. New curricula emphasise learning outcomes and play a key role in raising the attractiveness, status and take-up of VET. Outcomes of Cedefop's second international workshop on 'Curriculum innovation and reform: an inclusive view to curriculum change' (Thessaloniki, January) suggested that curricula based on learning outcomes increase learner motivation, raise participation rates and may help reduce early school-leaving. They can also forge stronger links between theoretical and practical learning and help improve learners' prospects on the labour market. Similarly, but at slower pace, assessment becomes broader not only in terms of purposes and methods used but also in terms of learning outcomes measured. Formative assessment, skills demonstrations,



portfolios and simulation of real work settings are more discussed and applied in initial VET than previously. Defining learning outcomes for curricula and assessment is becoming a shared responsibility of different stakeholders. Evidence shows that social partner representation and engagement have become stronger.

Outcomes of this work informed discussions of the learning outcomes group Cedefop jointly coordinates with the European Commission, and two thematic working groups on assessment of key competences and on early school-leaving, established in autumn 2011.

Emphasis was also placed on **permeability of education and training systems** with focus on how VET and higher education can support each another. The study *From credits to permeability* was completed at the end of 2011. It highlights that permeability stimulates reflection on whether and how VET systems can support learners' moving across different types and levels of education and training. These findings are linked to those of pilot study *VET at higher qualification levels* ⁽²⁴⁾, which concludes that many tertiary-level qualifications are vocational, with a strong link to the labour market and high involvement of enterprises at all stages, leading to award of qualifications. The study revealed a need to improve parity of esteem between VET and higher education (HE) and to make learning routes more flexible. Its results have been widely disseminated, including at the Hungarian Presidency conference 'Increasing attractiveness and

excellence of VET through quality and efficiency' (Budapest, May).

By focusing on the central role of workplace learning in lifelong learning strategies, Cedefop's work supported implementation of the European Commission's action plan on **adult learning**. The study *Learning while working – Success stories on workplace learning in Europe* ⁽²⁵⁾ points out that a wide range of policy measures, incentives and support services are needed for both employers and workers to encourage their commitment to and participation in skills development at the workplace. Economic renewal strategies and innovation policies should be linked to employment and skill development agendas. The report is in high demand and was the fourth most popular Cedefop analysis published in 2011 (5 325 downloads in 2011). It was presented at the final conference on implementing the action plan on adult learning under the Hungarian Presidency (Budapest, March) and also formed the core content input for the 'thematic snapshot' on work-based learning prepared for and discussed at the DGVT meeting in September. Cedefop's international expert workshop on 'Innovation and learning in enterprises' in November built on this work and developed it further. Underlining the role that VET and learning-conducive working environments play in fostering enterprises' innovative capacity, it pointed to the need to conduct further research and to bridge policies on innovation and learning.

⁽²⁴⁾ <http://www.cedefop.europa.eu/EN/publications/18646.aspx>.

⁽²⁵⁾ <http://www.cedefop.europa.eu/EN/publications/17770.aspx>.



Cedefop also reviewed Member States' progress in achieving the priority areas of the **lifelong guidance** Council resolution (2008). The report *Lifelong guidance across Europe – Reviewing policy progress and future prospects* ⁽²⁶⁾ shows that countries are working to strengthen the role of guidance in national lifelong learning and employment policies. Ongoing national reforms focus on partnerships among key players and on tailoring guidance to users' needs.

Guidance and counselling to support longer and more satisfying careers is important in ageing societies. The reference publication *Working and ageing: guidance and counselling for mature learners* ⁽²⁷⁾, which examines examples of measures and successful practices launched in Member States, contributes to the European year for **active ageing and solidarity between generations** in 2012. The workshop 'Learning later in life' – organised jointly with the European Commission in September – shared evidence on the relationship between ageing, learning and working and on how to improve effectiveness of active ageing policies.

Guidance has a key role to play in supporting **entrepreneurship learning**. Cedefop's study *Guidance supporting Europe's aspiring entrepreneurs – Policy and practice to harness future potential* ⁽²⁸⁾ shows that countries are increasingly promoting entrepreneurship as a

career option for adults and young people and as a way to (re)enter the labour market. Guidance is also increasingly embedded in entrepreneurship learning processes both in VET and higher education.

At the request of the European Commission, Cedefop shaped the conceptual frame for a new thematic working group on **trainers in VET**, set up in November under the open method of coordination. A background note highlighting the group's mandate and objectives was drafted, approved by the European Commission and validated by DGVTs at their meeting in May. To maximise impact and avoid duplicating efforts, this thematic working group will take over the work of Cedefop's VET teachers and trainers network, TTnet. Drawing on its long-standing expertise, Cedefop will provide conceptual support to the working group. The first meeting will take place in February 2012.

In its subgroups on mentoring, trainers in enterprises and VET leadership, TTnet's final work focused on areas receiving increasing attention in policy discourse. Decentralised decision-making and increased focus on learning outcomes require greater accountability and quality assurance. As legal and financial responsibilities and administrative tasks gained importance, pedagogical leadership became less significant. Recent EU policy documents, including the Bruges communiqué, however, acknowledge that VET leaders are key actors in raising VET's quality and in helping develop and implement local and regional skills strategies. With its working paper *Exploring leadership in VET* ⁽²⁹⁾, published in November, Cedefop

⁽²⁶⁾ <http://www.cedefop.europa.eu/EN/publications/18625.aspx>.

⁽²⁷⁾ <http://www.cedefop.europa.eu/EN/publications/19076.aspx>.

⁽²⁸⁾ <http://www.cedefop.europa.eu/EN/publications/18285.aspx>.

⁽²⁹⁾ <http://www.cedefop.europa.eu/EN/publications/19066.aspx>.



intends to raise awareness and stimulate debate and reflection among policy-makers, researchers and other stakeholders.

The work on **validation of non-formal and informal learning** was stepped up during spring 2011. The updated version of the European inventory was completed (in cooperation with DG EAC) and launched on Cedefop's website. The Centre further supported the European Commission in preparing for a recommendation on validation to be adopted in 2012. It will stress how NQFs can promote validation, in particular through emphasis on learning outcomes. The relationship between NQFs and validation was discussed during the Polish Presidency at a peer learning activity Cedefop helped to prepare and contributed to. The recommendation will also emphasise the importance of validation approaches relevant to employees and employers. Forthcoming results of the ongoing study on validation and competence assessment in enterprises indicate that competence assessment is frequently used systematically in large enterprises, less so in small- and medium-sized enterprises (SMEs). Validating soft or transversal skills and competences poses a particular challenge for enterprises. Findings of this study will also feed into the European inventory and revision of the European guidelines for validating non-formal and informal learning. Work has commenced in cooperation with the Commission to publish the revised guidelines in 2012 (the 2009 version of the guidelines continues to be a major reference with over 6 000 downloads in 2011).

The above activities show that Cedefop's evidence not only feeds into the EU policy agenda but also helps to stimulate national reforms. Demand for Cedefop's support in different thematic working groups and an invitation to contribute to EU policy documents (such as the forthcoming recommendation on validation of non-formal learning, the final report of the Commission's working group on adult learning and the policy handbook on assessing key competences) demonstrate the value attributed to its policy advice.

2.3. Assessing vocational education and training's benefits

ACTIVITY

Researching VET

The briefing note *Despite many benefits, VET still lacks esteem* ⁽³⁰⁾ summarises results on the **economic and social benefits of VET**. Cedefop's research indicates that VET has the potential to generate many benefits common to all countries. These benefits are shared by individuals and enterprises as well as the economy and society in general. Training provided by enterprises increases workers' satisfaction and productivity. In turn, higher productivity can improve competitiveness and contribute to higher economic growth. There is also evidence that wage returns to VET and its wider social benefits are close to those of

⁽³⁰⁾ <http://www.cedefop.europa.eu/EN/publications/18353.aspx>.



general education and even higher in some countries. However, the extent to which these benefits can be achieved depends heavily on the institutional context in which VET is embedded. Throughout 2011, Cedefop released six research papers analysing particular types of benefits and how they accrue to individuals, companies or society.

On **economic benefits**, research published in *The economic benefits of VET for individuals* ⁽³¹⁾ indicates that returns to initial VET (earnings and probability of being in employment) are of similar extent to those of tertiary general education. Cedefop also carried out meta-analysis of evidence available in literature the VET's economic benefits for firms. Results of this analysis, published in *The impact of vocational education and training on company performance* ⁽³²⁾, show the significant positive effect of VET on firms' economic performances. Evidence of the effects of different types of training is however limited because this aspect was not recorded in most studies. Similarly, a clear relationship between size of investment and size of effect on productivity is hard to establish, as available VET variables and estimated effects are difficult to compare. This highlights the need to pursue this line of research further.

Research on **social benefits of VET** was published in three research papers. *The anatomy of the wider benefits of VET in the*

workplace ⁽³³⁾ shows that employers only get full benefits of internal training if it is integrated in a wider frame of continuous professional development. Training activities can go a long way in motivating employees and encouraging them to commit to the goals of the organisation. *Vocational education and training is good for you – The social benefits of VET for individuals* ⁽³⁴⁾ demonstrates that VET produces social benefits for individuals in all European countries but that the nature of such benefits will change subject to institutional factors mitigating their formation. For instance, health-related social benefits of continuing VET were found in systems known for their political efforts to improve training and working conditions in the workplace, such as in Scandinavian countries. *Vocational education and training for the common good – The macrosocial benefits of VET* ⁽³⁵⁾ argues that although increasing the share of VET in education does not lead directly to macro-social benefits, it could still positively affect social cohesion by improving equity in educational outcomes.

New research on the **labour market outcomes of VET** shows that VET provides its graduates with comparatively positive outcomes on the labour market. In many countries VET graduates are more likely to be actively engaged in the labour market and less likely to be unemployed than their counterparts with similar general stream education levels.

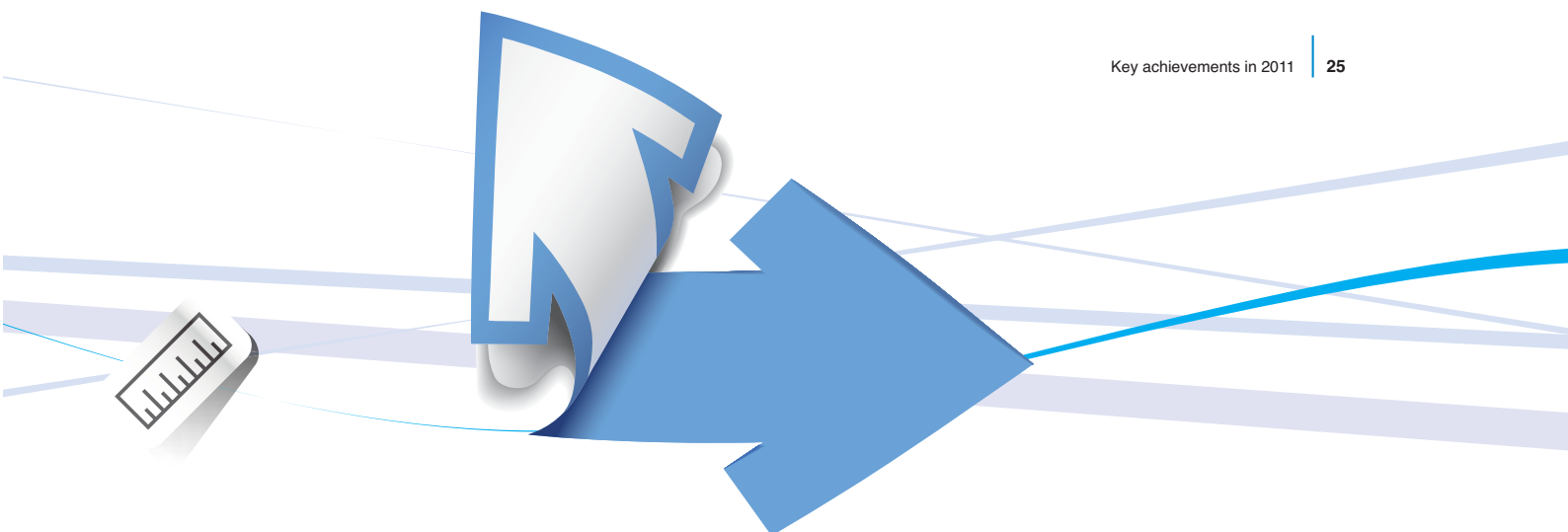
⁽³¹⁾ <http://www.cedefop.europa.eu/EN/publications/18070.aspx>.

⁽³²⁾ <http://www.cedefop.europa.eu/EN/publications/19219.aspx>.

⁽³³⁾ <http://www.cedefop.europa.eu/EN/publications/17947.aspx>.

⁽³⁴⁾ <http://www.cedefop.europa.eu/EN/publications/18440.aspx>.

⁽³⁵⁾ <http://www.cedefop.europa.eu/EN/publications/18283.aspx>.



Cedefop's work on **statistics and indicators on VET** leads to improvements in availability of internationally comparable VET indicators and data sources. For example, building on several years of input, support to provide labour force survey data for VET and general stream graduates (medium level) is increasing. Obtaining such data systematically would allow development of several internationally comparable VET indicators and lead to a better understanding of VET's labour market outcomes. Similarly, providing the ISCED review with opinions and input helps to ensure better international comparability of all (vocational) education statistics following the ISCED standard. Finally, participation in the Eurostat task force on mobility indicators in 2011 helped shape the discussion on adequate mobility indicators.

2.4. **Raising the profile of vocational education and training**

To raise VET's profile and increase awareness of its key role in lifelong learning and employability, Cedefop aims to provide its diverse stakeholders – ranging from policy-makers at European and national levels, including social partners, to the general wider public – with accessible, accurate and timely information on VET targeted to their specific needs.

ACTIVITY

External communication

Cedefop's key messages in 2011 included supporting skills development through workplace learning, economic and social benefits of VET, growing impact of common European tools and principles, and Europe's skills supply and demand forecasts for 2020. Different communication channels were coordinated more closely to reinforce these messages and better tailor them to specific information needs of the Centre's target groups.

Conferences and events on European VET policy, skills anticipation and matching, and European tools and principles were supported with briefing notes and press releases. Better targeted dissemination through improvement of Cedefop's contacts database increased downloads of briefing notes informing European and national senior policy-makers about VET developments from 28 000 in 2010 to 49 000 in 2011. Briefing note topics in 2011 included: updated skills forecasts up to 2020, learning-outcomes-based curricula, and common European tools and principles and their interrelation.

Close **cooperation with the European Parliament** continued to be a key focus in 2011. Two joint workshops were organised. The first – 'Working together for youth unemployment: from education to the workplace' – was organised in June by the European Parliament's Employment and Social Affairs Committee, Cedefop, Eurofound, the European Training Foundation and the European Agency for Health and Safety



at Work. It provided an opportunity for members of the European Parliament, European Commissioners, the four agencies and social partners to exchange views and ideas on how to tackle youth unemployment. The second – ‘Vocational education and training: have European tools improved learning, mobility and employment?’ – was organised in November jointly by Cedefop and the European Parliament with the Commissioner for Education and Culture, Ms Vassiliou, as key speaker. It discussed progress in implementing European tools, their impact and the next steps.

Box 8. Working with our host city: Cedefop in Thessaloniki

An information seminar – ‘Assessing, validating and recognising learning and skills in Europe’ – was organised in November with the Regional Directorate of Education of northern Greece. It was the third in a series of annual information events for the local education and training community. Some 150 education and training professionals, including directors of VET schools, VET institutes and guidance and counselling advisors, attended and discussed Cedefop’s work on European tools, new European approaches to evaluating and assessing key competences and external evaluation and self-assessment of (VET) schools. The event laid the foundation for Cedefop’s cooperation with the Municipality of Thessaloniki, which has since progressed.

A joint exhibition of EU agencies was held at the European Parliament in February. It outlined their roles, their contributions to the EU 2020 strategic objectives and how they affect the lives of European citizens.

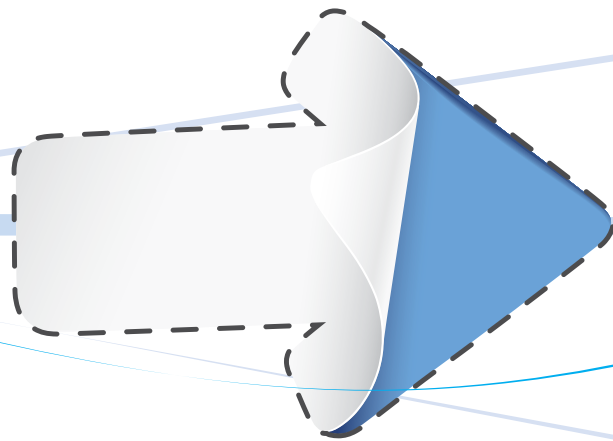
In addition to supporting policy-makers, Cedefop also worked closely with the Greek education and training community (see Box 8).

Improvements to **Cedefop’s web portal** have made it easier to find and download Cedefop’s publications and other information. In 2011, more than 496 000 publications were downloaded from Cedefop’s website, an increase of 40% compared to 2010. A further 40 481 printed publications were sent on request or distributed to individuals at more than 100 events.

There were around half a million visits to Cedefop’s website, an increase of 41% compared to 2009. Importantly, there were over 200 000 recurring visitors to the site by end of 2011, a rise of 34% compared to 2009.

Although **media coverage** of Cedefop’s activities was in 2011 lower than in 2010 (380 articles compared to 581), Cedefop messages are being spread over a larger number of countries. Some 23 countries published at least one article on Cedefop’s work. Spain, with 67 articles was the second highest after Greece with 105 articles. The most popular topics with the press were skill forecasts, Europass and study visits.

Since January 2011, Cedefop has been present in the **social media** through its Facebook and Twitter accounts. In 2011, there were 142 Twitter postings and 97 Facebook



updates (including video interviews). Over 2011 Cedefop has attracted 1 185 Facebook fans and 481 Twitter-followers.

In 2011, Cedefop organised 108 **conferences** and events attended by about 2 100 participants. The quality of Cedefop's events remained at a high level with 96% of participants rating them as good or very good.

ACTIVITY

Information and documentation

Cedefop provides much of its information on request. More than 900 VET-related questions were processed by Cedefop in 2011 through its 'Ask the VET expert' service. Cedefop's bibliographical database on VET (VET-Bib) continues to be the most comprehensive source of bibliographical material in Europe with about 80 000 records at the end of 2011. More than 4 700 records were added during 2011.

ACTIVITY

Publications

Cedefop continued to produce high-quality hard-copy and online material in user-friendly ways.

In December 2011, following a successful pilot project, Cedefop began publishing and disseminating its publications and briefing notes in **e-book** form. This makes them easier for people to download and read, as they can choose their preferred format.

In 2011, Cedefop published 130 publications (59 new titles and 71 translations of earlier publications in English) including briefing notes and newsletters. New titles include three reference publications, 10 research papers, three working papers, eight briefing notes and 13 publications in Cedefop's reference series. Some 3 000 pages were edited in English and some 4 036 pages were translated mainly into German and French. In addition, 11 publications were licensed to be translated and published by third-party organisations.





2.5. Management, resources and internal controls

Organisational changes introduced in 2010 owing to the departure of Cedefop's former Director in October 2010 were extended into 2011, as the recruitment procedure for a new Director was unfruitful. The procedure has been relaunched and a new Director is expected to be appointed in September 2012.

Cedefop reached an overall budget execution of over 97%, the EU subsidy was implemented at 99.2% and the target agreed with the Court of Auditors for use of contributions from Norway and Iceland from previous years was reached (100%). The Centre's establishment plan was filled by 96% (on 31 December 2011, 97 posts were filled and four selection procedures were ongoing).

Cedefop's **performance measurement system** (PMS) was further developed. As suggested by the Governing Board, qualitative analysis of the data and their contextualisation has been extended (see also performance indicators 2011 in Annex V).

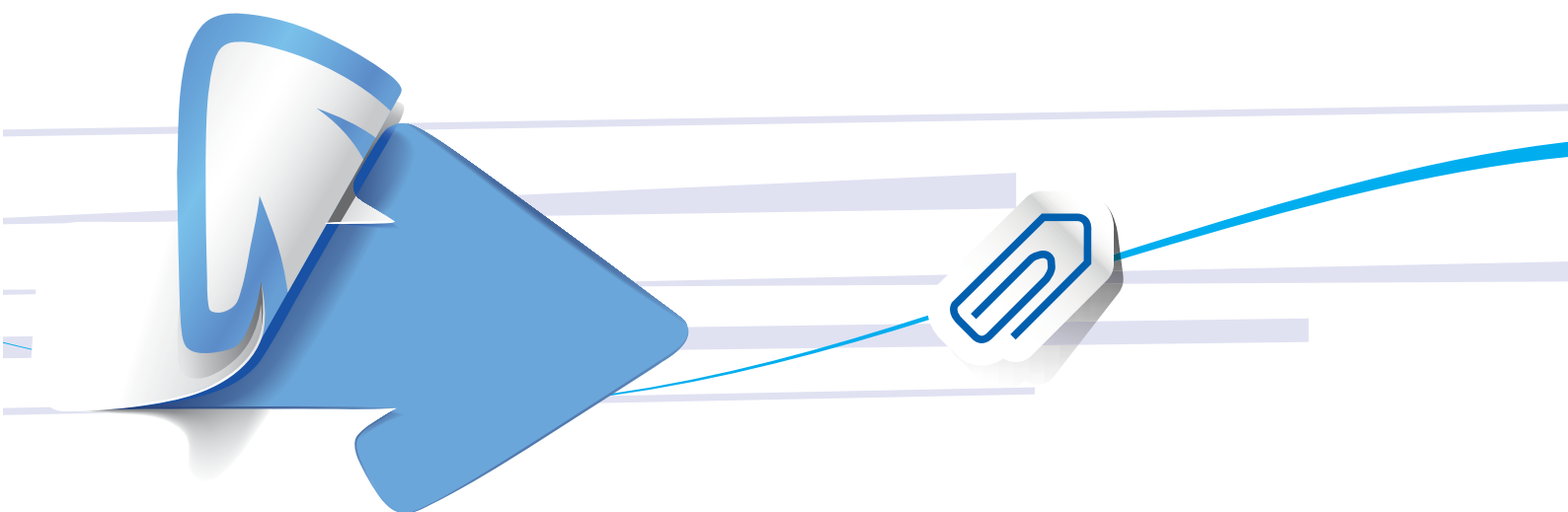
All key administrative functions at Cedefop are now computerised, which increased their user-friendliness and efficiency. In consequence, for example, the time needed to process payments has further decreased to less than 19 days. The **recruitment online application** (RECON) was deployed in early 2011 and was used for nine selection procedures in 2011, substantially speeding them up (on average).

Also, an online application for **career development reviews** – CDR online – was fully deployed in 2011 and extensive training was provided to staff.

An electronic tool to follow **publication processes** in Area Communication, Information and Dissemination (TEAMS – translation and editing workflow) was finalised and will be fully deployed from January 2012.

Strategic reorientation of ReferNet (see Box 5), organisation of conferences and events in external locations and close follow-up of building repairs have been key measures in the follow-up to Cedefop's **risk management plan 2011**. Overall, risks identified as critical and probable for 2011 have been well controlled ⁽³⁶⁾.

⁽³⁶⁾ The *Annual activity report 2011* to be published in June 2012 will contain more detailed follow-up to the risk management plan 2011.



The 2011 report of the **Court of Auditors** (on 2010) confirmed the legality and regularity of transactions underlining the Centre's annual accounts. The remark concerning use of contributions from Norway and Iceland from previous periods was followed up and fully implemented in 2011.

Following a recommendation from the Court of Auditors, a new simplified and streamlined nomenclature was used for the provisional draft budget (PDB) 2012. The new nomenclature was approved by the Governing Board and is reflected in the 2012 budget.

The **Internal Audit Service's** (IAS) annual internal audit report for 2010 reflected 10 open desirable or important recommendations – none of which critical – which were included in Cedefop's action plan. By 31 December 2011, eight recommendations had been fully completed and documentation sent for review to the IAS requesting closure. The remaining open recommendations concern ongoing implementation of DGEs and an awareness raising action (satisfaction survey). The latter will be implemented in 2012, as foreseen in the action plan.

The audit reports provide management of the Centre with necessary assurance and confirmation that the internal control system is working well and that strategies applied are bearing fruit.

As follow-up to last year's decision by the Greek authorities to finance repairs of the building, the tendering procedure was finalised in September and works started early November. Cedefop is closely monitoring progress, keeping Bureau members regularly informed.

As part of implementation of Cedefop's internal control standards (ICS), work has started to implement a comprehensive **business continuity plan**. A policy statement was published to all staff and an assessment of business risks and impact of potential emergencies was carried out. Conclusions of the assessment will be formalised during the first quarter of 2012.

Table 1. **Work programme 2011 – Relating activities and projects to Cedefop’s medium-term priorities 2009-11 and activity-based budget (ABB)**

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



MEDIUM-TERM PRIORITY 4
Raising VET's profile

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



3. Implementation of the 2011 work programme by medium-term priority, activity and project ⁽³⁷⁾

MEDIUM-TERM PRIORITY

INFORMING EUROPEAN VET POLICIES

Activity: Analysing and reporting on policy developments

To inform European VET policies, following its mandate to support progress reviews in the Copenhagen process, Cedefop prepares and disseminates regular VET policy reports assessing achievements in European VET cooperation. To contribute to priorities for enhanced cooperation in VET, Cedefop extends its analyses to specific VET policies and developments. For instance, Cedefop investigates trends, challenges and strategies for VET financing to provide evidence on effectiveness and efficiency of different instruments and identify innovative approaches and good practices. In 2011, the Centre will study understanding, as well as factors and determinants of VET attractiveness in Member States. Complementing analyses of policy developments, Cedefop provides descriptions of national VET systems in electronic and hard-copy formats. Analysis and reporting on VET policies and systems pays particular attention to strategies for recovery from the economic downturn.

ReferNet – Cedefop’s network of reference and expertise is a key source of information on VET policy developments and systems and a means of disseminating Cedefop’s findings to Member States and supporting several other Cedefop projects.

Desired impact

Cedefop aims to support an evidence-based European VET policy agenda and stronger European cooperation among countries sharing 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 European VET.

Corresponding ABB activities: Policy analysis, ReferNet

⁽³⁷⁾ WP2011: the text corresponds to the activity fiches of the work programme 2011.

Principal activity outcomes

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

- achievements of the Copenhagen process since 2002 in implementing agreed European VET priorities and socio-economic drivers for future policies;
- Member States' strategies and initiatives contributing to attaining shared policy objectives;
- developments of national VET systems in Europe;
- VET policy trends at national and regional levels, in particular on factors and determinants of VET attractiveness and VET financing.

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 which Cedefop has contributed
Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences steering or supporting policy implementation

New knowledge

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

Raising awareness

Website traffic
Participation in conferences and events
Usefulness of/satisfaction with Cedefop's conferences and events

Activity: **Analysing and reporting on policy developments:** **Progress January-December 2011**

Under this activity, work focused on: (a) disseminating findings and raising awareness of achievements of the Copenhagen process up to 2010, as analysed in Cedefop's 2010 policy report *A bridge to the future* through a high-level policy conference; (b) setting the foundations and establishing a strong methodological basis for regular reporting on countries' progress in common VET policy priorities in the period 2011-14, with focus on the 22 short-term deliverables agreed in the Bruges communiqué, with support of ReferNet – whose strategy was refocused on reporting on national VET policy and developments; (c) pursuing comparative policy analysis on issues of relevance for the Copenhagen process, such as attractiveness or financing of VET.

Despite some adjustments in focus or timing of output delivery to improve quality and align deliverables with policy needs better, most output was produced as planned.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 23 Presidency events and meetings of senior stakeholders and 13 conferences and other events. Some 12 000 publications related to this activity were downloaded in 2011.

Project 1: [Policy reporting](#) (WP2011)

In 2011, emphasis will be put on disseminating and raising awareness of Cedefop's findings on achievements of the Copenhagen process of cooperation in VET. Cedefop will contribute to various international conferences and events and will organise an Agora conference to debate with European policy-makers, researchers, social partners and VET stakeholders findings of the 2010 VET policy report, lessons from past success in modernising VET and recovering from the economic downturn, as well as priorities until 2020.

To support peer and policy learning, ReferNet national policy reports 2010 will be further exploited to identify examples of VET policies and measures. In addition, to support the Commission, a study will be launched on factors determining VET attractiveness in Member States to develop better understanding of concepts of attractiveness.

Principal outputs 2011	Timing/frequency
Agora conference – 'A bridge to the future: European vocational education and training policy 2002-10'	March
<i>Examples of policies and measures for modernising VET in European countries</i> (working paper)	December
Contribution to and participation in a Commission working group on attractiveness of VET	Ongoing

Project 1: [Policy reporting: Progress January-December 2011](#)

Agora conference 'A bridge to the future: European vocational education and training policy 2002-10' took place on 17 March in Brussels. It was hosted by the European Economic and Social Committee with interventions from the Commissioners for Education and Culture and for Employment, Social affairs and Inclusion. Debates focused on findings of Cedefop's 2010 policy monitoring and analysis (published in Cedefop's fourth policy report (<http://www.cedefop.europa.eu/EN/publications/17297.aspx>), and challenges ahead for modernisation of VET systems and cooperation in VET within the Copenhagen process. Further information is available at <http://agora.cedefop.europa.eu/VET-policy2011/>.

A working paper on examples of policies and measures for modernising VET was replaced by national policy reports delivered by ReferNet in 2010 (**change**), which enriched Cedefop's ongoing work and publications. Examples of policies to develop permeability between VET and higher education were extracted from 2010 national reports and used for a reference publication on the relationship between VET and higher education (to be published in 2012).

To support the European Commission and contribute to a more coherent and deeper understanding of VET attractiveness, a study on attractiveness of initial VET in Europe started in September. The European Commission did not set up a specific working group on IVET attractiveness (**change**) but is involved in steering Cedefop's study.

Summarising results and analysis to date on VET attractiveness, Cedefop delivered a keynote speech at the Hungarian Presidency VET conference (Budapest, May) and contributed to its workshops (see MTP2, Project 1).

Drawing on previous and ongoing work on European tools and in policy reporting and analysis, Cedefop contributed to the Polish Presidency conference on mobility (Sopot, October, see MTP2, project 1).

Drawing on results of Cedefop's policy reporting projects and its work on tools, Cedefop contributed to the Commission's working group on languages for business and the respective policy handbook and participated at the Polish Presidency conference on multilingualism in September.

In policy reporting, work commenced on a joint project of areas RPA and ECVL to prepare for the 2012 interim stock-taking exercise. Concept sheets were developed to analyse the 22 short-term deliverables of the Bruges communiqué and identify information needs, indicators and sources. The conceptual approach was discussed with the European Commission and presented to the working group set up to support follow-up of the Bruges communiqué. A draft questionnaire was designed to collect information through ReferNet (see project 4) following discussions at a ReferNet meeting in December (**new activity**).

Articles published

- Lettmayr, C.; Schmid, E. (2011). Berufsbildung hoch im Kurs [VET riding high]. *Wissenplus Heft*, Vol. 3, Issue 10/11.
- Schmid, E. (2011). Jobchancen mit Berufsbildung [Job opportunities through VET]. *Wissenplus Heft*, Vol. 1, Issue 11/12.

Project 2: VET in Europe – Country reports (WP2011)

VET in Europe provides up-to-date information on national VET systems in the EU, Iceland and Norway. To support comparisons between systems and peer learning, the database is organised in common themes for all countries, and information follows a common Cedefop template. Themes and content are updated annually to reflect the European VET agenda. In 2011, follow-up of crisis-related national VET measures will be provided, including both short- and long-term measures and their evaluation.

Principal outputs 2011	Timing/frequency
<i>Short description of VET in Hungary</i> (booklet)	April
<i>Short description of VET in Poland</i> (booklet)	October
Twenty-nine online country reports in html and pdf format	Ongoing

Project 2: VET in Europe – Country reports: Progress January-December 2011

Vocational education and training in Hungary – Short description, prepared in close collaboration with ReferNet Hungary, was published in electronic and hard-copy format (<http://www.cedefop.europa.eu/EN/publications/18125.aspx>). The English and Hungarian versions were displayed at the DGVT meeting (Budapest, May) and disseminated at other Presidency events. *Spotlight on VET in Hungary* was available for the DGVT meeting in DE, EN, FR and HU (<http://www.cedefop.europa.eu/EN/publications/18179.aspx>). It was also widely disseminated in Hungary and at EU Presidency events. Similarly, *Vocational education and training in Poland – Short description* was prepared in both English and Polish (<http://www.cedefop.europa.eu/EN/publications/18613.aspx>) and made available for the DGVT meeting (Krakow, September) and other Presidency events. *Spotlight on VET in Poland* was available for the DGVT meeting in DE, EN, FR and PL (<http://www.cedefop.europa.eu/EN/publications/18673.aspx>) and widely disseminated in Poland and at EU Presidency events.

Online country reports on VET were updated and published on Cedefop's web portal (<http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>). These reports are based on a revised template reflecting topics of European interest with particular emphasis on internationalisation, mobility and language learning. Only three countries (Ireland, Greece and Luxembourg) did not update their VET in Europe – Country reports in 2011.

Following the ReferNet's 2010 evaluation, a joint Cedefop/ReferNet working group was set up to rationalise VET in Europe – Country reports to fine-tune them and improve their quality (**new activity**). The working group proposed a new approach for reporting on VET system developments composed of: (a) a short description of the national VET system, and (b) Cedefop-driven thematic articles on topics of European interest with comparative aims. The new approach will be piloted in 2012.

Project 3: **VET financing** (WP2011)

This project monitors developments in VET funding systems in European countries. It identifies new and innovative strategies and mechanisms and investigates their effectiveness. In 2011, Cedefop will publish and disseminate findings of three studies: on the role of loans, training leave and payback clauses in financing to promote VET. Cedefop will also update its previous research and prepare a synthesis of evidence on effectiveness and efficiency of different financing mechanisms to provide a comprehensive review and assessment of VET cost-sharing policies in Europe. Impact of the economic downturn will receive due attention.

Principal outputs 2011	Timing/frequency
The role of loans in financing VET in Europe (research paper)	2012
Conference – 'The role of loans in financing VET'	May
Workshop – 'Training leave in Europe'	June
Workshop – 'Use of payback clauses to promote VET'	June
<i>Training leave in Europe</i> (research paper)	2012
<i>Use of payback clauses to promote VET</i> (research paper)	2012

Project 3: **VET financing: Progress January-December 2011**

A research paper on the role of loans in financing VET in Europe was delayed due to extensive editing needed. The paper entered the publication process in December (**change**).

A major conference 'Investing in lifelong learning – The adult dimension' (working title) will be held in cooperation with the European Commission in September 2012. To achieve greater impact and visibility of this joint event, the conference on the role of loans in financing VET scheduled for May 2011 was cancelled (**change**). Instead, a two-day workshop 'Financing education and training for adults in Europe' was organised on 12 and 13 December in Thessaloniki to validate findings of the synthesis study on financing training/adult learning (background paper for the joint conference in September 2012).

A two-day workshop 'Training leave and payback clauses: policies and practice in Europe' was held on 6 and 7 June to validate findings of respective studies on training leave and payback clauses

to promote VET in Europe. Workshop documents are available at <http://www.cedefop.europa.eu/EN/events/18265.aspx>.

To include outcomes of the above workshops, the research papers on training leave and payback clauses were finalised and entered publication process in December. They will be released in 2012 **(change)**.

Outcomes of the project on VET financing were presented at several events including the DG EAC Hungarian Presidency final conference on implementing the action plan on adult learning 'It is always a good time to learn' (Budapest, 7-9 March), ILO Skills Development Academy (Turin, 24 October-4 November) and the ETF-Cedefop knowledge-sharing seminar (Turin, 6 December).

Project 4: [European network of reference and expertise – ReferNet](#) (WP2011)

ReferNet is Cedefop's primary source of information on VET in Member States, Norway and Iceland. It contributes to Cedefop policy and national VET systems reporting, and provides documentary data and bibliographical references on VET in all member countries. To support Cedefop's communication strategy, it elaborates on national dissemination strategies. In each country, ReferNet comprises a consortium representative of national VET institutions and organisations, led by a coordinating institution. In 2011, building on results and recommendations of the internal ReferNet evaluation and audit, Cedefop will improve strategic alignment, effectiveness and efficiency of the network and its management. Multiannual (four-year) partnership agreements, entering into force in 2012, will be signed with national coordinators in each member country through an open procurement procedure. ReferNet's 2011 workplan will include the following tasks: (a) deliver insights on key competences and generic skills in national qualifications standards, (b) provide national VET systems descriptions to simplify comparisons between member countries and raise VET visibility in EU Presidency countries (Hungary and Poland), (c) design own national communication strategies for Cedefop and ReferNet publications and activities to raise the profile of VET, and (d) update Cedefop's bibliographical database.

Principal outputs 2011

Timing/frequency

One plenary meeting, two ReferNet core group meetings, and three regional meetings

Ongoing (plenary meeting: autumn)

National ReferNet websites following Cedefop guidelines and ensuring information exchange with Cedefop's web portal

Ongoing

Project 4: [European network of reference and expertise – ReferNet: progress January-December 2011](#)

The year 2011 was characterised by preparation of the network's new framework partnership agreement (FPA) 2012-15). To select a partner from each eligible country, two calls for proposals were launched successively. As a result, 27 partners were selected. Cedefop also concluded with each of them a specific grant agreement for implementation of the 2012 work plan.

Building on results and recommendations of the 2010 ReferNet evaluation and audit, an action plan was defined, concentrating on improving the network's strategic focus, efficiency and product quality and visibility. To improve the network's governance, a ReferNet charter was adopted by Cedefop's Governing Board to define more clearly the objectives, roles and responsibilities of network members.

In 2011, ReferNet partners delivered: national surveys on key competences in VET; VET in Europe – Country reports; national news on VET; bibliographic data; information on national conferences and events; and updated lists of media contacts. They also maintained and updated ReferNet national websites under Cedefop's guidance. To improve the network's visibility, Cedefop took several initiatives, including creating a ReferNet webpage on Cedefop's web portal, and developing a webpage for national news on VET linked to Cedefop's newsletter (sent to more than 3000 recipients all over Europe).

The ninth ReferNet plenary meeting took place in Thessaloniki in December. It was attended by all ReferNet coordinators selected for the 2012-15 FPA and by ReferNet national representatives. The meeting focused on: (a) providing a review of EU policy background and its impact on network activities; (b) preparing the 2012 work plan; and (c) providing information on legal and financial aspects under the new FPA. An induction session took place on the eve of the plenary meeting to provide new members with necessary background information to operate efficiently from January 2012.

Only one core group meeting took place (March). The second planned meeting was not deemed necessary considering large consultation of the network carried out in 2010 and throughout the first semester of 2011 (**change**). Three regional meetings were hosted by ReferNet partners in Prague (April), Reykjavik (May) and Valletta (May). A working group to develop a new approach to VET in Europe – Country reports was established and met twice (see project 2 above) (**new activity**).

Activity: **Education and training 2020a – Supporting development and implementation of common EU tools** (EQF, ECVET, EQARF, Europass) (WP2011)

Cedefop supports the European Commission, Member States, social partners and other stakeholders in developing and implementing European tools and principles (as agreed in the Copenhagen process and the 'education and training 2020' strategic framework for cooperation in education and training). Based on a strategy to increase visibility of citizens' knowledge, skills and competence, these tools and principles aim to ease mobility and lifelong learning and improve quality and effectiveness of education and training.

In 2011, Cedefop will increase efforts to put the European qualifications framework (EQF) into practice, notably by supporting ongoing national referencing processes and by promoting development of national qualifications frameworks (NQFs). Priority will also be given to implementation of the European credit system for VET (ECVET), a development closely related to the overall shift to learning outcomes promoted by the Copenhagen process. Cedefop will further take part in development of ESCO (European skills, taxonomy of competences and occupations), paying particular attention to the need for a common conceptual language relevant to both education and training and labour market stakeholders. Work on implementing the recommendation for a European quality assurance framework for VET (EQAVET) will continue. Cedefop will consider implications of the shift to learning outcomes promoted by EQF and ECVET for quality assurance arrangements, thus underlining a need for synergy among different European instruments. Cedefop will upgrade Europass web resources to meet better end-users' requirements.

Desired impact

Cedefop aims to support European cooperation in VET and lifelong learning by providing a strong evidence base relevant to all stakeholders involved in shaping policies. Cedefop's position as a main European centre of expertise in VET and lifelong learning should stimulate VET and lifelong learning reforms at all levels, strengthen dialogue and interaction between education and training and labour market stakeholders and ease citizen mobility.

Corresponding ABB activities: Education and training 2020a**Principal activity outcomes**

New knowledge and insight generated, policy advice provided and raised awareness for policy-makers and stakeholders at European and national levels, including social partners, researchers and practitioners of:

- ensuring transparent and trustworthy referencing of national qualifications levels to the EQF and promoting systematic quality assurance of certification processes with particular emphasis on learning outcomes implications;
- strengths and limitations of NQFs as policy instruments for EQF implementation and national education and training reforms in a lifelong learning perspective;
- role of qualifications in governing job profiles, access to and mobility within the labour market;
- development of approaches and strategies to credit systems in education and training systems;
- development of a conceptual and terminological basis for European skills, taxonomy of competences and occupations (ESCO);
- optimisation of Europass web resources and relevance of Europass instruments for documenting, validating and certifying learning outcomes using ECVET and EQF;
- improvement of quality culture in training institutions through implementation of internal quality management systems.

Policy advice provided to EQF advisory group and subgroups, ECVET and EQAVET (user)groups, steering committees and networks.

Outcome indicators

(with reference to Cedefop's performance measurement system)

Policy advice

Citations in EU and national policy documents
Mandates given to Cedefop in policy documents
EU policy documents to which Cedefop has contributed
Participation in committees, working and expert groups and other meetings of senior stakeholders, Presidency events and conferences steering or supporting policy implementation

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 project page)
Participation in conferences and events
Usefulness of/satisfaction with Cedefop's conferences and events
Europass website statistics

Activity: Education and training 2020a – Supporting the development of European tools and principles

Under this activity, Cedefop's work in 2011 increasingly focused on supporting implementation of common European tools nationally. Not only foreseen output was delivered as planned; several additional tasks were carried out by Cedefop to support systematically Member States by providing insight into practical conditions for renewing education and training systems and approaches.

New strands of work were initiated at the request of the European Commission to support countries in process of relating their national qualifications to the EQF (referencing process) and to develop a new Europass tool to record experience acquired in various settings and the European skills passport.

In addition to numerous requests for speeches from Member States and social partners, Cedefop received several requests to comment and codraft Commission's documents and publications (such as EQF advisory group documents, EQF series or ECVET users' guides) and to provide conceptual and analytical support to the European taxonomy of skills, competences, qualifications and occupations (ESCO). These are clear indicators of Cedefop's direct support to policy development at EU and national levels. The request for and the response to a conference on the European tools and principles for social partners not only underlines the need for support if the tools are to be successful but also points to value stakeholders attribute to the expertise and policy advice Cedefop provides.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 67 Presidency events and meetings of senior stakeholders and 37 conferences and other events. Some 20 000 publication downloads were recorded under this activity in 2011.

Project 1: [European qualifications framework \(EQF\)](#) (WP2011)

This project supports implementation of EQF and NQFs. In 2011, work will focus on four interlinked strands: (a) analytical and coordination support to the EQF advisory group and its subgroups; (b) analysis and mapping of NQF developments; (c) conceptual and analytical support to ESCO; and (d) relationship between EQF and regulated professions.

Principal outputs 2011	Timing/frequency
Coordination, jointly with the European Commission, of the EQF advisory group and its subgroups on quality assurance, sectors and learning outcomes	Four advisory group meetings, two to three meetings per subgroup
Analytical documents, syntheses, guidance and information material for the EQF advisory group and its subgroups	Ongoing
Peer-learning activities with EQF subgroup on learning outcomes, on the referencing process and NQF developments	Three to four
<i>Analysis and review of NQF developments in European countries</i> (working paper)	September
Articles for the EQF newsletter <i>International qualifications and the EQF</i> (booklet)	Two articles July

<i>How to reflect qualifications/certificates/licences within ESCO</i> (working paper)	April
Cedefop conference on links among European tools (jointly with social partners)	November

Project 1: **European qualifications framework (EQF) – Progress January-December 2011**

Cedefop continued to coordinate, jointly with the European Commission, the EQF advisory group (AG) and its subgroups and was involved in preparing and drafting background documents for six EQF meetings (February, April, May, June, October and December). The February meeting focused on (a) the role of NQFs in supporting qualifications recognition, (b) reference to EQF of national certificates and diplomas by 2012 and (c) the forthcoming recommendation on validation of non-formal and informal learning. The April, May, June, October and December meetings focused on EQF (draft) referencing reports for the following countries: Austria, Belgium (Flanders), Croatia, the Czech Republic, Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Luxemburg, the Netherlands, Poland and Portugal.

At the request of DG EAC and mandated by the EQF AG, Cedefop provided data and analysis on referencing processes and (draft) reports of each country to stimulate discussion and increase overall process transparency (**new activity**). In close cooperation with the Council of Europe, Cedefop also drafted a summary of comments/questions by the EQF AG to be attached to the minutes of their meetings (**new activity**). Notes 3 and 4 of the EQF series on *Referencing national qualifications levels to the EQF* (March) (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note3_en.pdf) and *Using learning outcomes* (December) (http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note4_en.pdf) were jointly published with DG EAC.

A new working group on synergies between qualifications frameworks and recognition for further learning purposes was set up by DG EAC with active support from Cedefop. A note on qualifications frameworks as tools for simplifying academic recognition of qualifications was drafted by Cedefop in cooperation with DG EAC (**new activity**).

Cedefop substantially contributed to the Hungarian Presidency conference on EQF (Budapest, 25 and 26 May) with a keynote speech *How can qualifications frameworks help to increase the relevance of education and training for the labour market* and content input for workshops.

It also contributed to the March meeting of the EQF subgroup on learning outcomes, focusing on the link between EQF and validation of non-formal and informal learning. Support was also provided for the April meeting of EQF national coordination points, now set up in all participating countries and playing an increasing role in coordinating national activities.

The third report *Developments of national qualifications frameworks* in countries taking part in 'ET 2020' entered the publication process in November. A printed summary was made available for the conference Cedefop organised 'The role of social partners in implementing European tools and principles', hosted by the European Parliament on 24 and 25 November 2011.

For this conference, and to make the report's findings easily accessible for policy-makers, a briefing note *Qualifications frameworks in Europe: modernising education and training* was published online in November (<http://www.cedefop.europa.eu/EN/publications/19040.aspx>). A second briefing note, *Shaping lifelong learning: making the most of European tools and principles. Successful implementation depends on a clear understanding of how they relate to one another*, was prepared for this conference and published online in December (http://www.cedefop.europa.eu/EN/Files/9065_en.pdf) (**new activity**).

Work also focused on sectoral/international qualifications and cooperation with trend-leading sectors (such as the European federation for welding and the sectoral social dialogue committee for the construction sector). To include outcomes of these activities and ESCO developments publication of a booklet *International qualifications and the EQF* was postponed to 2012 (**change**).

Cedefop contributed to development of ESCO. Four papers were produced for ESCO board meetings (January, May and October) on the role of qualifications in ESCO and development of a qualifications pillar along with occupational and skills/competence pillars. Cedefop also contributed to conceptual development of the skills/competence pillar with focus on transversal skills and competences. A note on this subject was prepared for the first meeting of the reference group on transversal skills and competences in December. Cedefop is represented in the ESCO board (observer status).

Articles published

- Zahilas, L. (2011). Dealing with frameworks, searching orientation. Sectoral experiences in LdV pilots. *European journal of qualifications*, No 2, pp. 5-16. www.heqbridges.eu/index.php?option=com_rokdownloads&view=file&task=download&id=47%3Aejq2-ebook&Itemid=10.
- Psifidou, I. (2011). Methodological approaches to test the EQF descriptors on qualifications and curricula: experiences drawn from LdV pilot projects. *European journal of qualifications*, No 3, pp. 33-42.
http://www.cedefop.europa.eu/EN/Files/EJQ3_-_ebook1.pdf;
http://www.heqbridges.eu/index.php?option=com_rokdownloads&view=folder&Itemid=10&limitstart=10.
- Zahilas, L. (2011). Third Cedefop workshop on EQF pilot projects: building synergies and common understanding. *EQF newsletter*, August. http://ec.europa.eu/eqf/documentation_en.htm.
- Pevec Grm, S. (2011). *Successful implementation of European qualifications framework*. *Pogledi*, pp. 6-7. http://www.cpi.si/files/cpi/userfiles/Publikacije/CPI_Pogledi_2011_splet.pdf.
- Bjørnåvold, J.; Pevec-Grm, S. (2011). Developments of national qualifications frameworks in Europe – The situation in November 2011. *EQF newsletter*, December. http://ec.europa.eu/eqf/newsletter_en.htm.

Project 2: **European credit system for VET (ECVET)** (WP2011)

This project supports the European Commission, Member States, social partners and other stakeholders in gradually implementing ECVET in line with deadlines set by the ECVET recommendation (2012 and 2014). In 2011, Cedefop will provide technical and analytical support to the ECVET scientific committee, ECVET users group and European network. Cedefop monitoring activities will focus on two main aspects of ECVET implementation: (a) implementation strategies; and (b) approaches for putting ECVET into practice, the needs of practitioners and users at national, regional and local levels. Work will also focus on promoting increased coherence among EU tools and principles.

Principal outputs 2011

Timing/frequency

Expertise and advice provided to the ECVET European governance structure

Ongoing (according to DG EAC schedule)

Analytical documents for the ECVET scientific committee, users group and network

Ongoing

Workshop on mainstreaming ECVET to practitioners and users	May
<i>Monitoring ECVET implementation strategies in Europe</i> (working paper)	December
Articles for the European ECVET magazine	Two articles

Project 2: **European credit system for VET (ECVET) – Progress January-December 2011**

Cedefop continued to provide policy advice and expertise to the ECVET scientific advisory committee, user group, steering group and network. Outcomes of Cedefop's ECVET monitoring activities were widely discussed with these groups. Cedefop contributed to preparing European ECVET documents on issues such as the ECVET label and quality assurance in ECVET mobility.

The European Commission and the ECVET European steering group entrusted Cedefop with leading reflections on necessary conditions and measures for ECVET implementation (**new activity**). A discussion paper was presented to the ECVET user group in November 2011.

Cedefop also provided content input to European publications on ECVET: *Get to know ECVET better: questions and answers* ([http://www.cedefop.europa.eu/EN/files/ECVET_QUESTION_ANSWERS_Feb_2011_en\(download_ID_17648\).pdf](http://www.cedefop.europa.eu/EN/files/ECVET_QUESTION_ANSWERS_Feb_2011_en(download_ID_17648).pdf)), *Using ECVET for geographical mobility* (http://www.cedefop.europa.eu/EN/Files/2011-08-02_ECVET_Users_Guide_Mobility-Final.pdf) and *ECVET for lifelong learning* (forthcoming). At the annual ECVET forum (June), Cedefop gave a keynote speech. It also codrafted background papers (with the European ECVET secretariat).

A workshop 'Mainstreaming ECVET to practitioners' was held on 30 and 31 May. It highlighted the need to consider requests by practitioners for implementing ECVET. The workshop's documents and conclusions are available at <http://www.cedefop.europa.eu/EN/events/17992.aspx>.

A working paper *The development of ECVET in Europe (2011)* was finalised and entered the publication process in December. It will be published online early 2012 (**change**).

Articles published

- Le Mouillour, I. (2011). Das Europäische Credit-System für die Berufsbildung (ECVET) nimmt Fahrt auf [The European credit system for VET (ECVET) is gaining momentum]. *Berufsbildung Heft*, Vol. 128, April, pp.13-15.
- Le Mouillour, I. (2011). ECVET successfully reaches its next development stage. *ECVET magazine*, Vol. 4, April, pp. 22-25. <http://www.cedefop.europa.eu/EN/news/18074.aspx>.
- Le Mouillour, I. (2011). ECVET als Schnittmenge von Validierung von Lernergebnissen und Lebenslangem Lernen [ECVET as interface between validation of learning outcomes and lifelong learning]. In: Bohlinger, S.; Münchhausen, G. (eds). *Validierung von Lernergebnissen – Recognition and validation of prior learning*, W. Bertelsmann Verlag, Bielefeld, pp. 167-188.
- Lettmayr, C. (2011). Cedefop and ECVET: a long and close association. *ECVET magazine*, Vol. 4, April, pp. 2-3. <http://www.cedefop.europa.eu/EN/news/18074.aspx>.

Project 3: **Quality in vocational education and training** (WP2011)

This project supports implementation of the EQARF/EQAVET recommendation adopted in June 2009. In 2011, Cedefop will continue to support the EQAVET steering committee set up by the European Commission, analyse national and sectoral approaches to quality and support European cooperation between experts and stakeholders on quality in VET. A study will be launched to analyse implementation of quality management systems in training institutions.

Principal outputs 2011	Timing/frequency
Expertise and advice provided to EQAVET steering committee, thematic group and general assembly	Ongoing (according to DG EAC schedule)
Seminar on quality assurance and accreditation of lifelong learning	February
<i>Assuring quality in VET: the role of accrediting VET providers</i> (reference publication)	February
Expert workshop on skills and competences in the European social care sector	October

Project 3: **Quality in vocational education and training – Progress January-December 2011**

Expertise and advice was provided to the EQAVET steering committee, two thematic groups ('Guidelines to support the implementation of the EQAVET recommendation' and 'Developing a culture of using indicators to self-monitor the quality assurance process in VET provision') and the general assembly.

An international expert seminar 'Quality assurance and accreditation in lifelong learning' was organised in cooperation with the Berlin School of Economics and Law (Berlin, 24 and 25 February 2011). The seminar gathered experts from VET and higher education institutions and accreditation authorities to discuss and formulate proposals for a common approach to quality assurance (QA) and accreditation in lifelong learning. Seminar papers are available at <http://www.cedefop.europa.eu/EN/events/17805.aspx>.

A study *Assuring quality in VET: the role of accrediting VET providers*, which was delayed to include outcomes of the above expert seminar, was published in November (**change**). It is available at <http://www.cedefop.europa.eu/EN/publications/19074.aspx>.

The expert workshop on skills and competences in the social care sector was cancelled, as activities focused further on accreditation instead (**change**).

The virtual community was updated and enriched.

Under the Polish Presidency, Cedefop participated in the peer-learning study visit 'Raising the quality of education and training in cooperation with employers and higher education', to present EQAVET achievements and Cedefop work on quality assurance in VET (Warsaw, 19 September 2011).

Project 4: **Europass** (WP2011)

In 2011, Cedefop will continue close cooperation with the European Commission, national Europass centres (NECs) and other stakeholders to support implementation of Europass and its increased connection to EQF, ECVET, ESCO and the learning outcomes approach. This includes implementing recommendations of the Europass evaluation. Cedefop will also support the European Commission in designing a European skills passport to be integrated into the Europass framework.

Principal outputs 2011	Timing/frequency
<i>Europass, ECVET and EQF for documentation, validation and certification of learning outcomes</i> (working paper)	November
Updated templates of Europass mobility and certificate supplement to integrate ECVET credit points and EQF levels	June
Ongoing management of Europass web portal: an improved version of Europass website is developed to increase user-friendliness of online cv tool; interoperability of Europass website with other EU mobility and employment initiatives is reinforced	Ongoing
Ongoing management of Europass mobility management tool to support national Europass centres using Europass mobility document	Ongoing
Expertise and advice provided to national Europass centres	Two NEC meetings plus two to three IT meetings

Project 4: **Europass – Progress January-December 2011**

A pilot study *Europass, ECVET and EQF for documentation, validation and certification of learning outcomes*, suggests modifications to templates of the Europass mobility and certificate supplement to integrate ECVET credit points and EQF levels. Work on this study was cancelled to prioritise work on the new Europass document (**change**).

A template for a new Europass experience document was designed in cooperation with DG EAC. An online management tool for this document will be developed by Cedefop by end-2012 (**new activity**).

Designing the new Europass website was finalised in May and the new site was launched on 14 December. A new draft cv template was also completed.

Further work was done to optimise Europass web resources and continued support was provided to national Europass centres (NECs) using the Europass mobility management tool.

Activity: **Study visits**

The study visits programme for education and vocational training specialists and decision-makers 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 and impact, and 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, and learn from national, regional and local lifelong learning policies.

Corresponding ABB activity: Study visits

Principal activity outcomes

Raised awareness and new insights generated among stakeholders and the education and training community of:

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

Outcome indicators

(with reference to performance measurement system)

Raised awareness

Proportion of participants expressing satisfaction with study visits

Distribution of study visits by theme between (a) general education, (b) VET, and (c) mixed lifelong learning perspective

Distribution of participants across the programme's target groups

New insights generated

Downloads of study visits publications

Activity: Study visits – Progress January-December 2011

Impact assessment of study visits on participants for 2008/09 and 2009/10 demonstrated that the study visits programme is an opportunity to learn about education and training policies and practice in Europe, exchange ideas for initiating change, improve existing practice and improve participants' key competences. Study visits have also proved to be a powerful tool for raising awareness of European education and training systems among decision-makers and practitioners and for stimulating further cooperation and networking among participating institutions. The multiplier effect of the programme proved high: 98% of respondents (for both years assessed) disseminated information gained to various audiences, mainly locally and regionally, and within their organisations (more than 50% of participants came from organisations with more than 50 employees and 31% from organisations with 51-250 employees).

- **Proportion of participants expressing satisfaction with study visits**

Of 2009/10 participants, 96% were very satisfied (73%) or satisfied (23%) as content of visits was relevant to their professional backgrounds (data from participants' questionnaires 2009/10). Based on 2010/11 group reports, 92% were very satisfied or satisfied with study visits.

- **Distribution of study visits themes among general education, VET and a mixed lifelong learning perspective**

Distribution of study visits by theme/topic, type and working language remained almost unchanged.

In 2010/11, of 243 visits, 103 were on general education (42%), 42 on VET (18%) and 98 took a lifelong learning perspective (40%). A stable presence of VET was ensured.

- **Distribution of participants across the programme's target groups, including social partners**

The largest groups of participants continue to be head teachers and teacher trainers (27%), directors of educational and training institutions, guidance and validation centres (15%) and representatives of local, regional and national authorities (11%) (2010/11 study visits). There is a slight but constant increase in numbers of participants from social partners (147 in 2009/10; 162 in 2010/11), with the proportion remaining relatively stable (6.1% in 2009 and 6% in 2010). Cedefop continued targeted promotion of the programme to social partners, addressing at least twice a year invitations to apply for study visits to approximately 300 social partner representatives all over Europe and 200 social partner organisations, providing them with a selection of study visits customised to their interests. About 2 500 flyers on study visits information for social partners (available in 24 languages) were sent to approximately 130 social partner organisations.

- **Downloads of study visits publications**

Study visits publications are among the most popular on Cedefop's web portal. Study visits publications accounted for 30% of Cedefop publications downloaded in 2011, with 47 566 downloads for the *Study visits catalogue 2011/12* (10% of all Cedefop publications), 2 950 for *Better competences through better teaching and leading: outcomes of 2008/09 study visits*, 1 392 for the updated edition of the *Handbook for organisers* and 3 314 for the new edition of *Participant's companion*.

Project 1: **Study visits** (WP2011)

In 2011, Cedefop will focus on analysing the impact of the programme on study visits participants and their institutions as well as on organisers and host institutions. This analysis concerns the impact of improved understanding of EU education and training policies, change in the professional activities of participants, organisers and their institutions, and participation in networking and cooperation activities.

Cedefop will intensify promotion activities on raising the programme's awareness and disseminating its results to its target groups and more specifically to policy- and decision-makers including social partners. To achieve this it will cooperate with DG EAC and contribute to LLP events, publications and other communication activities.

Cedefop will continue to be actively involved in working groups and meetings organised by the European Commission to prepare for the successor of the lifelong learning programme so study visits continue to support policy development and cooperation across all levels of education and training from 2014 to 2020.

Approximately 2 700 participants, 260 study visits with 35 topics under five categories of themes are expected for 2011/12. Cedefop will continue to support quality of study visits with activities targeting representatives of national agencies, organisers and participants of study visits. Two calls for applications will be held for the 2011/12 academic year, a system which will be reviewed by the LLP committee in 2011.

Cedefop will continue its specific support to the social partners, by involving them in all events and activities of the study visits programme.

Principal outputs 2011	Timing/frequency
A flyer on the impact of the study visits programme on 2008/09 participants	April
<i>Analysis of the impact of study visits 2009/10 on participants and organisers</i> (online tools available in March) (working paper)	December
Synthesis seminar on 2009/10 study visits results involving social partners	March
<i>Results of 2009/10 study visits</i> (booklet)	November
Workshop on 2010/11 study visits for policy- and decision-makers	February
<i>Outcomes of study visits 2009/10 on school and training institution evaluation</i> (booklet)	October
<i>Catalogue of 2011/12 study visits</i>	January/February
Knowledge-sharing seminar for 2011/12 study visits organisers, including social partner organisations	September
Annual meeting of national agencies	October
Participation in lifelong learning programme (LLP) committee meetings, and LLP working groups and events	Ongoing (according to DG EAC schedule)
Study visits programme for education and VET specialists: key data 2008-10	June
Workshop for national agencies to assess the two-round application pilot (with DG EAC)	January
<i>Communication toolkit for national agencies</i> (working paper)	February

Project 1: [Study Visits – Progress January-December 2011](#)

In academic year 2010/11, 243 study visits took place in 29 countries with 2 723 education and vocational training specialists from 30 countries. Number of approved participants was much higher than before (2 532 in 2008/09, 2 358 in 2009/10). Number of cancelled visits reduced significantly (from 52 in 2009/10 to 23 in 2010/11).

At the request of the LLP committee, in 2010/11 a combination of one catalogue and two rounds of applications was piloted to increase participation of some target groups, especially social partners and decision-makers. Total number of applications increased by 26%, from 4 573 in 2009/10 to 5 789 in 2010/11. Number of applications from social partners increased by 31%. from 287 to 378. There was also an increased number of applications in the second round, 3 233 compared to 2 556 in the first round. These numbers indicate a positive effect on target groups. Cedefop held a workshop with national agencies representatives (Brussels, January) to assess the system and submit a proposal to the LLP committee. Based on a decision of the LLP committee (May 2011), the two-round system will continue until end of the current programme.

In 2010/11, four visits specifically addressed to policy- and decision-makers took place: two on quality assurance mechanisms in education and training institutions (Group 62, Lithuania, September 2010; Group 66, Germany, November 2010), and two on teacher and trainer continuing professional development (Group 78, Estonia, January 2011; Group 214, Ireland, March 2011). Based on findings of visits on quality assurance, Cedefop organised a workshop 'Enhancing quality in schools and VET institutions' (Bonn, February). Workshop participants validated findings and discussed recommendations for policy- and decision-makers responsible for setting the right conditions at system and provider levels to promote evaluation culture in schools and VET institutions. Workshop documents are available at <http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=8120&scid=77&artlang=EN>. The workshop's outcomes were summarised in *Evaluation for improving student outcomes: messages for quality assurance policies*, published in November 2011 (<http://www.cedefop.europa.eu/EN/publications/18985.aspx>).

The 2011/12 catalogue was finalised and printed in January/February and distributed to national agencies, social partner organisations, Education Committees of the Parliament and the Council and the LLP committee. It contained 266 study visits covering 31 topics grouped into five thematic categories reflecting recent policy developments in education and training in Europe. In June, results of the first round of call for applications 2011/12 (deadline 31 March 2011) were finalised: of 2 312 applications received, 1 226 candidates were approved by national agencies to take part in 117 study visits between September 2011 and February 2012. The second round of call for visits taking place between March and June 2012 finished on 14 October 2011: 3 115 applications were received and 1 375 participants were approved by national agencies.

Work continued on assessing the impact of the programme on participants and organisers; data were collected from 2009/10 participants: 2 300 questionnaires sent, 998 responses received (43% response rate). Results of the 2008/09 participants survey were summarised in the flyer *Major benefits in education and training follow study visits: impact on 2008/09 study visits participants*, published in English, French, German and Spanish (<http://www.cedefop.europa.eu/EN/publications/18151.aspx>). Key data and achievements of 2008-10 study visits programmes were published in a briefing note *Crossing frontiers to share expertise* (<http://www.cedefop.europa.eu/EN/publications/18470.aspx>) published in June. A working paper on result of impact assessment of study visits on participants and organisers of 2009/10 was replaced by a flyer summarising results of three years of analysis (2008/09, 2009/10 and 2010/11) to be published in 2012 (**change**).

Call for proposals for the 2012/13 catalogue finished in October with 258 proposals received. The catalogue will be published early in 2012.

Promotion and dissemination of the programme's results continued to be a priority in 2011. Cedefop developed and published a guide to support NAs promoting the programme and disseminating results (<http://www.cedefop.europa.eu/EN/publications/18177.aspx>). Links were established with DG EAC communication unit to promote the programme and its findings through DG EAC websites and networks.

Cedefop held a synthesis seminar 'Preparing young people for a successful integration into the labour market: a challenge for Europe' (Thessaloniki, 28 February-1 March) to summarise the findings of about 60 visits organised in 2009/10. It dealt with ways to provide young people with flexible learning pathways, to ease their transition from education and training to work and to develop their entrepreneurial skills. Seminar material is available at <http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=8051&scid=77&artlang=EN>. Findings of the seminar were published in December in *Empowering the young of Europe to meet labour market challenges: findings from study visits 2009/10* (<http://www.cedefop.europa.eu/EN/publications/19156.aspx>).

The study visits annual meeting took place in June in Thessaloniki. Representatives of national agencies were given a review of implementation of the study visits programme in 2010/11 and informed of current and future developments.

On 22 and 23 September 2011, Cedefop held a knowledge-sharing seminar for organisers of study

visits 2011/12. Some 65 organisers were informed of recent developments in education and training policies in Europe, especially ET 2020. Seminar material is available at <http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=8419&scid=77&artlang=EN>.

MEDIUM-TERM PRIORITY

INTERPRETING TRENDS IN AND CHALLENGES FOR SKILLS, COMPETENCES AND LEARNING

Activity: Skills and competence analysis (WP2011)

Cedefop intends to bring greater coherence to its evidence base and methods for skills analysis. Following its mandate from the new skills for new jobs initiative and the Europe 2020 flagship initiative 'An agenda for new skills and jobs', Cedefop will continue its regular European skills supply and demand forecasts, including necessary methodological developments. To ensure comprehensive analysis of skill needs in Europe, Cedefop complements macro-level forecasts with sectoral and enterprise skill needs analysis, and investigates skills mismatch. To disseminate findings and validate results, Cedefop cooperates with its Skillsnet, a network of researchers and experts, as well as other stakeholders. This skills and competence analysis work is also linked to developing the European skills, competences and occupations taxonomy (ESCO). Cedefop will try to provide easier access to data and information on skill needs, for example Member State level forecasts, to contribute to the EU skills panorama.

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 for policy-makers, including social partners, researchers, and practitioners at EU and national levels of:

- medium-term trends in skill demand and supply, and analysis of potential labour market imbalances in Europe;
- patterns in green and generic skills for creating a sustainable, low-carbon and resource-efficient Europe;
- data needs and methods for skills analysis, including forecasting and those to obtain information on skill needs in enterprises;
- skill mismatch, including for migrants and ethnic minorities and skills obsolescence;
- implications of an ageing population for guidance and counselling.

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 which Cedefop has 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

Raising awareness

Website traffic

Participation in conferences and events

Usefulness of/satisfaction with Cedefop's conferences and events

Activity: Skills and competence analysis – Progress January-December 2011

Under this activity, work has been shared between ensuring continuity in Cedefop's skill needs analysis and developing new strands of research to complement and enrich the evidence base on emerging skill needs and skill mismatch in Europe.

Cedefop produced an update of the forecast and developed further skill needs data, methods and indicators. The Centre also pursued its work on analysing particular sectoral and occupational developments linked to greening of the economy and its consequences on skill needs and VET provision. Work on skills mismatch focused on migrants and ethnic minorities.

New strands of work were initiated to support the Commission in establishing a European skills panorama (inter-service working group), on skill mismatch processes in enterprises and their relationship with recruitment and human resource practices as well as on exploring feasibility of setting-up a sector-based anticipatory system delivering short-term information on skill and labour market needs.

Cedefop continued its effort to feed its skill needs analysis directly into European policy debates on skill needs and related education and training as well as employment policies. To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 28 Presidency events or meetings of senior stakeholders and 22 conferences or other events. Around 41 500 publication downloads were recorded under this activity in 2011.

Project 1: Forecasting skill demand and supply

This project has developed – and promotes use of – a pan-European system for regular forecasts of skill supply, demand and 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 2011, Cedefop will apply a new and improved methodology for skills supply and demand forecasts and will produce results using new modelling approaches by the end of the year (publication in 2012). A fast update of the latest forecast will be published earlier in 2011. Online resources to provide easy access to forecasts results will be developed.

Principal outputs 2011
Timing/frequency

Fast update of forecast

February

Technical reports on improved forecasting methodology and databases
(research paper)

October

Skills supply and demand forecasts – Conference proceedings
(research paper)

November

Two expert workshops – Methodology improvements and evaluation of forecast results	First and second semester
Experts conference on skills supply and demand forecasts	February
Findings presented at various international and European events and conferences	Ongoing

Project 1: **Forecasting skill demand and supply – Progress January-December 2011**

The fast update of forecast was published in February in a briefing note *What next for skills on the European labour market?* (<http://www.cedefop.europa.eu/EN/publications/17783.aspx>) and presented at a Cedefop conference ‘Building on forecasting results’ in February (further information on the conference is available at <http://www.cedefop.europa.eu/EN/events/17086.aspx>). The conference proceedings entered the publication process in September and will be published early 2012 (**change**). The technical report on improved forecasting methodology and databases was finalised but publication postponed to 2012 (**change**).

Due to the high work intensity, only one expert workshop (instead of two (**change**)) was organised in October in Athens. This workshop discussed new methodological developments and validated results for individual countries. Final results of the forecast for 27 EU Member States, Norway, Switzerland, Island, Turkey, Croatia and Republic of Macedonia will be announced at a high-level conference in March 2012. An online tool for easy access to forecasting results for experts and the public at large has been developed and will be made public for the release of the forecast in March 2012.

Forecast findings and methodology were presented at various high-level events and meetings, including the Hungarian Presidency ESF conference ‘More focus on ESF – bringing the European Social Fund closer to Europe 2020 objectives’ (May 2011) and the OECD workshop on policies/strategies for demographic trends (June 2011).

Project 2: **Skill needs in sectors** (WP2011)

This project provides 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 exchange on new and emerging skill needs in selected sectors. In 2011, Cedefop will examine how to equip people with skills for a sustainable, low carbon and resource-efficient European economy. Such further mapping of the nature and demand for environmentally-driven competences is a need expressed across Member States to minimise the risks of policy failure in developing greening strategies.

Principal outputs 2011	Timing/frequency
Workshop – Validation of study findings on green skills and environmental awareness	September
Workshop – Skill needs for green growth (in collaboration with OECD)	November
Participation in meetings of DG Employment steering groups (such as ‘Implications of environmental challenges for employment and employment policies within the EU’)	Ongoing

Project 2: Skill needs in sectors – Progress January-December 2011

As a result of previous Cedefop/ILO cooperation, an executive summary of Cedefop/ILO joint report on *Skills for green jobs: a global view* was released in June (http://www.ilo.org/skills/pubs/WCMS_156220/lang-en/index.htm). The final report appeared in October (http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_159585/lang-en/index.htm).

A workshop to validate study findings on green skills and environmental awareness took place in October and provided useful ground for discussion on policy recommendations and to finalise the study (to be published in 2012).

The Cedefop-OECD green skills forum was postponed to February 2012 (**change**).

Cedefop actively contributed to several sector-related workshops, conferences, steering groups or inter-service meetings organised by the European Commission (DG Employment, Social Affairs and Inclusion, DG Enterprises and Industry, DG Maritime Affairs and Fisheries), by the International Labour Office and by social partners (CEEP – European Centre of Employers and Enterprises providing Public services). It also provided feedback on several working papers and reports from these institutions and Eurofound

Project 3: Skill needs of enterprises (WP2011)

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 2011, Cedefop will continue developing an enterprise survey instrument and relevant methodology by carrying out a pilot survey. Such piloting aims to test the survey approach and statistical methodology, including relevance and availability of information/data in enterprises.

Principal outputs 2011	Timing/frequency
<i>Technical report on data needs, desired outcomes and relevant enterprise survey approach and methodology</i> (research paper)	October
Two expert workshops – survey instruments and methodology (with Skillsnet experts, social partners and Eurostat)	First and second semester

Project 3: Skill needs in enterprises – Progress January-December 2011

The technical report on data needs, desired outcomes and relevant enterprise survey approach and methodology is in progress. It will enter the publication process in January 2012 due to a need for substantial editing (**change**).

Linked to slower progress than foreseen with questionnaire finalisation and pre-testing, it was decided to organise only one expert workshop (**change**). The workshop took place in October and discussed results of the pre-tests carried out in summer and its implications for the final questionnaire and fieldwork implementation in early 2012.

Project 4: **Skills mismatch and ageing workers** (WP2011)

This project investigates and analyses skill mismatch in Europe. In 2011, a synthesis of Cedefop research on the extent of skill mismatch, its determinants and impact will be prepared (to appear in 2012). The synthesis will focus on most affected groups, including older workers, migrants and ethnic minorities and unemployed. In parallel, a new empirical analysis on skills obsolescence, based on a Cedefop survey in four countries will start. Finally, the project also aims to contribute to debates on active ageing in Europe by generating evidence of the relationships between ageing, learning and working.

Principal outputs 2011	Timing/frequency
<i>Skill mismatch among migrants and ethnic minorities</i> (research paper)	July
<i>Guidance and counselling for ageing workers</i> (reference publication)	December
<i>Skills mismatch, mobility and transitions</i> (research paper)	December
Workshop – ‘Learning later in life: uncovering the potential of investing in an ageing workforce’	September

Project 4: **Skills mismatch and ageing workers – Progress January-December 2011**

The research paper on skill mismatch among migrants and ethnic minorities was published in August (<http://www.cedefop.europa.eu/EN/publications/18670.aspx>). A leading national Greek newspaper (Ethnos) featured an article on it.

The reference publication *Working and ageing: guidance and counselling for mature learners* was finalised and published online in November (http://www.cedefop.europa.eu/EN/Files/3062_en.pdf) (see project 2, under Activity Qualifications for lifelong learning).

Discussions in house on mismatch, mobility and transitions made clear that additional financial resources and more time would be needed to provide a meaningful analysis. Work started in 2011 and will lead to a research paper in mid-2012 (**change**).

The workshop ‘Learning later in life’ was held in September. Work on compiling contributions into a third volume of the working and ageing series started.

A new initiative on skill mismatch processes in enterprises and their relationship with recruitment and human resource practices resulted in a literature review which entered the publication process in December. It will be published as a Cedefop research paper in 2012 and used to inform Cedefop’s skill mismatch in enterprises research agenda for the medium term (**new activity**).

Project 5: **Transversal analysis and networking – Skillsnet and stakeholders cooperation** (WP2011)

Skillsnet is a Cedefop network which brings together researchers and experts in 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). The two special Skillsnet panels of experts supporting and advising Cedefop’s work

on skills forecasting and skill needs in enterprises will be extended to involve more country experts. In 2011, Skillsnet will include a new strand on skill mismatch.

Cedefop's work also aims at (a) monitoring existing taxonomies and classifications on occupations, qualifications, skills and competences at European and international levels, and assessing implications for skill forecasting and employers' survey; (b) carrying out ad hoc studies and explorative research on emerging topics and overarching issues; and (c) generating integrated knowledge on methods, findings and evidence on trends in skill needs, making adequate links to qualifications development.

Principal outputs 2011

Timing/frequency

Labour market polarisation and elementary occupations in Europe (research paper)

January

Project 5: **Transversal analysis and networking – Skillsnet and stakeholders cooperation – Progress January-December 2011**

A research paper on labour market polarisation and elementary occupations in Europe was published online in January (<http://www.cedefop.europa.eu/EN/publications/17560.aspx>).

Cedefop was actively involved in developing the EU skills panorama (two inter-service meetings, one steering group meeting, one conference) to be released by the European Commission in autumn 2012. Although this is a **new activity**, it is fully aligned with Cedefop's activities and its support to the flagship initiative for new skills and jobs.

Cedefop started to investigate the feasibility of setting up a sector-based anticipatory system delivering short-term information on skill and labour market needs (**new activity**).

Information was regularly disseminated to Skillsnet members via e-mail. Skillsnet newsletter was drafted only at the end of 2011 due to high concentration of events in autumn which had to be included. The panel of Skillsnet experts on skills forecasting was extended to four additional countries (Iceland, Croatia, FYROM and Turkey).

On 14 and 15 November, Cedefop organised an international seminar on skills anticipation and matching. This **new activity** provided an excellent opportunity for exchanging experience and exploring avenues for cooperation between key international and national organisations.

Activity: **Education and training 2020b – Qualifications for lifelong learning** (WP2011)

To understand better the knowledge, skills and competence challenges faced by Europe – increased by the economic crisis – Cedefop analyses the roles and functions of qualifications and how the ongoing shift to learning outcomes may promote reform of VET and lifelong learning. This work also entails analysing how the education and training system and the labour market can improve their mutual dialogue and interaction. Emphasis is also given to overall permeability of education and training systems, focusing on how different segments, for example VET and higher education, can support one another. As an integral part of this, Cedefop is following up the Council conclusions on adult learning and its focus on how to promote lifelong learning. Building on previous work, Cedefop pursues its work on validation of non-formal and informal learning, in particular investigating how these methods and systems can become more accessible and widely used, also outside the public sector, for example by enterprises. Cedefop also monitors trends in roles and competences of VET teachers and trainers and actively supports implementation of lifelong guidance Council resolutions.

Desired impact:

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. Through systematically developing its expertise in this area, Cedefop will provide direct support to stakeholders at national as well as European levels and establish the Centre as a main source of expertise on European VET and lifelong learning policies and practices.

Corresponding ABB activities: Education and training 2010b

Principal activity outcomes

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

- impact of learning outcomes approaches on overall reform of education and training systems, for example through increased transparency and transferability of qualifications as well as visibility and value of learning;
- practical implementation of the learning-outcomes approach in developing qualification standards, defining curricula and renewing assessment methods in initial VET;
- trends in dialogue and cooperation between education and training and labour market stakeholders;
- the need to reduce barriers between higher education and VET as a means to help individual learning careers and as a condition for promoting lifelong learning;
- conditions for strengthening the use of validation in national VET and lifelong learning policies, as well as by enterprises for human resource development purposes;
- trends in lifelong guidance and counselling and its role in promoting entrepreneurship learning as a realistic career option and supporting ageing workers' learning and working;
- trends in the contribution of the workplace to adults skills development and innovation as well as how to bring unemployed people into work;
- trends in VET teachers and trainers professional development focusing on in-company trainers.

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 which Cedefop has 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)
Participation in conferences and events
Usefulness of/satisfaction with Cedefop's conferences and events

Policy advice provided to European Commission working group on adult learning, thematic working groups on key competences, teachers and subgroup of the EQF advisory group on learning outcomes.

Activity: Education and training 2020b – Qualifications for lifelong learning

Under this activity, Cedefop's work in 2011 focused on clarifying the role of qualifications in modern society and how these are influenced by the shift to learning outcomes. Work also provided an important knowledge-basis for policy implementation of common European tools and principles. On the whole, foreseen outputs were delivered as planned.

A new strand of activity was initiated to shape the conceptual background and mandate of the new thematic working group on trainers in VET (to be set up in 2012) that Cedefop will coordinate jointly with the European Commission.

To provide policy advice and raise awareness of European VET policy among stakeholders and the wider VET community, Cedefop supported and contributed to 35 Presidency events and meetings of senior stakeholders and to 10 conferences or other events; 28 700 publication downloads were recorded under this activity in 2011. Cedefop contributed to EU policy documents (such as the forthcoming recommendation on validation of non-formal learning) and other Commission's documents (final report of the Commission's working group on adult learning and the policy handbook on assessment of key competences).

Project 1: [Qualifications and learning outcomes](#) (WP2011)

This project aims to demonstrate the critical but changing role played by qualifications in education and training systems as well as in the labour market. In 2011, work will focus on: (a) how to apply the learning outcomes approach to curricula and assessment methods; (b) how education and training and labour market stakeholders cooperate on the (re)definition and renewal of qualifications and standards; and (c) how the relationship between VET and higher education influences permeability of education and training systems and their labour market relevance.

Principal outputs 2011	Timing/frequency
Guidelines on practical application of the learning-outcomes approach (with the EQF subgroup on learning outcomes)	March
Workshop on curriculum policies and practices	January
<i>Learning outcomes and their effects on curriculum policies in Europe</i> (working paper)	December
Expertise and advice provided to the Commission's thematic working group on key competences	Ongoing (according to DG EAC schedule)
Workshop on permeability for lifelong learning and employability	January

<i>Permeability for lifelong learning</i> (working paper)	July
<i>VET at levels 6 to 8 of the EQF</i> (research paper)	July
<i>The relationship between VET and higher education</i> (reference publication)	November

Project 1: **Qualifications and learning outcomes – Progress January-December 2011**

In agreement with the EQF AG learning outcomes subgroup it was decided to postpone publication of guidelines for applying the learning outcomes approach to autumn (**change**). The guidelines were published in the European qualifications framework series (EQF Note 4 http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note4_en.pdf and http://ec.europa.eu/education/lifelong-learning-policy/doc/eqf/note4_en.pdf) in November 2011. The note provides practical information on use of learning outcomes in different settings (curricula, standards, etc.). This information can be useful for those with an interest in counselling services for learners, workers and job-seekers. It can also be helpful at European level to understand how learning outcomes are used to implement or apply European tools.

The second international workshop 'Curriculum innovation and reform: an inclusive view to curriculum change' took place in Thessaloniki on 20 and 21 January. Conclusions of the workshop were published in Cedefop's briefing note *When defining learning outcomes in curricula, every learner matters* (<http://www.cedefop.europa.eu/EN/publications/18079.aspx>) accompanied by a press release.

The working paper on learning outcomes and their effects on curriculum policies in Europe was cancelled (**change**), as the study it related to was unfruitful.

Cedefop contributed to the Polish Presidency conference 'Effective policies for development of competences of youth in Europe' (Warsaw 16 to 18 November) with a presentation on *European trends in teaching and assessing learning outcomes in VET curricula*.

Expertise and advice were provided to the Commission's thematic working group on assessment of key competences. Cedefop contributed to drafting a policy handbook (due in February 2012) and to preparing the group's events and final reports, including: (a) a seminar 'Developing standards for assessment of key competences' (Brussels, 14 and 15 March); (b) a PLA on the same topic (Arnhem, 25 to 27 May); (c) a PLA on different methods and tools for assessment (Madrid, 26 to 29 September).

A survey on competences in health and social care and renewable energy was prepared to collect information through ReferNet (joint activity with area RPA) (**new activity**). The survey was launched in May. ReferNet input was received (December) and will form the basis for a comparative working paper to be published in 2012.

Expertise and advice were provided to the Commission's thematic working group on early school-leaving (**new activity**). This new thematic working group will support development of comprehensive strategies to reduce early school-leaving in line with the Europe 2020 target and exchange of experience and good practice.

Cedefop's workshop on permeability was held in January 2011 and attracted high-level participants from VET and HE. The workshop papers are available at <http://www.cedefop.europa.eu/EN/events/16859.aspx>.

As they are thematically related, the planned working paper on permeability and the reference publication on relationships between VET and higher education will be merged and published in 2012 (**change**). This will also help improve efficiency.

The research paper *VET at higher qualification levels* was published online in August (<http://www.cedefop.europa.eu/EN/publications/18646.aspx>). The results were widely disseminated,

including at the Hungarian Presidency conference ‘Increasing attractiveness and excellence of VET through quality and efficiency’ (Budapest, 17 and 18 May 2011) and during the OECD/IMHE international seminar ‘Collaboration between vocational and university education: building partnerships for regional development’ in Spain (Donostia-San Sebastián, 17 and 18 October 2011).

Cedefop contributed substantially to the Polish Presidency conference ‘Developing cooperation between VET, higher education and adult learning in response to the challenge of lifelong learning’ (Warsaw, 23 and 24 September 2011) by: (a) moderating the workshop on cooperation between CVET and HE institutions; and (b) presenting the interaction between European tools for permeability. Preliminary results of the study on credits and permeability were used in a background document (*Permeability as a prerequisite for effective lifelong learning policy*) for the Polish Presidency conference ‘Mobility as a tool to acquire and develop competences from childhood to seniority’ (Sopot, 17 to 19 October 2011).

Articles published

- Psifidou, I. (2011). Assessing key competences in Europe: Why would we? How could we? *Conference proceedings of the 55th annual conference of the Comparative and international education society, Montreal, 30 April to 5 May 2011*. http://cies2011.mcgill.ca/CIES_2011_Montreal/CIES_2011_Montreal_files/COMPLETE%20PROGRAM.pdf.
- Le Mouillour, I.; Dunkel, T.; Garcia Molina, J. L. (2011). La formación profesional en el corazón del debate sobre las cualificaciones: tendencias en el horizonte 2020 [Vocational training in the heart of the debate on qualifications: Trends for 2020]. *Cuadernos del mercado de trabajo*, 2011, Vol. 7, pp. 60-70.
- Psifidou, I. (2011). The fading paradox in teacher education and training policies in Europe. In: Anastasiades, P. et al. (eds). *Teacher education in modern era: trends and issues*. Athens: Pedagogical Institute. pp.273-291. http://blogs.sch.gr/kkiourtsis/files/2011/05/ebook_english_final.pdf.
- Psifidou, I. (2011). International conferences in comparative and international education: Cedefop work on curriculum innovation and reform. *CIES perspectives newsletter*, 2011, Vol. 157, pp. 4-5. <http://www.cies.us/newsletter.htm>.

Project 2: Lifelong guidance (WP2011)

Cedefop will continue supporting implementation of the Council resolutions on lifelong guidance (2004, 2008) by reviewing Member States progress in developing guidance policies and strategies (in cooperation with the Europeans Commission and the ELGPN network). In 2011, thematic focuses will be on guidance support for entrepreneurship learning as well as for at-risk groups, in particular addressing older workers, immigrants and ethnic minorities.

Principal outputs 2011	Timing/frequency
<i>Review of Member States’ progress in implementing lifelong guidance policies and strategies</i> (working paper)	September
<i>Guidance for entrepreneurship learning</i> (research paper)	June
Articles on guidance for age management policies and practices	July
Peer learning event on multicultural guidance and counselling in the context of European policies and strategies	September

Project 2: Lifelong guidance – Progress January-December 2011

The guidance policy review *Lifelong guidance across Europe – Reviewing policy progress and future prospects* was published online in August (<http://www.cedefop.europa.eu/EN/publications/18625.aspx>). It highlights guidance measures launched in Member States to support at-risk groups' participation in lifelong learning/skills upgrading as well as to ease their labour market (re)entry. The report was widely disseminated at European/international events (such as the international guidance policy symposium, Budapest 5 to 7 December 2011).

The research paper *Guidance supporting Europe's aspiring entrepreneurs – Policy and practice to harness future potential* was published online in May (<http://www.cedefop.europa.eu/EN/publications/18285.aspx>). Its findings point to solid initiatives across Europe to integrate guidance more strongly into entrepreneurship education in VET and HE as well as in career management of new entrepreneurs. The printed report was made available to the new European Commission (DG EAC) working group on entrepreneurship education to which Cedefop contributes (**new activity**).

The publication *Working and ageing – Guidance and counselling for mature learners* (joint activity between Areas RPA and ECVL) was released in November 2011 as Cedefop's contribution to the European year of active ageing 2012 (<http://www.cedefop.europa.eu/EN/publications/19076.aspx>) (see project 4 under activity Skills and competence analysis).

The peer learning event 'Labour market integration of immigrants in Europe – Implications for guidance policy, practice and research' took place on 29 and 30 September 2011. Event material is available at <http://www.cedefop.europa.eu/EN/events/18527.aspx>.

Project 3: VET teachers and trainers (WP2011)

Cedefop will support implementation of the priorities set for VET teachers and trainers in the Commission's communication 'A new impetus for European cooperation in vocational education and training to support Europe 2020 strategy' (2010), by continuing to monitor trends and developments in the roles and competences of VET teachers and trainers. In 2011, work will focus on: (a) in-company trainers; (b) VET leadership; (c) learning outcomes in teaching practices.

Cedefop will work in close cooperation with the European Commission to establish a European cooperation platform for teachers and trainers in VET, building on achievements of Ttnet network and results of peer learning activities.

Principal outputs 2011	Timing/frequency
Establishment of a European cooperation platform on trainers in VET (with the European Commission)	September
<i>Best practices and guiding principles on changing competences and profiles of trainers in VET</i> (working paper)	December
Peer learning event on accreditation processes for in-company trainers	November
<i>Review on VET leadership in Europe</i> (working paper)	November
<i>Learning outcomes in teaching practices</i> (working paper)	October
<i>Updating vocational knowledge and skills of VET teachers</i> (working paper)	July

Expertise and advice provided to the Commission's thematic working group on teachers	Ongoing (according to DG EAC schedule)
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Project 3: VET teachers and trainers – Progress January-December 2011

Cedefop led conceptual design of the new thematic working group (TWG) on trainers in VET and drafted a background note highlighting the mandate, objectives, working methods and priority themes, which was agreed with the Commission and validated by the DGVTs at their meeting in May (**new activity**). Cedefop also prepared a preliminary work programme for the thematic group (2012-13), to be agreed with the working group at its first meeting. In agreement with the Commission, for technical reasons the first meeting of the TWG was postponed to February 2012 (**change**). This thematic working group will take over the work of the former European Commission's subcluster on VET teachers and trainers and Cedefop's TTnet (whose activities came to an end in the summer).

The peer learning event on accreditation processes for in-company trainers was postponed due to delayed start of the new TWG on trainers and will become part of the group's activities (**change**). For the same reason, the working paper on best practices on changing competences of trainers in VET was postponed (**change**).

The study on updating vocational skills and competences of IVET teachers was revised in-house and the decision taken to cancel the publication. Instead, the results will be used as internal papers to inform other ongoing work (for example – the policy report and background papers for launching the new TWG on trainers) (**change**).

The working paper *Exploring leadership in vocational education and training*, produced in collaboration with the TTnet subgroup on leadership, was published online in November 2011 (http://www.cedefop.europa.eu/EN/Files/6113_en.pdf). The paper aims at stimulating debate and reflection among decision-makers and researchers and at attracting attention to the specificities of leadership in VET.

Based on an outline of the planned working paper on learning outcomes in a teacher's perspective, it was decided to extend its scope to a policy discussion paper to be further integrated into Cedefop's work on qualifications and EU tools. Its publication was postponed to 2012 (**change**).

Cedefop continued to support the Commission's TWG on teachers, participating in meetings of the group, while providing expertise and advice and presenting Cedefop's work with emphasis on VET teachers and trainers.

Project 4: Adult learning (WP2011)

Cedefop will continue supporting implementation of the adult learning action plan (2007) by focusing its thematic work on the central role of workplace learning in lifelong learning strategies and workers' needs to develop continuously their occupation-specific skills, as well as their transversal skills for employment and employability.

Following its review of adult learning developments and trends published in 2010 *Learning while working. Success stories on workplace learning in Europe*, in 2011 Cedefop will continue to study acquisition of key and transversal competences in the workplace. In addition, it will look at how to develop learning-conducive environments at the workplace. In the present economic downturn, Cedefop will explore contributions of the workplace to labour market integration of unemployed people and labour market transitions. In particular, Cedefop will consider 'return to work programmes' that enable unemployed people to develop their skills in real working conditions and integrate more easily into the labour market.

Principal outputs 2011	Timing/frequency
<i>Acquisition of key and transversal competences at the workplace</i> (working paper)	July
Peer learning event on broadening access to learning opportunities in the workplace, focusing on development of key and transversal competences	June
Peer learning event on contributions of CVET and career guidance to socially responsible restructuring (helping redundant workers and soon-to-be redundant workers to reintegrate into the labour market)	November
Advice and expertise provided to the Commission's working group on adult learning	Ongoing

Project 4: **Adult learning – Progress January-December 2011**

The working paper on acquisition of key and transversal competences at the workplace was cancelled, due to low quality of raw data (**change**). As a result, the decision was taken to cancel the peer-learning event (**change**).

An international expert workshop 'Innovation and learning in enterprises' was held in November. The workshop opened new perspectives on innovation and learning in enterprises and validated and complemented results of Cedefop's ongoing study on skill development to promote innovation in enterprises. Workshop material is available at <http://www.cedefop.europa.eu/EN/events/18740.aspx>.

Advice and expertise were provided to the European Commission and its working group on adult learning by contributing to the group's final report and helping shape forthcoming activities and strategies in adult learning. Substantial content input was provided for the final conference on implementing the action plan on adult learning *It is always a good time to learn* (Budapest, March 2011) with three speeches and a publication on 'Learning while working – Success stories on workplace learning in Europe', released in February (<http://www.cedefop.europa.eu/EN/publications/17770.aspx>). Advice and expertise were also provided to the two new thematic working groups on financing adult learning and quality assurance in adult learning (**new activity**).

In cooperation with Area RPA, the workshop 'Learning later in life', held in Brussels in September, was organised in cooperation with the European Commission (see *Interpreting European trends in and challenges for skills, competences and learning*, project 4 *Skills mismatch and ageing workers*).

Articles published

- Dehmel, A. (2011). Adult learning in Europe: challenges and developments. *Seventh international conference on education, Samos, 7 to 9 July 2011*. Conference proceedings, Vol. A.

Project 5: **Validation of non-formal and informal learning** (WP2011)

In 2011, Cedefop will intensify its work on validation of non-formal and informal learning. This reflects increased importance now attributed to validation at European and national levels. Validation is seen as a way to make education and training systems and institutions more flexible, a way better to integrate groups at risk (migrants, drop outs from school) and as a way to make better use of existing skills and competences, for example acquired through work experience. Cedefop will also actively

support the Commission in preparing a Council recommendation by mid-2011, thus strengthening the political visibility of validation as well as provide a platform for future cooperation.

Principal outputs 2011	Timing/frequency
Second edition of <i>European guidelines on validation of non-formal and informal learning</i> – joint publication with the European Commission (booklet)	October
<i>European inventory on validation</i> (updated online)	July
<i>Use of validation by enterprises for human resource management purposes</i> (working paper)	December
<i>The relationship between validation, qualifications frameworks and credit systems</i> (working paper)	November

Project 5: **Validation of non-formal and informal learning – Progress January-December 2011**

Work on updating the European guidelines on validation of non-formal and informal learning started in 2011. This work is carried out in cooperation with the Commission and through the learning outcomes group (LOG) of the EQF advisory group to inform directly the forthcoming recommendation on validation postponed to 2012. As a result, the new guidelines are expected to be published in the second half of 2012 (**change**).

A revised version of the *European Inventory on validation* was finalised. The inventory was updated in cooperation between Cedefop and DG EAC. It covers 32 countries and gives an extensive review of developments. The update was made available in May (<http://www.cedefop.europa.eu/EN/about-cedefop/projects/validation-of-non-formal-and-informal-learning/european-inventory.aspx>).

Cedefop supported DG EAC in preparing a Council recommendation on validation of non-formal and informal learning which is expected to be adopted in 2012.

In a peer-learning activity (PLA) on the role of NQFs in promoting validation of non-formal and informal learning (Warsaw 7 and 8 November 2011), Cedefop gave a keynote speech and chaired the final and concluding session of the PLA. Cedefop also helped prepare this PLA which looked systematically into the relationship between NQFs and validation and was organised in cooperation with the Polish Ministry of Education and the Polish Educational Research Institute.

Cedefop's study on validation in enterprises was launched in 2011. Publication of interim results was cancelled as interviews with enterprises (above 200) took longer than planned (**change**). Final results will be published in 2012.

The working paper on the relationship between validation, qualifications frameworks and credit systems was cancelled (**change**) and replaced with a briefing note on how EU tools and principles relate to one another (<http://www.cedefop.europa.eu/EN/publications/19146.aspx>).

MEDIUM-TERM PRIORITY

ASSESSING VET'S BENEFITS

Activity: **Researching VET** (WP2011)

Council conclusions in 2007 and 2008 call for research on the impact of investment in education and training, and the Council conclusions of May 2009 call for efficient and sustainable use of resources (...) through promotion of evidence-based policy and practice in education and training. In addition, the Bordeaux communiqué (2008) and the draft Council conclusions on cooperation in VET 2011-20 require focusing on improving the scope, comparability and reliability of VET statistics, and Cedefop to collaborate with other key stakeholders.

Understanding fully VET's benefits and its labour market outcomes is necessary to make informed choices about investments in education and training, and to devise new or reform existing policies and measures. 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. Comparable and reliable European VET data are a prerequisite to investigating such 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, statistics and indicators.

Corresponding ABB activity: VET research

Principal activity outcomes

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

- economic and social benefits of VET;
- labour market outcomes of VET.

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 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
Participation in conferences and events

Activity: VET Research – Progress January-December 2011

Cedefop's research on economic and social benefits of VET started to bear fruit: in 2011, a briefing note was published to summarise findings to date and six papers were released addressing various dimensions of VET benefits. In parallel, Cedefop continued to support development of international and European statistics and indicators on VET while promoting dissemination and use of the statistical information available.

Research on labour market outcomes and other economic and social benefits of VET is ongoing. Under this activity, Cedefop supported and contributed to two Presidency events or meetings of senior stakeholders and attended one conference. Great interest was shown in the research papers released: over 22 000 publication downloads were recorded under this activity in 2011.

Project 1: [Research reporting](#) (WP2011)

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 2011, Cedefop will continue to release online 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 2011	Timing/frequency
<i>Private benefits for individuals</i> (research paper)	April
<i>Social benefits of VET at the workplace</i> (research paper)	May
<i>Macrosocial benefits of VET</i> (research paper)	June
<i>Economic benefits for enterprises</i> (research paper)	October
<i>Social benefits of VET for individuals</i> (research paper)	November
<i>Economic benefits of VET for sectors</i> (research paper)	November

Project 1: [Research reporting – Progress January-December 2011](#)

Five research papers on the economic and social benefits of VET were released during the year:

- on private (economic) and social benefits for individuals (<http://www.cedefop.europa.eu/EN/publications/18070.aspx> and <http://www.cedefop.europa.eu/EN/publications/18440.aspx>);
- on economic performance and wider benefits of VET for firms (<http://www.cedefop.europa.eu/EN/publications/19219.aspx> and <http://www.cedefop.europa.eu/EN/publications/17947.aspx>);
- and, on macrosocial benefits of VET (<http://www.cedefop.europa.eu/EN/publications/18283.aspx>), social benefits of VET for individuals.

These five research papers together with another paper on the benefits of VET (based on the 2009 national research reports by ReferNet – *Economic and social benefits of VET* (<http://www.cedefop.europa.eu/EN/publications/17868.aspx>)) accounted for 60% of downloads of research papers published in 2011 (23% of downloads of research papers in the period 2009-11) thus demonstrating high interest on the research topic.

The research paper on the economic benefits of VET for sectors was cancelled (**change**) due to lack of adequate data. The study on the social benefits of VET for social groups, planned as a research paper, was found to deliver unconvincing results (**change**). The study's few strong results will become part of a publication synthesising results of the project to appear in 2012.

The main findings to date on the economic and social benefits of VET were summarised in a briefing note *Despite its many benefits, vocational education and training lacks esteem* (<http://www.cedefop.europa.eu/EN/publications/18353.aspx>).

A working paper *Employment-related mobility and migration* (<http://www.cedefop.europa.eu/EN/publications/17562.aspx>) and *vocational education and training* (review and analysis of the 2009 national research reports by ReferNet) was also released early 2011 (delayed from 2010).

Project 2: **Statistics and indicators** (WP2011)

The 'statistics and indicators' project supports improvements in quality and methods of European data collection and provides sound statistical evidence on VET related issues. In 2011, Cedefop will publish findings on the labour market outcomes of VET, and continue to inform regularly on trends in VET and lifelong learning.

To support the European Commission, Cedefop will provide expertise and cooperate in the working group for transnational mobility of learners in VET, which will explore possibilities of designing an indicator for mobility (of learners) in VET.

Principal outputs 2011

Timing/frequency

Principal outputs 2011	Timing/frequency
<i>Labour market outcomes of VET – First theme-based review</i> (booklet)	Ongoing
Contribution to and participation in meetings on statistical and indicator developments with key stakeholders (Eurostat, Commission, OECD, etc.)	Ongoing
Regular update and development of Cedefop statistics and indicators web pages: statistics of the month; tables and graphs	Ongoing
Contribution to and participation in the Commission's working group on mobility of learners in VET	Ongoing
Statistical support to Cedefop projects on patterns in VET and lifelong learning	

Project 2: **Statistics and indicators – Progress January-December 2011**

The publication on labour market outcomes of VET was postponed. Due to data validation delays at Eurostat, the planned two theme-based booklets have been combined into a single publication that will be released in the first half of 2012 (**change**).

Participation and contributions to various stakeholder processes and meetings (the OECD-INES LSO network and European level statistics working groups such as adult skills, VET indicators, or Eurostat task forces, such as mobility indicators) helped to ensure that questions on apprenticeship and orientation (VET or general) of educational attainment should be included in the EU labour force survey (LFS) from 2014 and orientation will be collected for *Education at a glance* in preceding years. Cedefop also contributed to the Commission's standing group on indicators and benchmarks and

supported DG EAC in devising methodology for a mobility indicator in VET and better exploiting data for new EU overarching strategy.

Cedefop statistics web page via the ‘Statistics of the month’ service and selected statistics and indicators (data by theme) were regularly updated, generating media coverage. Continuous statistical support was provided to Cedefop staff, also with a view to exploiting LFS microdata.

A study to develop ‘VET statistical reviews’ providing policy-relevant indicators and country comparisons was launched (**new activity**).

MEDIUM-TERM PRIORITY

RAISING THE PROFILE OF VET

Activity: **External communication** (WP2011)

Cedefop’s external communication services focus on raising the profile of VET. In 2011, Cedefop will communicate key messages on VET to its stakeholders and the media. Cedefop will also continue its 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 on 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 briefing notes/publications/working papers/other

Raised awareness

Website traffic (overall, broken down by section, database)
 Participation in conferences and events
 Usefulness of/satisfaction 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

Activity: External communication – Progress January-December 2011

In 2011, through its publications Cedefop communicated key messages on the following VET themes: workplace learning, benefits of VET, common European tools for VET and lifelong learning, and skills supply and demand in Europe up to 2020. Those themes were widely disseminated at conferences and events organised by Cedefop and at other European conferences. Online news and electronic publications were supported by social media activities (Facebook, Twitter). Newsletters, press releases and briefing notes were released.

To reach Cedefop stakeholders, the wider VET community, the local Greek community and citizens more generally, Cedefop supported organisation of 108 conferences, workshops, seminars and events (around 2 100 participants in total). Cedefop (co)organised and attended the 'EU agencies week' at the European Parliament, a joint seminar by Cedefop, Eurofound, ETF and OSHA, as well as a workshop organised with MEP Nadja Hirsch, 'Vocational education and training: have the European tools improved learning, mobility and employment?'. A total of 23 delegations (307 visitors in total) from 15 countries visited Cedefop in 2011, including representatives from the European Parliament, governments, social partners, VET institutions and research organisations.

Project 1: [Communication with stakeholders and public relations](#) (WP2011)

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. Cedefop will follow closely the 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 2011	Target/timing (indicative month)/frequency
Publish the work programme 2011	December
Publish briefing notes online	Eight briefing notes, each in six languages, throughout the year
Organise and attend the 'EU agencies week' at the European Parliament	January/February
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 2011
Organise a reception for Greek MEPs and local policy-makers and academia	September
Organise a Cedefop event for Europe day	May

Organise an information seminar for the local VET community	November/December
Receive visiting groups of VET professionals from across Europe	Ongoing

Project 1: **Communication with stakeholders and public relations – Progress January-December 2011**

Cedefop's work programme 2011 was published in January 2011.

Eight briefing notes were published online in seven languages (49 000 downloads in 2011): *Providing evidence to improve training policies; What next for skills on the European labour market?; When defining learning outcomes in curricula, every learner matters; Despite its many benefits, vocational education and training lacks esteem; Crossing frontiers to share expertise; Loans for learning; Qualifications frameworks in Europe: modernising education and training; Shaping lifelong learning: making the most of European tools and principles.*

The 'EU agencies week' at the European Parliament was successfully (co)organised (31 January to 4 February, Brussels). Information is available at <http://www.emcdda.europa.eu/eu-agencies-the-way-ahead>.

Cedefop supported organisation of 108 conferences, workshops, seminars and events, where necessary with help of an external conference organiser (PCO). Total number of participants was about 2 100.

A joint seminar – Cedefop, Eurofound, ETF and OSHA – hosted by the European Parliament was (co)organised on 30 June 'Working together for youth employment: from education to work – A global challenge'. The record of proceedings is available from the EP website: <http://www.europarl.europa.eu/wps-europarl-internet/frd/vod/player?eventCode=20110630-0900-COMMITTEE-EMPL&language=en&byLeftMenu=researchcommittee&category=COMMITTEE&format=wmv#anchor1>. The final report is available at <http://www.cedefop.europa.eu/EN/news/19108.aspx>.

In cooperation with MEP Nadja Hirsch, from the EP Employment and Social Affairs Committee, Cedefop organised a workshop 'Vocational education and training: have the European tools improved learning, mobility and employment?' at the European Parliament in Brussels on 22 November. Information on the event is available at <http://www.cedefop.europa.eu/EN/news/19038.aspx>.

The reception for Greek MEPs, local policy-makers and academia scheduled for 10 September was cancelled owing to security concerns in Thessaloniki (**change**).

A Cedefop event for students and professors (about 100 participants) was organised on 18 May. Issues discussed included qualifications and validation of non-formal and informal learning, lifelong guidance and Europass. Information is available at <http://www.cedefop.europa.eu/EN/news/18255.aspx>.

In cooperation with the Regional Directorate of Education, Cedefop organised an information event for its local stakeholders on validation and recognition of qualifications on 30 November (141 participants). More information at <http://www.cedefop.europa.eu/EN/events/19081.aspx>.

A total of 23 delegations from 11 EU countries (BG, DK, DE, EL, ES, IT, AT, RO, SI, FI, SE) and four non-EU countries (China, Korea, Norway and South Africa) visited Cedefop in 2011. Visitors (in total 307) included representatives from the European Parliament (Danish MEPs), governments, social partners, VET institutions and research organisations.

In cooperation with Thessaloniki airport, Cedefop posters were installed in arrival and departure zones of the airport.

Cedefop participated in various fairs and events, including the European Commission's campaign 'Youth on the move' (22 to 25 September, Thessaloniki), the European employment forum (22 to 24 November, Brussels) and the 12th ETUC congress (16 to 19 May, Athens).

Project 2: **News service** (WP2011)

In 2011, 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 2011	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 2011**

During the reporting period, 10 Cedefop newsletters (including two double issues, July-August and November-December) and 14 press releases were prepared and disseminated (two releases were published in seven languages). Dissemination of news and press releases was reinforced by social media activities: 142 Twitter postings (including live-tweeting from the 'EU agencies week' at the EP) and 97 Facebook updates in 2011.

The newsletters – top stories highlighted with interviews and video clips – focused on: the Bruges communiqué; the agencies week in Brussels; the study visits seminar 'Preparing young people for a successful working life'; work-based learning (interview with Cedefop's project manager); implementing EU tools (for Hungarian Presidency conference on EQF); the ECVET workshop on 'mainstreaming ECVET to practitioners'; the joint seminar on youth employment – Cedefop, Eurofound, ETF and OSHA – hosted by the European Parliament; skill mismatch among migrants and ethnic minorities in Europe; learning while working (for the DGVT meeting under the Polish Presidency) and common European tools and principles.

Press releases focused on issues relevant for the press and the wider public and included: the EU agencies exhibition at the EP; skills forecasts, social partners' role in implementing common EU tools; ageing workforce. They are available at <http://www.cedefop.europa.eu/EN/news/press-releases.aspx>.

A total of 380 Cedefop-related press clippings were counted Europe-wide.

There were no press conferences in 2011 but three video interviews, published online, were produced (**change**).

Project 3: **Cedefop's web portal** (WP2011)

The web portal is Cedefop's principal means of communication. Cedefop's web portal presents information in a structured format to make navigation easy. In 2011, Cedefop will evaluate its efforts to boost its web presence. Cedefop will also aim at making its website more prominent on search engines for those looking for information on VET.

Principal outputs 2011	Timing/frequency
Integrate conference pages into the Cedefop web portal providing easy access to content from a single entrance point	Ongoing
Provide an analysis of data of users of Cedefop's web portal	Quarterly
Evaluate and revise the guide to writing for the web and contact management systems	December
Evaluate and revise business processes to put content on the Cedefop web portal	December
Performing online visibility campaigns	Six times (minimum) 2011
Promote exchanges of information with ReferNet national websites (RSS news exchange plus evaluation of national websites)	Evaluated and revised annually (more if necessary) 2011-12
Explore the potential of using social media to raise awareness of VET among citizens	Ongoing

Project 3: [Cedefop's web portal – Progress January-December 2011](#)

Integration of conference pages into Cedefop's web portal was postponed, mainly due to changes in the content management system (CMS) contractual situation (**change**). Conferences' microsites are currently hosted on the external events' contractor server and will be fully integrated into and/or archived in Cedefop's web portal server by the new CMS contractor in 2012.

Web metrics customised reports were provided regularly. A contribution was also provided to the web trends' reporting requirements concept note. The resulting segmentation/classification of web traffic into specific visitor profiles allows personalising and/or regrouping content according to specific segments of users. This should also be seen as a necessary step towards designing/defining the landing pages as part of Cedefop's search engine optimisation (SEO) marketing plan.

The guide to writing for the web, drafted in 2010, is still applicable. The content management systems' manuals were updated to match business procedures (such as file naming conventions and standard practices).

Revision of the web-content management business processes has been initiated (such as for Cedefop's newsletter) and is expected to be fully implemented in 2012. Delay is due to changes in the CMS contractual situation (**change**).

To support Cedefop's online campaigns, a 'landing pages concept paper' was finalised. Landing pages are part of the search engine optimisation marketing plan to raise online visibility of Cedefop.

Of 28 ReferNet websites evaluated in 2011, 10 reached a good level of conformity to Cedefop's guidelines; seven were qualified as excellent. The number of websites pointing to obsolete content decreased from 12 in 2010 to six in 2011. Ten ReferNet members implemented the RSS news exchange pages in 2011 (there were only two in 2010).

Since January 2011, Cedefop has Facebook and Twitter accounts; to date, Cedefop has 1185 Facebook fans and 481 Twitter followers. Video interviews were edited and uploaded to Cedefop's Facebook page and the Cedefop newsletter. As this experiment was successful, this will be included in the web management work programme 2012.

MEDIUM-TERM PRIORITY (TRANSVERSAL OBJECTIVE)

RAISING THE PROFILE OF VET TO SUPPORT CEDEFOP'S OPERATIONS BY PROVIDING REGULAR, EFFICIENT AND EFFECTIVE INTERNAL POLICIES, PROCEDURES AND SERVICES

Activity: Information and documentation (WP2011)

Cedefop's library and documentation services focus on raising the profile of VET and supporting Cedefop's operations. In 2011, the library and documentation service will continue to support Cedefop's external communication policy. The library will disseminate Cedefop information to key 'multipliers' among Cedefop's stakeholders, for example libraries of the EP, EESC, and CoR. The library will also operate Cedefop's contacts database to send information to Cedefop's main target groups. The library's reference service 'Ask the VET expert' will provide answers to VET questions asked by Cedefop's stakeholders. Replies will draw on Cedefop's comprehensive, multilingual and up-to-date databases on VET in the EU.

Internally, Cedefop's records management and archives service follows best practice in providing access to records and preserving the institution's 'memory'.

Desired impact

The library contributes to Cedefop being acknowledged as an authoritative source of information on VET, skills and competences.

Corresponding ABB activity: Information and documentation

Principal activity outcomes

Raising the profile of VET by:

- updating online databases (VET-Bib: the reference bibliographical database on VET issues since 30 years, VET digital library);
- operating a reference service (ask the VET expert service available from the new web portal);
- developing Cedefop's multilingual European training thesaurus, for a proper use of VET concepts and definitions;
- managing the contact database.

Following good administrative practices in managing Cedefop's records and archives.

Outcome indicators/measures

(with reference to Cedefop's performance measurement system)

Raised awareness

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

Satisfaction with targeted services (targeted collection beyond the performance measurement system)

Activity: Information and Documentation – Progress January-December 2011

In 2011, key activities focused on raising the profile of VET by:

- continuously updating Cedefop's bibliographic reference database on VET (VET-Bib contains about 80 000 records, with an increase of 4 700 in 2011);
- operating a reference service: the key service was renamed 'Ask the VET expert' and is prominently placed on Cedefop's web portal. Data from 2011 show that the organisations using this service most are research centres, companies and training centres; 903 information requests were successfully answered during the period;
- developing Cedefop's multilingual European training thesaurus. Cedefop is a driving force in the European thesaurus alignment and integration project and aims to be the first agency to share a common European thesaurus management workspace with the Publications Office's EuroVoc;
- managing the contact database, as central source of contacts information, with new media and key stakeholder contacts;
- finalising the first retention schedule for Cedefop records; it supports Cedefop good governance and ensures that operational areas and administration manage their records properly.

Project 1: [Documentation and reference service](#) (WP2011)

In 2011, Cedefop's library will concentrate on disseminating targeted information to 'multipliers'. It will provide updated and comprehensive information to policy-makers, researchers and practitioners through its online databases, including Cedefop's bibliographic database, the largest on VET in Europe and online tools, such as the European training thesaurus. Questions on VET will be answered through the library's reference service.

Principal outputs 2011

Target/timing (indicative month)/frequency

Answers to queries (Reference service 'Ask the VET expert')	Answer around 1 200 queries, all within two weeks of receipt
Targeted dissemination of Cedefop information	Monthly
Circulate to VET and Eurolib libraries the VET alert (providing information on new VET publications)	
Send hard copies of Cedefop briefing notes for display in EU libraries (EP, EESC, CoR, EU agencies, etc.)	
Meet representatives of EU libraries to encourage use and dissemination of Cedefop materials	Twice a year
Maintain Cedefop's bibliographical database on VET (VET-Bib)	About 300 new entries each month; increase the database by more than 10%

Develop European training thesaurus: add at least 25 new terms and definitions, in several languages; present ETT on Cedefop's web portal in at least 10 different languages	December
Thematic profiles and bibliographies based on medium-term priorities: produce four new dynamic bibliographies for areas, working with project managers and experts	Ongoing
Update all dynamic bibliographies in real time	
Improve the library collection on VET and related issues: publish and disseminate 12 issues of the library's new acquisitions list VET alert	Ongoing
Provide EU news for Cedefop newsletter: select key documents and events publications for each of the six issues	Ongoing
Provide information for the performance measurement system on citations of Cedefop's work, web links from peer organisations, press cuttings, citations in EU documents and VET literature, as well as links from other websites	Ongoing
Track developments on VET in EU institutions: report on events planned by EU institutions related to VET for the next six months to identify potential communication opportunities for Cedefop	Monthly
Support the Cedefop web portal project by providing metadata and/or controlled vocabularies for the web portal and other Cedefop information systems as needed	Ongoing
Seminars and training for VET experts and staff: two induction seminars for all new staff	First and second semesters
Seminars for external stakeholders: introduction of library to external visitors	On demand
Visitors: host 100 visitors/groups of visitors a year	Ongoing
One working group meeting for ReferNet	June
Contribute to meetings of the Eurolib network, which aim at improving cooperation between EU organisations	One plenary in May and one thematic in the second semester

Project 1: Documentation and reference service – Progress January-December 2011

Of information requests, 903 (Reference service 'Ask the VET expert') were successfully answered, 51% of which came from Cedefop staff and 49% from external users. From the latter, 115 requests came from research centres, 62 from companies, 62 from training centres, 29 from national governments, 24 from EU institutions.

Twelve issues of the VET alert newsletter (providing information on new VET publications) were published and circulated to a wide audience. The total number of subscribers at the end of 2011 was 1 858 (1 303 in 2010).

Cedefop's bibliographic database on VET (VET-Bib) contains about 80 000 records. About 3 000 new bibliographic records were added during the year, of which around 1 800 were submitted by ReferNet and 1 600 produced in-house.

Cedefop was actively involved in the Publications Office project 'European thesaurus alignment', was a member of their collaborative thesauri working group and attended a technical meeting in June 2011.

Two online bibliographies were developed to support the green skills project and the European inventory of non-formal learning.

Support to the news service was provided by publishing 124 content items in news and events pages of the web portal to disseminate VET developments in EU institutions.

EU news items were provided for the 10 issues of Cedefop newsletter.

Data collection was supported for the PMS indicator related to media coverage.

A total of 49 presentations on Cedefop's information products were delivered to delegations of visitors and new colleagues.

Library induction seminars for new staff were organised and a new series of thematic 'lunch presentations' for staff was launched (six presentations organised in 2011 on key library activities).

A one-to-one online training for ReferNet members was organised on the new VET-DET (Livelink application for submitting bibliographical data).

Cedefop contributed to the plenary meeting of the Eurolib network, organised by EMCDDA (Lisbon, May). Cedefop chairs the presidency of the Eurolib group (EU libraries from about 40 European organisations, see <http://www.eurolibnet.eu>).

Project 2: Records management and archives (WP2011)

In 2011, 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 2011

Target/timing (indicative month)/frequency

Records bank: records provided by records bank correspondents: at least 1 200 records per year

Daily

Report on numbers of incoming/outgoing mail

Monthly reports for mail registration

Develop a retention schedule for v.1 of the Cedefop records classification plan

July

Update guidelines and procedures for records management, starting with the decision on identification of Cedefop documents (2005)	July
Send a new set of historical archives to the historical archives of the European Communities (European University Institute, Florence)	Depending on approval of a retention schedule
Provide guidance on records participation in professional networks for web portal project	On request
Seminars for VET experts and staff	At least two per year, plus face-to-face training
Provide training for records bank correspondents	Monthly
Contribute to meetings of electronic records management systems (ERMS) user group for international organisations: the next meeting will be hosted by the BSTDB in Thessaloniki	May

Project 2: [Records management and archives – Progress January-December 2011](#)

In 2011, 46 781 records were uploaded into the records bank. Reports for mail registration including guidelines for registering incoming mail were finalised in March: 3 166 incoming mails and 4 662 internal/outgoing mails.

A retention schedule for Cedefop records classification plan was finalised in November 2011.

Two training sessions for records bank correspondents were provided in February. Seminars for VET experts and staff were held in February, April and May.

The archives room access policy was completed in May and over 170 boxes of archives were appraised and disposed of in 2011. A total of 15 boxes of archives from procurement and six boxes from RPA were appraised and shelved in October 2011.

Cedefop's new incoming mail registration system was presented at the meeting of the electronic records management systems (ERMS) user group for international organisations, on 31 March and 1 April.

Project 3: [Electronic information systems](#) (WP2011)

Continued development and maintenance of the most appropriate (web-based) information and communication tools in support of Cedefop communication activities. In 2011, Cedefop's contacts database will become the central source of contacts information for effective communication with Cedefop's stakeholders and targeted groups (media and press).

Principal outputs 2011	Target/timing (indicative month)/frequency
Consolidated Cedefop contacts database as central source of contacts information, with new media and key stakeholder contacts	December
European training thesaurus, glossary and CVL are available on the web portal using the ITM web interface created for EuroVoc	December
ALEPH/VET-Bib web OPAC: revised print and display formats; new format for VET-Alert; improved VET-BIB web OPAC	September
Prepare legal framework for ALEPH upgrade to version 2.0	December
VET-DET Livelink in production for use by all ReferNet members to provide their bibliographical input	March

Project 3: [Electronic information systems – Progress January-December 2011](#)

In 2011, Cedefop's contacts database was firmly established as the main repository of contacts for communications issues: the database structure was redesigned to improve the classification functionality; a contacts and communication activity management policy was drafted; more than 700 records were imported; guides and training material prepared; training was delivered to contact and activity managers; the contacts database was used for mailing Cedefop's briefing notes, press releases, a VET-Bib survey and invitations to events.

European training thesaurus, glossary and CVL: Cedefop cooperated closely with the Publications Office, to share a common European thesaurus management workspace with the Publications Office's EuroVoc.

All print and display formats for the web OPAC were revised and improved. New formats were developed for VET-Alert and for exporting data in RIS format; VET-BIB web OPAC was improved to include new print and display formats. The 2011 VET-Bib user was designed and implemented, participants invited via contacts database, results analysed and presented at the 2011 ReferNet plenary meeting.

VET-DET Livelink is in full production and used by all ReferNet members for their submissions of bibliographic records for VET-Bib.

Activity: **Publications** (WP2011)

Cedefop produces high-quality hard-copy and online material for publication and conferences. Electronic publications (working papers and research papers series) are the standard format. Resources are focused on a limited number of flagship publications with supporting literature.

Desired impact

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

Corresponding ABB activity: Publications – content management: 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 publication 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 are provided in the time agreed with colleagues

Activity: Publications – Progress January-December 2011

In 2011, Cedefop continued to raise the profile of VET through high-quality hard-copy and online publications presented in a clear and user-friendly way. Four reference publications were printed: *Assuring quality in vocational education and training*, *Learning while working*, *Working and ageing*, *Changing qualifications* (electronic version released in December 2010); eight briefing notes were published online, each in seven languages (a notable number of copies were printed on demand and disseminated at conferences and exhibitions).

Topics covered by briefing notes included skill forecasts, development of learning-outcomes-based curricula, benefits of VET and development of national qualifications frameworks. The briefing notes published in 2011 were downloaded 18 000 times, 37% of the total 49 000 annual downloads of all briefing notes.

Note: English editing, layout and printing each report different numbers of publications because not all printed publications in English pass through English editing; some publications appear in several language versions in addition to English; and some publications are printed after (possible) editing and layout, but others are not. Electronic publications can be printed on demand.

Project 1: Editing and translation (WP2011)

In 2011, Cedefop will edit around 4 000 pages in English, which will include four corporate publications, four to five reference publications, research and working papers and nine Cedefop briefing notes. Briefing notes will be translated into six languages, as will other shorter brochures and booklets to support flagship publications.

Principal outputs 2011**Target/timing** (indicative month)/frequency

Up to 5 000 pages of translation and 'linguistic review' services provided by translation and language-support services to Cedefop's administration and other services

Ongoing

Up to 4 000 pages of editing services provided

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 2011](#)

Up to 31 December, 31 publications totalling 3 000 pages were edited. These included 14 information publications (corporate publications, short descriptions, booklets, project-related promotional brochures and flyers), 10 research papers, four working papers and three reference publications. Around 300 pages of English not for publication were also edited.

In the same period, 4 036 pages were translated, including: 1 415 into French, 1 313 into German, 234 into English, 291 into Greek, 154 into Hungarian, 141 into Polish (languages of the countries holding EU Presidency) and 343 into Spanish.

Project 2: [Layout and design](#) (WP2011)

This project will continue to provide graphic design concepts and identity systems for layout of flagship reference publications and for 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 2011

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)

Ongoing

Four or five reference publications

Nine briefing notes

Research papers and working papers

Flyers/promotional brochures

Developed visual identity systems for Cedefop conferences: conference programmes, folders, notepads, posters, banners for at least two large Cedefop conferences

Ongoing

Developed promotional material: up to two exhibition catalogues, flyers, posters and banners for PR cultural events

Ongoing

Project 2: [Layout and design – Progress January-December 2011](#)

Graphic design and layout concepts were developed for the following publications:

- reference publications: four publications (three titles, one language adaptation),
- information publications: 56 publications (21 titles, 35 language adaptations),
- working papers: five titles,
- research papers: 13 titles,
- briefing notes: 48 publications (eight titles, 40 language adaptations),
- other: four graphs for short descriptions and related promotional flyers.

Visual identity systems have been developed for promotional material related to seven conferences/workshops.

Graphic design concepts were developed for several promotional materials (such as Cedefop advertisement for the Photobiennale museum catalogue), web applications (online recruitment application), online hypertext publication (study visits: a guide to effective communication), e-book cover templates, Europass CV and Europass logo application guidelines.

Project 3: [Printing and dissemination](#) (WP2011)

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

Principal outputs 2011	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 for 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 2011

Production

- Printing, stock, or print on demand:
 - reference series: four titles,
 - information series: 13 titles,
 - working papers: three titles,
 - research papers: nine titles,
 - newsletters: 22 (12 VET Alert, 10 Cedefop newsletters),
 - briefing notes: eight titles,
 - 71 translations.
- The e-book (epub-format) pilot project was implemented (**new activity**). In November, the briefing note *Qualifications frameworks in Europe: modernising education and training* was published online in seven languages, in epub- and pdf-formats.

Dissemination

- A total of 40 481 copies were distributed to 103 events
- Web portal orders were redirected to EU bookshop, freeing up resources
- A new workflow was created in Livelink for handling ‘requests for dissemination’ and for online monitoring of requests

Stock

- Annual *destockage* action of older titles; second ad-hoc *destockage* action and restructuring of stock room
- An electronic stock management application was initiated
- Finalisation of publications ‘archives’, old titles

Copyright management

- Six requests for translations processed; in total 11 publications licensed to be translated and published by third-party organisations
- 12 copyright/intellectual property issues handled

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 (WP2011)

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 to 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
- facilities management – repair works for the building

Outcome indicators

(with reference to Cedefop's performance measurement system)

-
- 95% of establishment plan filled (including ongoing procedures)
 - Timeliness and duration of selection procedures:
 - Target 1: on average 60 working days between deadline for applications to finalisation of selection board report
 - Target 2: on average 120 working days between publication of vacancy notice to decision of Appointing Authority
 - Training provision meets targets set in the strategy: 10 days on average per staff member per calendar year
 - 96% of the total budget executed, with 99% of EC subsidy execution
 - Average period for payments 28 days, maximum 40 invoices remaining unpaid for more than 30 days at year end
 - Timeliness of procurement procedures: on average 150 days for open and 60 days for restrictive procedures
 - 92% success rate of procurement processes
-

Activity: **Area Resources – Operations support – Progress January-December 2011**

Under this activity, all foreseen outputs were on the whole delivered as planned. All basic services were provided efficiently and effectively and audit reports acknowledge Cedefop as a well-run organisation.

Project 1: **Human resources** (WP2011)

This 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 2011, HR will continue to deliver effective HR services, including support for selection of a new Director, and focus on user support for newly-deployed HR applications, further improvement of effectiveness by documentation of procedures, as well as compliance with data protection and business continuity.

Principal outputs 2011	Timing/frequency
Basic HR services (selection, recruitment, rights and obligations, appraisal and promotions, leaves and absences, statistics, etc.)	Ongoing (bimonthly reporting to the management team on Title 1 budget execution and selection procedures)
Full deployment of CDR online (guides and training)	January
Support for selection of a new Director (support for the pre-selection committee)	June
Call for tender for medical centre for annual medical examinations and pre-recruitment medical examinations	June
Finalisation of documentation of main HR procedures (four in 2011)	December
Data protection: finalisation of main prior checking notices to the EDPS and notifications to the DPO	December

Project 1: [Human resources – Progress January-December 2011](#)

As of 31 December 2011, 97 of the 101 posts on the establishment plan were filled and four selection procedures were ongoing. Thus, the occupation rate of the establishment plan was 96%. The selection procedure for recruitment of the Cedefop Director was relaunched as the first selection procedure finalised in 2011 was unfruitful.

Finalised in 2010, the recruitment online application (RECON) was deployed in early 2011 and has been used for all selection procedures in 2011 except for the post of Director. Use of the online application has contributed to shortening the process (the average duration of selection procedures was: 49 working days between deadline for applications to finalisation of selection board report, and 94 working days between publication of vacancy notice to decision of Appointing Authority).

The CDR online (both forward and backward looking parts) was deployed and extensive training provided to staff both on the CDR process and the workflow application.

The call for tender for a medical centre for annual medical examinations and pre-recruitment medical examinations was published in September and as of 31 December 2011 evaluation is ongoing.

Documentation of the main HR procedures is well underway: a further 17 procedures were finalised and three procedures are at the drafting stage.

Substantial progress was made with data protection notifications (EDPS/DPO) with 15 notifications prepared/submitted in 2011.

New DGEs on promotion and reclassification of temporary agents were adopted in April 2011.

A new policy was introduced at the Centre for protecting dignity at work and preventing any form of psychological or sexual harassment. Five staff members were trained and officially nominated as confidential counsellors based on a decision of the AIPN. Specially designated training sessions on harassment prevention were provided to all staff and to Cedefop's management.

Project 2: Finance and procurement (FP) (WP2011)

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, ABB).

Procurement provides support to Cedefop staff in planning, designing, carrying out and monitoring through ProLive procurement and contracting procedures for operational and administrative needs, monitors administrative and financial aspects of contract execution and prepares necessary contract amendments, and ensures internal and external reporting on those issues as well as necessary contacts with contractors and suppliers.

In 2011, FP will work (in collaboration with ICT) on fine-tuning/improving current electronic tools in use and on creating appropriate links for swift, coherent and comprehensive reporting on Cedefop's financial management.

Principal outputs 2011

Timing/frequency

Outputs are composed of the following standard categories:

• appropriate budget monitoring and execution;	Continuous monitoring, bimonthly reporting
• establishment of preliminary draft budget, draft budget and budget 2012, with relevant ABB adaptation;	As per the calendar of the budget procedure
• ABB regularly updated with actual staff and time allocation data;	Twice a year
• fast and efficient payments execution;	Continuous, verification at year end
• procurement planning monitored, adapted as necessary and followed;	Continuous monitoring, bimonthly reporting
• quality, efficiency and regularity of procedures monitored.	Throughout 2011

Project 2: Finance and Procurement (FP) – Progress January-December 2011

The final budget 2011 was approved in a timely way. All necessary documentation related to the PDB, draft budget and budget 2012 was submitted to the Commission and budget authorities within the requested deadline. This includes a new simplified/streamlined nomenclature approved by the Governing Board.

The BRS to incorporate in Cedefop's budget 2011 the grant from DG Employment to support skill needs analysis and anticipation was approved by the Governing Board on 16 December 2011.

All budget documents were accompanied by corresponding updated versions of the ABB, including staff and time allocation data.

Procurement planning was implemented according to schedule. All, but two, contracts (including the new 2012-15 Framework partnership agreements and the 2012 specific grant agreements with the 29 ReferNet partners) were signed within the year.

The mid-term budget review was carried out in two rounds (July and September 2011) and agreed transfers contributed to ensuring that total budget execution met the set targets, including the one related to use of Norway and Iceland contributions from previous years.

As a result of better monitoring, follow-up and internal coordination measures implemented throughout 2011, the pace of payments and their volume increased in Title 3 in compared to last year.

Project 3: **Information and communication technology (ICT)** (WP2011)

ICT provides the underlying hardware, software, network infrastructure, and enterprise services for overall operational objectives, taking into account business priorities, available resources and defined risks.

In 2011, the objectives are to: deploy a new end-user operational environment to benefit from improved productivity features of recent technology and increase compatibility; complete web portal developments; contribute to further development and improvement of Cedefop's performance measurement system; improve administrative efficiency through further development of automated tools (CDR online, mail registration, ABB time reporting).

Principal outputs 2011	Timing/frequency
Well-maintained core ICT infrastructures and services (99.9% availability of core systems and services)	Regularly
Complete network upgrade finalised to attain full reliance and redundancy (started in 2009)	December
Server capacity and performance augmented to levels ensuring multiyear sufficiency and scalability	First semester
New desktop environment deployed (pilot group with 10 users)	September
Web portal platform extended to incorporate Phases II and III functionality	December
Implement a fully-fledged web statistics service	September
CDR online is deployed	March
Mail registration is deployed	September
Major platforms are available and well maintained (Europass, Olive, Fibus, Livelink)	Regularly

Project 3: Information and communication technology (ICT) – Progress January-December 2011

Core ICT infrastructures and services were maintained and fully available. Fibus was fully documented. All applications were improved according to users' needs (such as inventory procedure, ABB, Prolive, missions module).

In cooperation with Area ECVL, the new, revamped Europass website was launched on 14 December 2011. The urgent request from the European Commission for development of the European skills passport and a new Europass document was analysed from a technical perspective and a feasibility study prepared (**new activity**).

Web portal: working procedures with the new contractor were set up to ensure high availability and speed. The content management system (CMS) was upgraded. Over 280 issues were assessed and resolved. A fully-fledged web statistics service was implemented: automated reports were created and automated maintenance actions put in place to control quality of data.

Presentation on the web portal of skills forecast data and results: user requirements, data modelling and technical specifications were ready in July. Extensive tests were carried out in December 2011. Implementation is now in final stage. The tool will go online as planned in February 2012.

CDR online was deployed in February. It was well received by staff.

The recruitment online application (RECON) was finalised and successfully used for nine recruitment procedures in 2011.

The incoming mail registration application was deployed end-February.

Data protection and review of procedure for third party data was fully implemented in Fibus (1st semester 2011).

The TEAMS online application (translation and editing workflow) was finalised and will be used from 1 January.

The contact database was redesigned. It contains 4 127 individuals and 2 273 institutions.

The network upgrade proceeded as planned with installation of a new infrastructure.

The proxy system was tested by volunteers between June and September and went into operation in October 2011. It ensures improved security, enforces current ICT policy and collects anonymous data on use of the Internet.

The Windows and Office migration was designed and pilot groups of 10 users were given the new Windows 7 and Office 2010. Migration for all staff will be completed during the first quarter of 2012. ICT security awareness training was provided to all staff and an assessment of ICT systems security was performed (penetration tests).

Migration of the virtual communities started into Synapses, a software provided free of charge from the European Commission. It will be completed, as planned, by the end of March 2012.

Proper backup and restore procedures have been verified and offline backups (in a bank safe) have been maintained throughout the year.

Project 4: **Facilities** (WP2011)

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 2011, this service will focus on implementation, improvement and follow-up of standard maintenance of the infrastructure as well as business continuity and contract procedures.

Principal outputs 2011

Timing/frequency

Outputs are composed of the following standard categories:

• basic facilities and security services, maintenance works;	Regular reporting
• implementation and follow-up of repair works to be started for the building disorders (implementation by Egnatia Odos AE with Greek funding);	To be decided – Second semester
• facilities contribution to business continuity plan;	December
• follow up ongoing services contracts, draft technical specifications for new tenders;	Ongoing
• proposals for improvements (energy saving, health, safety, and security matters);	March and June
• facilities planning and budget monitored.	Regular reporting

Project 4: **Facilities – Progress January-December 2011**

All basic facilities, security services and maintenance works were closely followed up.

Egnatia Odos SA was appointed by the Greek government to repair Cedefop's building. The contract was signed in September and works started in November. Due to delays of the repair works (from 2010 to 2011), painting the building and replacement of the audio-visual equipment were postponed to 2012.

The Cedefop emergency procedure manual was published in February and training for all staff organised in May. A Cedefop security policy, setting out the security principles and implementing measures to safeguard security at Cedefop, was finalised and made available to all staff (January 2012).

Work started on a business continuity plan (BCP): a policy statement was announced to all staff, a project team appointed and assessment of business risks and impact of potential emergencies made. The conclusions will be formalised by end of the first semester of 2012.

Ongoing services contracts were closely followed up and all tendering procedures were launched as planned.

The tendering procedure for an energy audit and for acquisition of an energy performance certificate for the Cedefop building was unfruitful and will be relaunched early 2012.



Annexes



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ANNEX I

Cedefop Governing Board

(as at 31 December 2011)

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 Employees' organisations	Mr Hermann Nehls Deutscher Gewerkschaftsbund – DGB Germany
Vice-chair Representative of employers' organisations	Ms Barbara Dorn BDA – Confederation of German Employers' Associations Director Education – Vocational Training Germany
Vice-chair Government representative	Ms Micheline Scheys Ministry of Education and Training Belgium
Vice-chair European Commission	Ms Hélène Clark European Commission Directorate-General Education and Culture Director DG EAC/B
European Commission	Mr Pierre Mairesse European Commission Directorate-General Education and Culture Director DG EAC/A
European Commission	Mr João Delgado European Commission Directorate-General Education and Culture Head of Unit DG EAC/B4
European Commission	Ms Isabelle Mazingant European Commission Directorate-General Education and Culture Desk Officer DG EAC/B4

Coordinator Government Group	Ms Carina Lindén Swedish Ministry of Education and Research – Sweden
Representative in Bureau Employees' Group	Ms Laurence Martin Force Ouvrière – F.O. – France
Coordinator, Employers' Group	Ms Helena Strigard The Confederation of European Business – BUSINESSEUROPE
Coordinator, Employees' Group	Ms Cinzia Sechi European Trade Union Confederation – 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 Scheyls 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 Emilia Valchoska ^(b) Ministry of Education and Science	Ms Svetla Toneva KNSB – Confederation of Independent Trade Unions in Bulgaria	Ms Daniela Simidchieva ^(c) 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 FTF – Confederation of Professionals in Denmark	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 Vice-chair Employers' Group BDA – Confederation of German Employers' Associations

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
EE	Mr Kalle Toom Estonian Ministry of Education and Research	Ms Kaja Toomsalu Confederation of Estonian Trade Unions	Mr Tarmo Kriis Estonian Employers' Confederation
IE	Mr Patrick Hayden Employment and Training Strategy Department of Enterprise, Trade and Employment	Mr Peter Rigney Irish Congress of Trade Unions	Ms Tony Donohoe IBEC Irish business and employers
EL	Ms Alexandra Ioannidou ^(d) 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 ^(e) 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 Carlos Tejada Hisado ^(f) Confederación Española de Organizaciones Empresariales – CEOE
FR	Ms Elisabeth Arnold Ministère de l'éducation nationale de la Jeunesse et de la Vie Associative	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 ^(g) Free Trade Union Confederation of Latvia – LBAS	Ms Ilona Kiukucane Latvian Employers' Confederation

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
LT	Mr Romualdas Pusvaškis Ministry of Education and Science	Ms Tatjana Babrauskiene Lithuanian Trade Union Confederation	Ms Laura Sirvydiene Lithuanian Confederation of Industrialists
LU	Mr Nic Alff Ministère de l'Education nationale et de la Formation professionnelle	Ms Danièle Niele	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 ^(h) Ministry of Education, Youth and Employment	Mr William Portelli Confederation of Malta Trade Unions	Mr Jeanelle Catania ⁽ⁱ⁾ The Malta Chamber of Commerce Enterprise and Industry
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 ⁽ⁱ⁾ LTO Nederland
AT	Mr Reinhard Nöbauer ^(k) 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	Ms Gertruda Wieczorek ^(l) OPZZ	Mr Andrzej Stepnikowski ^(m) ZRP – Polish Craft Association
PT	Mr Nuno Pestana ⁽ⁿ⁾ Ministry of Economy and Employment	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 Affairs	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 and Telecommunications of the Slovak Republic
FI	Ms Tarja Riihimäki Ministry of Education	Mr Erkki Laukkanen ^(o) 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 Iain Murray ^(p) Trade Union Congress	Mr Richard Wainer Confederation of British Industry – CBI

European Commission representatives ^(q)

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

Ms Hélène Clark
Vice-Chair European Commission
Directorate-General Education and Culture
Director DG EAC-B
Lifelong Learning: policies and programmes

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

Mr João Delgado
Directorate-General Education and Culture
Head of Unit DG EAC-B4
Lifelong Learning: policies and programme
Vocational training: Leonardo da Vinci

Also attending meetings:
Ms Isabelle Mazingant
Directorate-General Education and Culture
Desk Officer DG EAC-B4

	Government representatives	Employees' organisations' representatives	Employers' organisations' representatives
Coordinators			
		Ms Cinzia Sechi 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) OJ C 281, 24.9.2011 p. 16.

(^c) OJ C 60, 25.2.2011, p. 10.

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

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

(^f) OJ C 159, 28.5.2011, p. 17.

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

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

(ⁱ) OJ C 191, 1.7.2011, p. 9.

(^j) OJ C 60, 25.2.2011, p. 10.

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

(^l) OJ C 60, 25.2.2011, p. 10.

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

(ⁿ) OJ C 162, 1.6.2011, p. 6.

(^o) Nominated by ETUC replacing Mr Aleksis Kalenius.

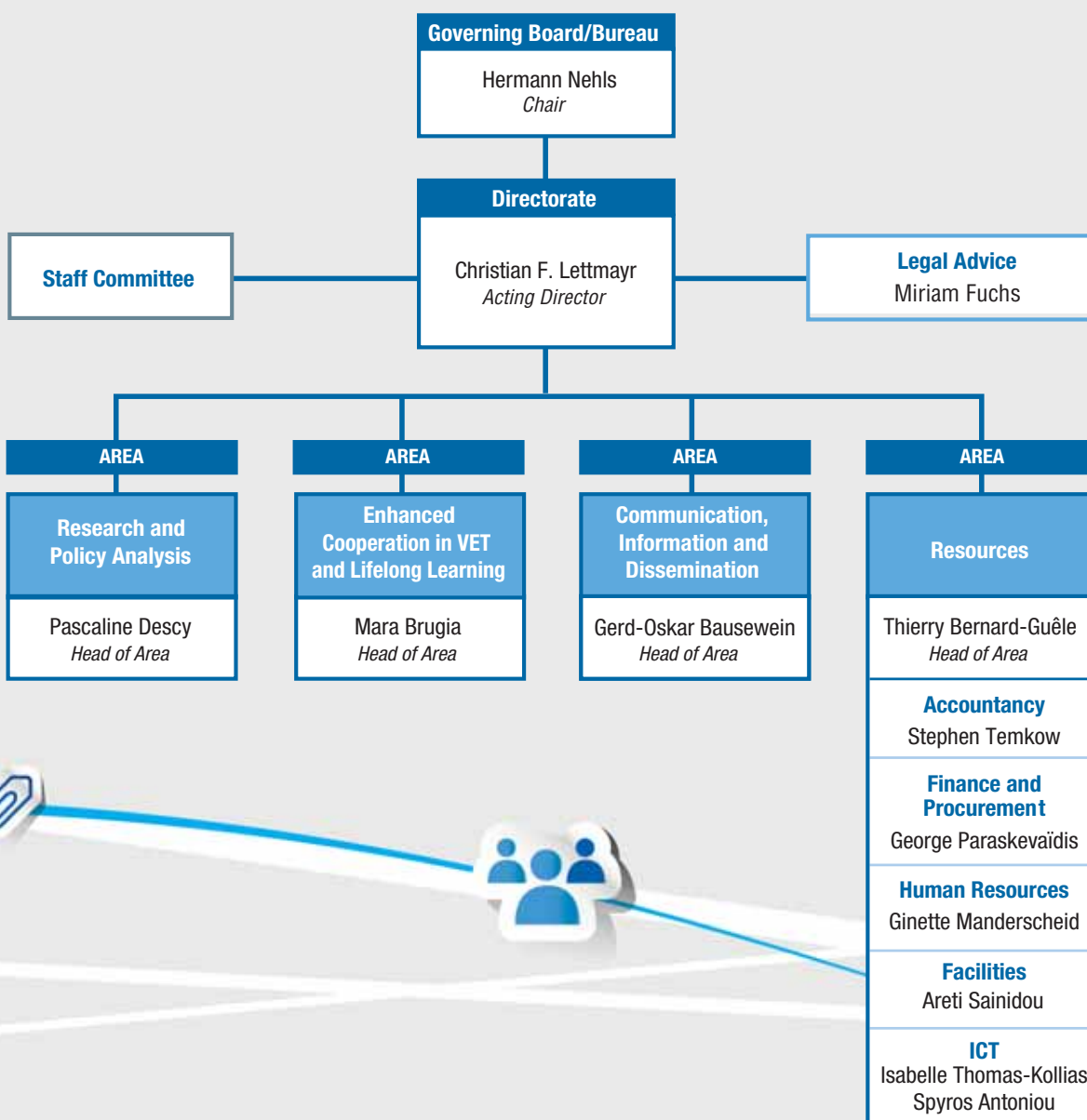
(^p) OJ C 349, 30.11.2011, p. 2.

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

ANNEX II

Cedefop organisation chart

Situation at 31 December 2011



ANNEX III

Human resources

Staff Situation at 31 December 2011

The establishment plan 2011 had 101 posts (50 AD and 51 AST).

There were more temporary than permanent posts, both in category AD (35/15) and in category AST (20/31).

On 31 December 2011, the Centre employed 97 staff on the basis of the establishment plan. For the four posts that were not occupied selection procedures were ongoing including a new procedure for the Director's position (as the first selection procedure finalised in 2011 was unfruitful).

On 31 December 2011, there were 125 staff members working at Cedefop, including:

- three Seconded national experts;
- 25 contract agents.

In addition, the following non-statutory intra-muros staff also worked at the Centre:

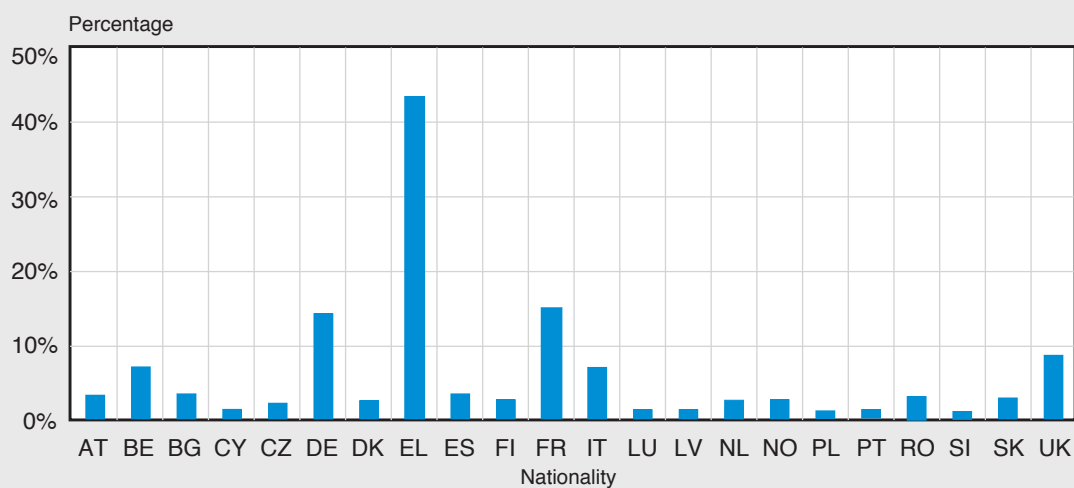
- medical officer and ICT support (Helpdesk);
- security guards working in three shifts under a specific service contract that provides security services to Cedefop 24 hours a day. The same company also provides the Centre with switchboard operators;
- cleaning services;
- contractors that provide maintenance of the building and the grounds.

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



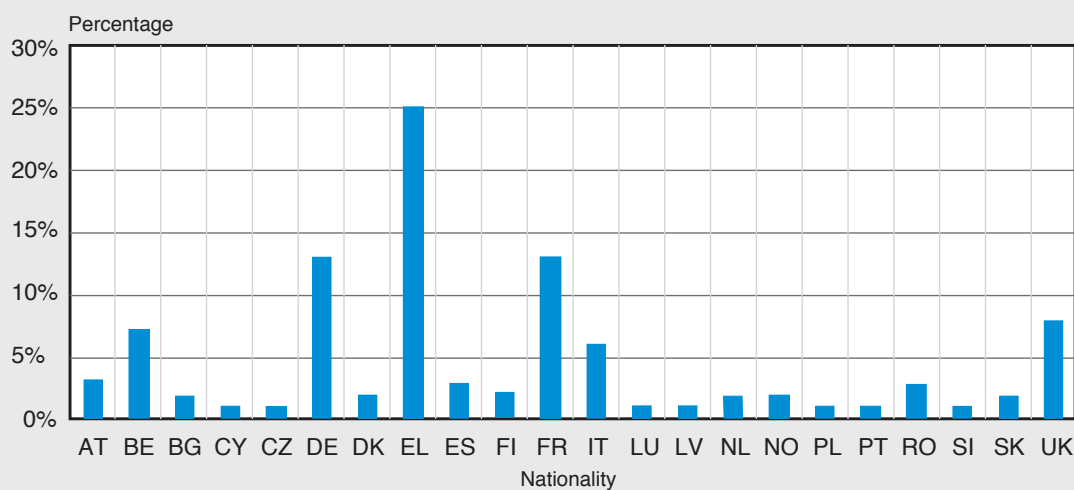
Nationality

Staff (*) by nationality

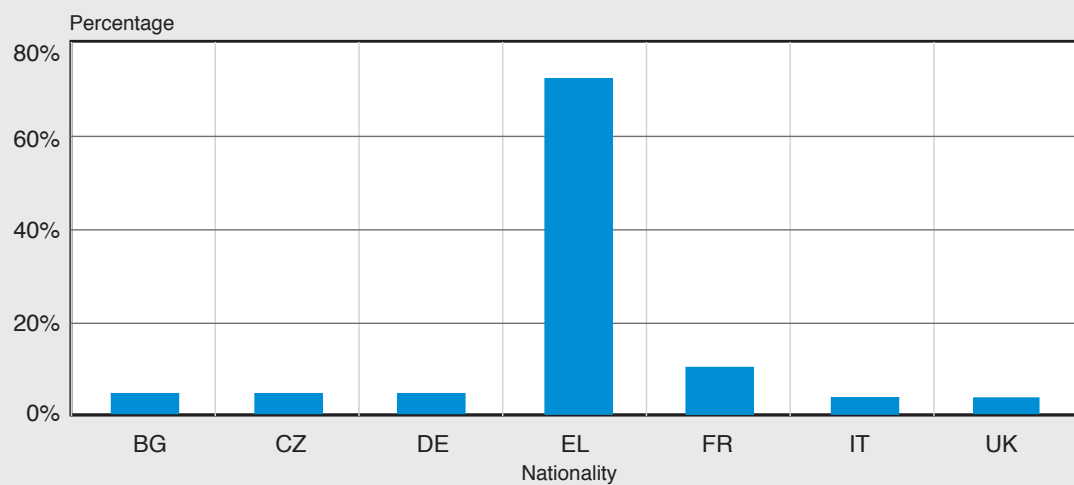


(*) Includes officials, temporary agents, contract agents and seconded experts..

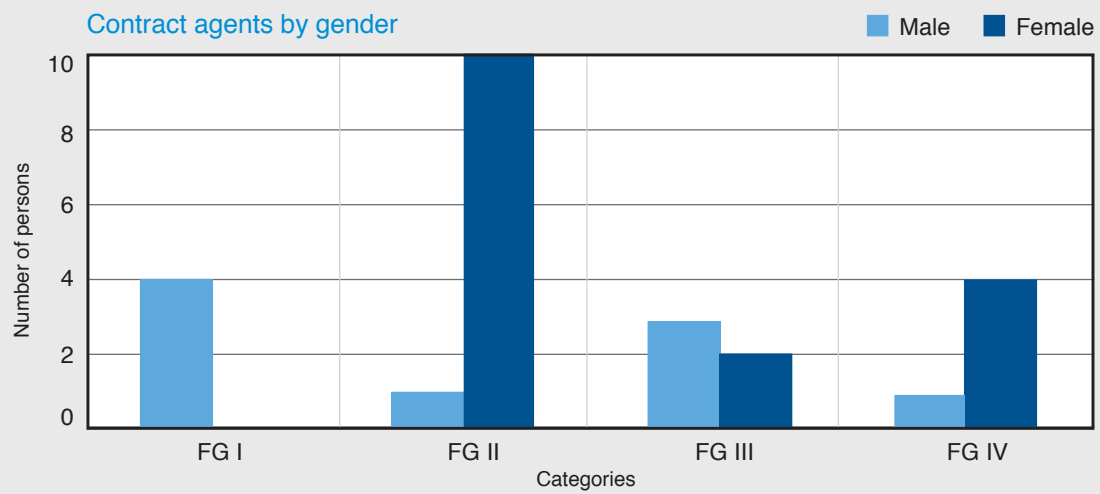
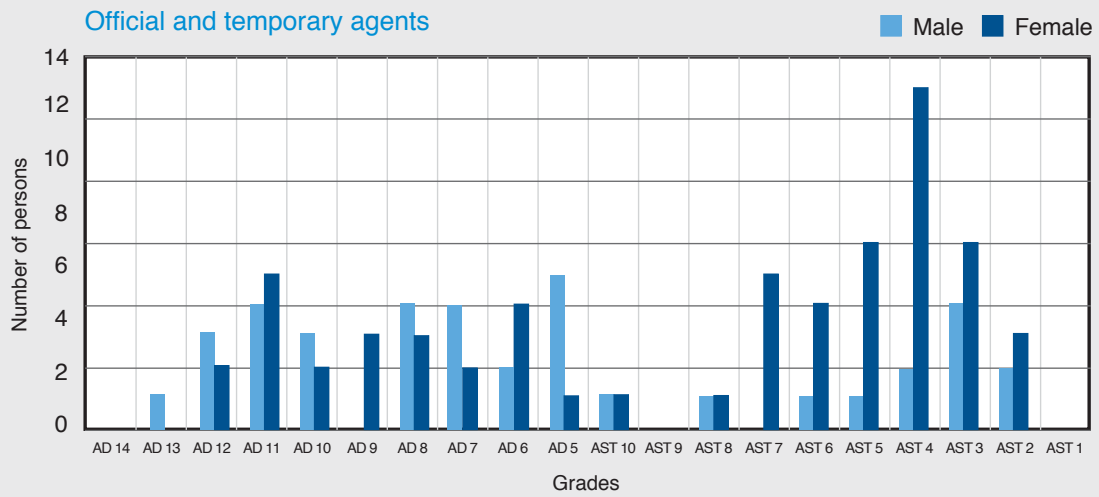
Officials and temporary agents by nationality



Contract agents by nationality

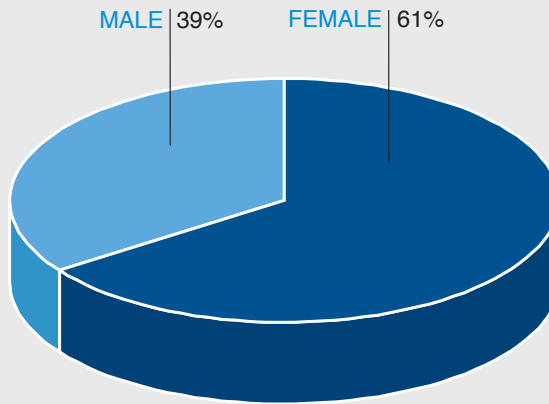


Cedefop occupied posts (male/female)



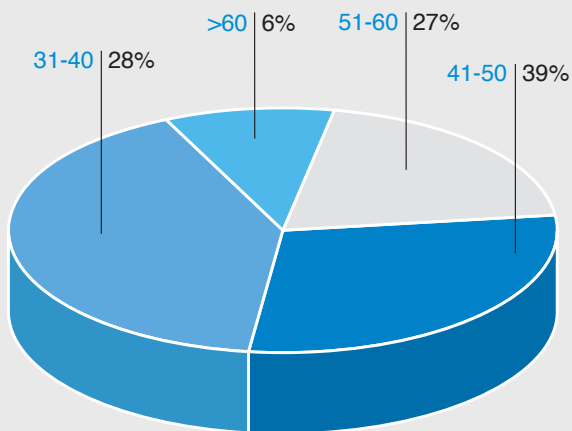
By gender

All staff (excluding SNEs) by gender



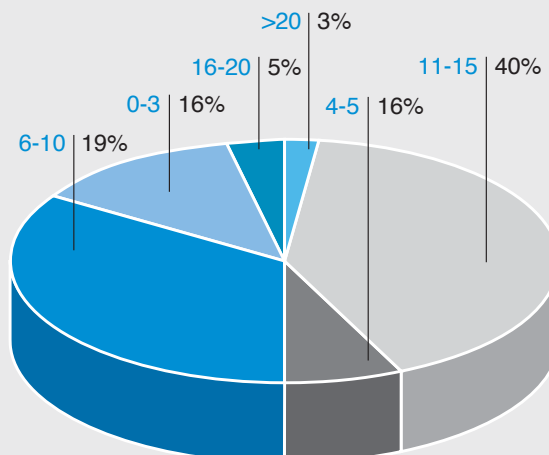
By age

Officials, temporary agents, contract agents and SNEs by age



By years of service

Officials, temporary agents and contract agents by years of service



ANNEX IV

Cedefop staff by Area

(at 31 December 2011)

Directorate

Acting Director	Lettmayr Christian	
Senior assistant	Boucouvala-Ketterer Michèle	
Assistant	Soerensen-Ballis Tine	
Assistant to the Director	Schmid Eleonore	(50%)
Senior advisor	Tossounidis Lazaros	

Legal services, data protection and performance measurement system (PMS)

Legal advisor	Fuchs Miriam	
Assistant	Karamanoli Maria	
Data protection officer	Antoniou Spyros	(25%)
Senior expert	Bainbridge Steven	(20%)
Senior assistant	Graziosi Adriano	(20%)
Expert	Stimpson Alex	(35%)

1. Area Research and Policy Analysis

Head of Area	Descy Pascaline	
Assistant/area management	Puurunen Rauni-Helena	
Senior expert	Bainbridge Steven	(30%)
Expert	Barabasch Antje	
Assistant	Berkat Maria	
Senior expert/ReferNet coordination	Bousquet Sylvie	
Assistant	David Craescu Ramona Carmen	
Expert	Dunkel Torsten	
Senior assistant	Graziosi Adriano	(30%)
Expert	Haugoy Grethe	
Senior assistant	Herpin Béatrice	
Senior expert	Hrabinska Maria	

Senior expert	Kvetan Vladimir	
Expert	Lipinska Patrycja	
Senior expert	Nestler Katja	
Assistant	Panagiotou Roula	
Expert	Pouliakas Konstantinos	
Senior expert	Ranieri Antonio	
Senior expert	Russo Giovanni	
Expert	Serafini Marco	
Expert	Sofroniou Nicholas	
Expert	Stimpson Alex	(65%)
Assistant	Van de Veerdonk Eleonore	
Senior expert	Van Loo Jasper Bastiaan	
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	
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/study visits programme	Jemeljanova Irina	
Senior assistant/study visits programme	Karagiozopoulou Mary	
Expert/study visits programme	Kostakis George	
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	Schmid Eleonora	(50%)

Senior expert	Tissot Philippe	
Expert	Todorova Maria	
Expert	Villalba-Garcia Ernesto	
Assistant/study visits programme	Wehrheim Stéphanie	
Senior expert	Zahilas Loukas	
Assistant/study visits programme	Zekou Chryssa	

3. Area Communication, Information and Dissemination

Head of Area	Bausewein Gerd Oskar	
Assistant/area management	Wintrebert Catherine	
Senior expert/stakeholder relations	Bainbridge Steve	(50%)
Assistant/English editing	Bochori Stella	
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	(50%)
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 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	
Senior assistant/library and documentation	Tzolas Ekaterina	
Head of library and documentation	Willem Marc	
Senior assistant/layout and design	Wolny Dagmar	
Assistant	Sarka Zaveska-Deligiani	

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	(80%)
Administrative assistant/procurement	Assumel-Luridin Clotilde	
Administrative assistant/human resources	Bassou Dimitra	
Technical assistant	Boucouvalas Vassilis	
Senior assistant/training coordination	Clark Alison	(50%)
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	
Technical assistant	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	Papadopoulos Alexandros
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 Rocco
Administrative assistant/human resources	Theodoridis Theodoros
Senior expert/information systems	Thomas-Kollias Isabelle
Assistant/ICT	White Caroline
Technical assistant	Ziogas Konstantinos



ANNEX V

Budget implementation 2011

This table shows that Cedefop's budget 2011 has been almost fully implemented. In addition, Norway and Iceland funds from previous years were effectively managed and that the relevant set target – as agreed with the Court of Auditors – was reached. The planned underspending in Title 1, due to savings on some departures and postponement of recruitment procedures, has covered expenditure in Title 2 and Title 3 linked to requirements for services/deliverables foreseen in the work programme.

Headings	A – Initial budget	B – Transfers and BRS	C – Final budget (after end of year transfers & BRS) = A+B
Title 1 (Staff)	11 500 000	-699 920	10 800 080
Title 2 (Investment building equipment)	1 385 000	204 620	1 589 620
Title 3 (without chapter 31)	4 445 000	495 300	4 940 300
Total budget (without chapter 31)	17 330 000	0	17 330 000
31 (Particip. of non member states + BRS)	399 190	1 106 655	1 505 845
TOTAL BUDGET (with chapter 31)	17 729 190	1 106 655	18 835 845

Implementation of European Union subsidies and Norway and Iceland contributions

European Union subsidy	17 270 000
Own resources (without chapter 31 and BRS)	60 000
<i>Sum 1</i>	17 330 000
of which implemented in 2011	99.2 %
Chapter 31 (without BRS)	399 190
<i>Sum 2</i>	17 729 190
of which implemented in 2011	96.9 %
BRS (adopted by the GB on 17.12.2010)	1 106 655
<i>Sum 3</i>	18 835 845
of which implemented in 2011	97.1 %



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
10 610 203	189 877	98.2 %	142 128	10 752 331	99.6 %
1 552 104	37 516	97.6 %	34 219	1 586 323	99.8 %
4 826 876	113 424	97.7 %	21 607	4 848 482	98.1 %
16 989 183	340 817	98.0 %	197 954	17 187 137	99.2 %
1 100 000	405 845	73.1 %	0	1 100 000	73.1 %
18 089 183	746 662	96.0 %	197 954	18 287 137	97.1 %



ANNEX VI

ABB compact report 2011



This table shows the status of ABB implementation at 31 December 2011. As regards human resources allocated to the various activities, some shifts have occurred because of personnel changes, additional activities and related reallocation of staff. Unforeseen departures and postponement of recruitment procedures have led to a total reduction of almost two full-time employees (FTEs).

Area	Activity name	FTE (*)		Title 1	Title 2	Title 3	Total		
		Initial	Current				Initial	Current	(%)
RPA	VET research	9.02	7.46	816 402.10	98 712.16	120 402.36	1 035 516.62	1 195 273.89	115.43
RPA	Skills analysis	13.36	12.63	1 198 776.00	146 247.37	653 052.85	1 998 076.22	2 872 757.25	143.78
RPA	Policy analysis	13.10	14.01	1 100 460.89	143 358.49	412 974.49	1 656 793.87	1 891 329.94	114.16
RPA	ReferNet	4.57	4.01	405 690.70	50 108.94	992 796.78	1 448 596.42	1 370 389.13	94.60
ECVL	Education and training 2020	30.92	29.48	2 552 398.00	338 454.20	1 394 859.45	4 285 711.65	4 199 395.64	97.99
ECVL	Study visits	15.46	14.48	1 308 788.95	169 148.31	292 519.75	1 770 457.01	1 661 176.28	98.83
CID	External communication	14.75	17.05	1 401 556.35	161 374.60	220 105.67	1 783 036.62	2 094 195.85	117.45
CID	Information and Documentation services	12.90	12.53	1 184 334.19	141 169.94	282 454.75	1 607 958.88	1 519 310.33	94.49
CID	Publications	9.27	9.81	829 008.78	101 425.95	110 833.86	1 041 268.59	1 068 563.42	106.62
	ABB (1)	123.35	121.46	10 797 415.96	1 349 999.96	4 479 999.96	16 627 415.88	17 872 391.73⁽⁵⁾	107.49
	Budget 2010 (2)			11 500 000.00	1 385 000.00	5 950 845.00	18 835 845.00⁽⁴⁾		
	(2) – (1)			702 584.05⁽¹⁾	35 000.04⁽²⁾	1 470 845.04⁽³⁾	2 208 429.12		

(*) 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 PDB 2011 in Title 1 correspond to:

- (a) vacant post of Director, 3 AD and 2 AST posts that are not allocated for the full year, but only for the foreseen effective period of presence of the new staff concerned, this factor leading to adjustment of projections, EUR 444 500;
- (b) the estimated cost of promotion rounds for 2010 and 2011 for officials, temporary agents and contract agents, EUR 98 000;
- (c) two SNEs are to be recruited in 2011; recruitment costs in combination with daily allowances and monthly travel account for EUR 80 000;
- (d) the projected cost of the annual travel allowance for contract agents (paid from budget line 1112), EUR 45 000;
- (e) assigned revenue recovered in 2011 for EUR 35 000;
- (f) finally, the remaining amount (EUR 84.05) is due to rounding during calculation.

(2) The budget includes EUR 35 000 projected income which had been allocated as expenditure to the ABB as the year progress. Very small difference (EUR 0.04) due to rounding.

(3) The difference between the ABB and the PDB 2011 (EUR 399 190) relates to commitments which have been covered by appropriations (on BL 3100 'Participation of non-Member States in the work programme') from previous years.

(4) The difference is accounted for EUR 1 100 000 (BRS) which was granted at the end of the year and the final cost of promotion rounds for 2010 and 2011.

(5) As regards Norway and Iceland contributions, a total of EUR 956 600 (from previous years) had been committed in 2011:

- Title 1: EUR 245 000;
- Title 2: EUR 295 000;
- Title 3: EUR 416 000.



December 2011

Budget 2011	Title 1	Title 2	Title 3 (without BL 3100)	Total
Initial amount	10 500 000.00	1 385 000.00	4 445 000.00	17 330 000.00
Various transfers	-699 920.00	204 620.00	495 300.00	0.00
BRS (supplementary amending budget)	0.00	0.00	1 100 000.00	1 100 000.00
Final amount	10 800 080.00	1 589 620.00	6 040 300.00	18 430 000.00

Budget execution 2011	Title 1	Title 2	Title 3 (without BL 3100)	Total
Blocked	10 069 436.01	1 552 103.16	5 926 829.80	18 088 467.97
(Blocked/final amount) %	98.23 %	97.64 %	98.12 %	98.15 %
Paid	10 467 414.05	992 137.28	1 964 665.79	13 424 217.12
(Paid/final amount) %	96.92 %	62.41 %	32.53 %	72.84 %

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 VII

Cedefop performance indicators

1 January to 31 December 2011

Type	No	Indicator	Results																														
Output PMS indicators																																	
Policy advice provided to stakeholders	1	Citations in EU policy documents	<table border="1"> <thead> <tr> <th>Institution</th> <th>Doc.</th> <th>Ref.</th> </tr> </thead> <tbody> <tr> <td>European Commission</td> <td>50</td> <td>223</td> </tr> <tr> <td>European Parliament (incl. Employment Committee)</td> <td>15</td> <td>37</td> </tr> <tr> <td>European Economic and Social Committee</td> <td>12</td> <td>24</td> </tr> <tr> <td>Social partners</td> <td>11</td> <td>48</td> </tr> <tr> <td>EU agencies</td> <td>8</td> <td>35</td> </tr> <tr> <td>European Council</td> <td>4</td> <td>4</td> </tr> <tr> <td><i>Subtotal EU</i></td> <td><i>100</i></td> <td><i>371</i></td> </tr> <tr> <td>International documents</td> <td>5</td> <td>15</td> </tr> <tr> <td>Grand total</td> <td>105</td> <td>386</td> </tr> </tbody> </table>	Institution	Doc.	Ref.	European Commission	50	223	European Parliament (incl. Employment Committee)	15	37	European Economic and Social Committee	12	24	Social partners	11	48	EU agencies	8	35	European Council	4	4	<i>Subtotal EU</i>	<i>100</i>	<i>371</i>	International documents	5	15	Grand total	105	386
			Institution	Doc.	Ref.																												
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<i>Subtotal EU</i>	<i>100</i>	<i>371</i>																															
International documents	5	15																															
Grand total	105	386																															
			88 documents in 2010																														
2	Mandates and assignments given to Cedefop in policy documents	16 mandates and assignments entrusted to Cedefop																															
		<ul style="list-style-type: none"> • 25% MTP2 Interpreting trends in VET and skills • 31% MTP1 Informing VET policy • 31% MTP 3 Assessing VET's benefits • 13% organisational level or combination of MTPs 																															
			21 mandates and assignments in 2010																														
3	EU policy documents to which Cedefop has participated	Cedefop contributed to 31 EU policy documents published in 2011																															
4	Participation in Presidency events and meetings of senior stakeholders or which support policy implementation	Meetings of senior stakeholders or which support policy implementation	137 81%																														
		Presidency events and meetings related to their preparation	11 6%																														
		Meetings that combined both of the above	22 13%																														
		Total	170 100%																														
			201 meetings in 2010																														



Type	No	Indicator	Results															
New knowledge and insights generated	5	Downloads of publications/working papers/other	<p>665 000 downloads from the Cedefop website</p> <ul style="list-style-type: none"> • 75% related to publications <p>Among publications published in 2011:</p> <ul style="list-style-type: none"> • 64% MTP1: Informing VET policy • 17% MTP2: Interpreting trends in VET and skills • 11% MTP3: Assessing VET's benefits • 9% MTP4: Raising the profile of VET <p>465 000 downloads in 2010</p>															
	6	Citations of Cedefop publications/studies in the literature	<p>301 citations of Cedefop publications and studies in academic literature in the period 2010-11</p> <p>11.5% increase in the period 2009-10</p>															
Raised awareness among stakeholders and the education and training or wider VET community	7	Website traffic	<table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>% change during medium-term strategy (2009-11)</th> </tr> </thead> <tbody> <tr> <td>Visits</td> <td>499 000</td> <td>41%</td> </tr> <tr> <td>Visits by returning visitors</td> <td>201 000</td> <td>34%</td> </tr> <tr> <td>Unique visitors</td> <td>319 000</td> <td>51%</td> </tr> <tr> <td>Page views</td> <td>1 419 000</td> <td>-11%</td> </tr> </tbody> </table>		2011	% change during medium-term strategy (2009-11)	Visits	499 000	41%	Visits by returning visitors	201 000	34%	Unique visitors	319 000	51%	Page views	1 419 000	-11%
				2011	% change during medium-term strategy (2009-11)													
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Page views	1 419 000	-11%																
8	Participation in conferences and events	<p>Participation in conferences and events 100</p> <p>At which Cedefop:</p> <table border="1"> <tbody> <tr> <td>made a presentation</td> <td>55%</td> </tr> <tr> <td>chaired or animated discussions and/or made a presentation</td> <td>27%</td> </tr> <tr> <td>other</td> <td>16%</td> </tr> </tbody> </table>	made a presentation	55%	chaired or animated discussions and/or made a presentation	27%	other	16%										
made a presentation	55%																	
chaired or animated discussions and/or made a presentation	27%																	
other	16%																	
9	Usefulness/satisfaction of participants with meetings and events organised by Cedefop	<p>96% of participants thought event was good or very good</p> <p>3.55 satisfaction on a scale from 1 to 4</p> <ul style="list-style-type: none"> • MTP1 Informing VET policy: 3.6 • MTP2 Interpreting trends in VET and skills: 3.55 • MTP3 Raising the profile of VET: 3.40 <p>97% in 2010</p>																

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"> • 92% of participants are very satisfied or satisfied • 2 723 participants, of which 5.9% social partners. • Key competences for all (85 study visits), Improving access, equity, quality and efficiency in education and training (53), Keeping teaching and training attractive and improving leadership (25), Education and training for employability (31), Implementing common European tools, principles and frameworks for lifelong learning (12), Trends and challenges in lifelong learning strategies (13), Development of learning communities, involving all actors in education and training (12), Promoting cross-border mobility in lifelong learning (12) <p>97% in 2010</p>																				
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>2011 (million)</th> <th>2010 (million)</th> <th>2009 (million)</th> <th>% change</th> </tr> </thead> <tbody> <tr> <td>Visits</td> <td>13.0</td> <td>10.1</td> <td>7.5</td> <td>+73%</td> </tr> <tr> <td>Downloads</td> <td>9.9</td> <td>8.1</td> <td>6.5</td> <td>+53%</td> </tr> <tr> <td>Creation of documents online</td> <td>5.9</td> <td>3.9</td> <td>2.7</td> <td>+116%</td> </tr> </tbody> </table>		2011 (million)	2010 (million)	2009 (million)	% change	Visits	13.0	10.1	7.5	+73%	Downloads	9.9	8.1	6.5	+53%	Creation of documents online	5.9	3.9	2.7	+116%
				2011 (million)	2010 (million)	2009 (million)	% change																
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Downloads	9.9	8.1	6.5	+53%																			
Creation of documents online	5.9	3.9	2.7	+116%																			
12	Media coverage, take-up of articles and press releases	380 media articles with coverage of Cedefop 580 articles in 2010																					
13	Events for the local community (in Cedefop, in Greece): <ul style="list-style-type: none"> • Usefulness/satisfaction 	<ul style="list-style-type: none"> • 88% of participants thought event was good or very good • 3.46 satisfaction on a scale from 1 to 4 <p>93% in 2010</p>																					
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"> • 96% of establishment plan filled on 31.12.2011 or 100% including ongoing procedures – 95% in 2010 • Average 49 working days between the deadline for applications to report by selection board (Target = 60 days); average 94 working days from publication of vacancy notice to AIPN decision (target = 120 days) – 59 days, 125 days in 2010 • 8.75 average training days (target = 10 days) – 8.7 days in 2010 • 99.2% budget execution (EC subsidy) – 99.5% in 2010 • 18.8 days to pay commercial invoices – 21.7 days in 2010 																				

Type	No	Indicator	Results
Efficient and effective support services (continue)	14		<ul style="list-style-type: none"> • 169 days until contract signature (open and grant procedures); 78 days until contract signature (negotiated procedures) – 127 days, 86 days in 2010 • 91.5% success rate of procurement procedures – 86% in 2010
	15	Quality and satisfaction with internal services, including training and communication services	To be included in annual report 2012
Output PMS indicators			
	1	Number of publications/working papers	130 publications of different types: <ul style="list-style-type: none"> • 3 reference series, • 3 working papers, • 10 research papers, • 8 briefing notes, • 13 information series, • 22 newsletters, • 71 translations.
	2	Number of meetings/events organised by Cedefop	108 meetings/events organised by Cedefop
	3	Number of news items published on website	378 news items
	4	Number and types of visitors at Cedefop events	2 094 visitors (some visit more than once)
	5	Number of study visits	243 study visits



ANNEX VIII

Major publications 2011

Title	Description
<p><i>Learning while working – Success stories on workplace learning in Europe</i></p>	<p>This report, based on previous research undertaken by Cedefop between 2003 and 2010, presents key achievements on workplace learning, successful solutions devised by social partners together with national, regional and local authorities, dilemmas and areas that demand further development.</p> <p>It calls for strong synergies between policies and programmes for innovation, research, enterprise development and training.</p>
<p><i>Assuring quality in vocational education and training – The role of accrediting VET providers</i></p>	<p>This publication examines how accreditation systems relate to quality assurance by means of 12 in-depth case studies in four sectors and eight countries.</p> <p>It shows that accreditation systems for vocational education and training can make sure that minimum standards are observed in VET delivery. For the future, the challenge will be to turn accreditation into a driving force for better quality. To do so, the study suggests a multistep approach to accreditation and concludes with recommendations for national, sectoral and European stakeholders.</p>
<p><i>Working and ageing – Guidance and counseling for mature learners</i></p>	<p>With the average age of the working population increasing, Europeans now have to work longer. How can these extended careers become more successful and satisfying? And how can lifelong guidance and counselling specifically support older workers? In this collection of 15 essays, experts from all over Europe discuss:</p> <ul style="list-style-type: none"> • factors contributing to successful active ageing; • contemporary approaches to lifelong guidance and counselling; • successful practices in EU Member States; • how to involve all stakeholders in lifelong guidance.
<p><i>Vocational education and training in Hungary – Short description</i></p>	<p>Vocational education and training in Hungary has been in a state of flux since the political and economic changes of 1989. The 2000s brought two fundamental reforms: introduction of a competence-based, modular qualification structure and ongoing corresponding renewal of curricula and concentration of the fragmented institutional system into regional integrated vocational training centres.</p> <p>The report summarises the country's socioeconomic background and planned VET reforms.</p>
<p><i>Vocational education and training in Poland – Short description</i></p>	<p>Vocational education and training in Poland is mostly organised in schools and is known as 'vocational education'. It is undergoing major reform to improve quality and labour-market relevance, with increasing focus on improving system flexibility and responsiveness to labour-market needs.</p> <p>The report summarises the country's socioeconomic background and planned VET reforms.</p>

Languages	Bibliographical reference	Link
English, German	Cedefop. Luxembourg: Publications Office, 2011 (Cedefop reference series, No 87)	www.cedefop.europa.eu/EN/publications/17770.aspx
English	Cedefop. Luxembourg: Publications Office, 2011 (Cedefop reference series, No 90)	www.cedefop.europa.eu/EN/publications/19074.aspx
English	Cedefop. Luxembourg: Publications Office, 2011 (Cedefop reference series, No 93)	www.cedefop.europa.eu/EN/publications/19076.aspx
English, German, Hungarian	Cedefop. Luxembourg: Publications Office, 2011	www.cedefop.europa.eu/EN/publications/18125.aspx
English, Polish	Cedefop. Luxembourg: Publications Office, 2011	www.cedefop.europa.eu/EN/publications/18613.aspx

Title	Description
<p><i>Glossary/Glossar/Glossaire. Quality in education and training/Qualität in der allgemeinen und beruflichen Bildung/La qualité dans l'enseignement et la formation</i></p>	<p>Cedefop's new glossary of terms on quality in education and training is meant to promote communication and understanding between countries. It is intended for all stakeholders in education and VET, researchers, experts, those involved in improving learning curricula, and education and training providers. While it does not present an exhaustive inventory of the terminology used by specialists, the glossary takes into account recent EU policy developments, including the European qualifications framework for lifelong learning (EQF) and the European credit system for vocational education and training (ECVET).</p>
<p><i>Guidance supporting Europe's aspiring entrepreneurs – Policy and practice to harness future potential</i></p>	<p>This Cedefop study aims at better understanding how guidance can support entrepreneurship learning and contributes to development of career management skills for entrepreneurs. The study covers European Union (EU) countries, plus Iceland, Liechtenstein and Norway.</p>
<p><i>Vocational education and training at higher qualification levels</i></p>	<p>The European policy agenda calls for an increase in qualification levels of the working population and for overcoming the institutional divide between vocational and general education. This research paper, covering 13 countries and six sectors, examines the kind of higher qualifications currently offered in vocational education, including their features, governance patterns, and degree of academisation. The paper also discusses parity of esteem between vocational and academic education, and the forms and degree of labour market involvement.</p>
<p><i>Migrated or mismatched? Skill mismatch among migrants and ethnic minorities in Europe</i></p>	<p>This report aims to increase understanding of mismatch and its impact among migrants and ethnic minorities in Europe. It reviews relevant international literature on the topic and looks at various aspects of labour-market performance of these groups. The focus is an empirical investigation of skill mismatch based on the European social survey. It points to a need for policy responses to contribute to making better use of migrants' skills and alleviating current and future skill shortages in Europe.</p>
<p><i>Lifelong guidance across Europe – Reviewing policy progress and future prospects</i></p>	<p>This Cedefop report reviews progress made across Europe in 2007-10 in developing guidance policy coordination, quality assurance mechanisms, access to services and career management skills. The review shows that the EU policy framework and changing economic conditions have encouraged closer collaboration between policy-makers, guidance professionals and researchers. The challenge is now to agree on what needs to be done to create a truly lifelong guidance system across all sectors, life situations and countries. Such services will support not just lifelong learning, but social inclusion and active citizenship for all.</p>

Languages	Bibliographical reference	Link
English, French, German	Cedefop. Luxembourg: Publications Office, 2011	www.cedefop.europa.eu/EN/publications/17663.aspx
English	Cedefop. Luxembourg: Publications Office, 2011 (Cedefop research paper, No 14)	www.cedefop.europa.eu/EN/publications/18285.aspx
English	Cedefop. Luxembourg: Publications Office, 2011 (Cedefop research paper, No 15)	www.cedefop.europa.eu/EN/publications/18646.aspx
English	Cedefop. Luxembourg: Publications Office, 2011 (Cedefop research paper, No 16)	www.cedefop.europa.eu/EN/publications/18670.aspx
English	Cedefop. Luxembourg: Publications Office, 2011 (Cedefop working paper, No 11)	www.cedefop.europa.eu/EN/publications/18625.aspx

ANNEX IX

Major conferences 2011

Title	Short description
Second international workshop on curriculum innovation and reform: an inclusive view to curriculum change	Senior experts from 20 European countries and representatives from the OECD-CERI, IBE-Unesco, the World Bank, the Organisation of Iberoamerican States for Education, Science and Culture, the European Commission, Eurydice and the European Agency for Development in Special Needs Education examined the implications of current developments in curriculum policies and practices. They discussed how outcome-oriented curricula can support learning, and benefit learners drawing on national examples of good practice. Outcomes of the workshop supported evidence-based curriculum policy development at national and international levels.
Permeability in education and training	Experts in higher education and vocational training (HE and VET) considered permeability from three different perspectives: national policies and initiatives, individual perspective and choices, and institutional networking within a changing relationship between VET and HE. They reflected on triggers and hinderers to permeability. Credit systems might play an important role if combined with validation and opening access to higher education. Participants highlighted the need for further work on permeability, for a stronger focus on individual perspective, and pointed to the weak statistical basis to support debates on permeability.
Workshop on quality assurance mechanisms in schools and training institutions	The workshop brought together participants and organisers of study visits on the topic of quality assurance in schools and VET institutions, representatives of initiatives identified as examples of good practice during visits and experts on the topic involved in EU projects and networks. Participants discussed recommendations for policy- and decision-makers responsible for setting the right conditions at system and provider levels to promote an evaluation culture in schools and VET institutions.
Building on the skills forecasts: comparing methods and applications	The aim of this conference was to bring together an international forum of researchers and experts in labour market needs and supply forecasting to gather the latest insights on use of the Cedefop forecast and other (innovative) forecasting processes in different Member States. The conference also promoted skills supply and demand forecasting among different experts.
Study visits synthesis seminar 2009/10	The seminar focused on ways to provide young people with flexible learning pathways, to ease their transition from education and training to work and to develop their entrepreneurial skills. Participants worked together to develop better understanding and solutions to the challenges faced by young people accessing the labour market.

Date	Place	Link
20-21 January 2011	Thessaloniki, Greece	http://events.cedefop.europa.eu/curriculum-innovation-2011/
27-28 January 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/events/16859.aspx
17-18 February 2011	Bonn, Germany	http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=8120&scid=77&artlang=EN
17-18 February 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/events/17086.aspx
28 February- 1 March 2011	Thessaloniki, Greece	http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=8051&scid=77&artlang=EN

Title	Short description
Agora conference: 'A bridge to the future – European VET policy 2002 to 2010'	<p>Based on Cedefop's 2010 policy report A bridge to the future as well as on the Bruges communiqué the event focused on (a) governance and expected benefits of continued cooperation in vocational education and training (VET) policies and (b) conditions and challenges to be met to make future VET more attractive and relevant.</p> <p>The conference was attended by about 150 participants representing the European Social and Economic Committee, the European Parliament and the European Commission, Member States, researchers, social partners, non-governmental institutions and permanent representations to the EU.</p>
Changing approaches to qualifications and lifelong guidance in the EU	<p>This was the third in a series of annual information events addressed to the academic community of Cedefop's host city to mark Europe day on 9 May.</p> <p>Cedefop presented its recent work on qualifications (validation, EQF, Europass) and on lifelong learning to professors and students of the two universities in Thessaloniki.</p>
Expert workshop 'Mainstreaming ECVET to practitioners and users'	<p>The workshop gathered policy-makers and VET providers from different European countries. It focused on ECVET implementation for European mobility in VET. It confirmed the need to involve VET practitioners and users for successful ECVET implementation in Member States. The workshop concluded with the necessity to set up dialogue between practitioners and policy-makers on ECVET.</p>
Validation workshops on training leave and payback clauses	<p>The event discussed, validated and complemented results of Cedefop's studies on training leave and payback clauses to promote VET in Europe. In particular, it helped to:</p> <ul style="list-style-type: none"> • gain a better understanding of how the extent training leave and payback clauses are used in Europe; • evaluate implementation of training leave and payback clauses; • identify issues for further research and provide policy recommendations. <p>The workshop brought together representatives of governments, social partners, academia and research.</p>
Joint seminar four agencies 'Working together for youth employment: from education to the workplace'	<p>This was a joint seminar Cedefop organised in cooperation with Eurofound, ETF and OSHA. It was hosted by the EP Committee for Employment and Social Affairs. The event was a first opportunity to raise awareness for EU stakeholders and in particular members of the European Parliament of EU agencies building complementarities between their expertise and findings. Both László Andor, Commissioner for Employment, Social Affairs and Inclusion, and Jan Trzuszczynski, Director General, Directorate-General for Education and Culture for Education, were present.</p>

Date	Place	Link
17 March 2011	Brussels, Belgium	http://agora.cedefop.europa.eu/VET-policy2011/
18 May 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/news/18255.aspx
30-31 May 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/events/17992.aspx
6-7 June 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/events/18265.aspx
30 June 2011	Brussels, Belgium	www.cedefop.europa.eu/en/articles/18378.aspx

Title	Short description
Learning later in life	<p>This event was organised jointly by Cedefop and the European Commission.</p> <p>Over 70 participants from research, practice and policy discussed the key factors for successful active ageing policies and barriers and potential for investing in an ageing workforce. The seminar clearly put forward that prevailing attitudes about training for ageing workers need to change. Companies need to develop a new 'demographic literacy' and incorporate the age factor into all aspects of human resource management.</p>
Study visits knowledge-sharing seminar	<p>Sixty-five organisers were informed about recent developments in education and training policies in Europe, especially ET 2020. Organisers who have already hosted study visits shared their experience with first-time organisers, discussed concerns and challenges about organisation of visits and exchanged interesting ideas.</p>
Labour market integration of immigrants in Europe	<p>The event aimed at identifying how guidance policy, practice and research should be further developed to support the labour market integration of immigrants across the European Union in coming years.</p>
International seminar on skills anticipation and matching	<p>This seminar focused on exchanging experience among high-level experts working at international level or key national organisations to develop common and complementary research strategies for skills anticipation and matching.</p>
Have the European tools improved learning, mobility and employment?	<p>A joint workshop in European Parliament, which Cedefop coorganised with MEP Nadja Hirsch. The Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou gave the opening speech. The aim was to discuss:</p> <ul style="list-style-type: none"> • progress in implementation of the European tools; • the impact of the tools so far; • where to go next.
The role of social partners in implementing European tools and principles	<p>This conference was jointly organised by Cedefop and the social partners to address challenges involved in implementing the European tools and principles for education, training and learning. By providing an updated review of developments, the conference allowed a systematic discussion on how social partners can contribute to strengthening the relevance and impact of these initiatives.</p>
Information event on the assessment, validation and recognition of learning and skills	<p>This information event was organised, for the third consecutive year, by Cedefop in cooperation with the Greek authorities. It was targeted at the education and training community of Thessaloniki, Cedefop's host city. Cedefop presented its work on the European tools, especially EQF and Europass, and on new European approaches to evaluation and assessment of key competences, as well as external evaluation and self-assessment of (VET) schools. All these are high-priority issues for Greece.</p>

Date	Place	Link
21-22 September 2011	Brussels, Belgium	www.cedefop.europa.eu/EN/events/18303.aspx
22-23 September 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/events/18530.aspx
29-30 September 2011	Thessaloniki, Greece	http://studyvisits.cedefop.europa.eu/index.asp?cid=3&artid=8419&scid=77&artlang=EN
14-15 November 2011	Athens, Greece	www.cedefop.europa.eu/EN/events/18527.aspx
22 November 2011	Brussels, Belgium	www.cedefop.europa.eu/EN/events/18429.aspx
24-25 November 2011	Brussels, Belgium	www.cedefop.europa.eu/EN/events/18935.aspx
30 November 2011	Thessaloniki, Greece	http://events.cedefop.europa.eu/EUtools2011/

Title	Short description
Validation workshop on financing training in Europe	<p>The workshop validated and complemented findings of Cedefop's study on financing training/adult learning in Europe. Discussions focused on cost-sharing instruments implemented in EU countries as a tool for addressing market failure in investment provision of education and training for adults.</p> <p>The workshop brought together representatives of governments, social partners, academia, research and European institutions (DG EAC).</p>
ReferNet 2011 plenary meeting	<p>The ninth ReferNet plenary meeting was attended by all ReferNet members selected for the 2012-15 framework partnership agreement and focused on: (a) providing a review of the EU policy background and its impact on activities of the network; (b) preparing the 2012 work plan; and (c) providing information on legal and financial aspects under the new FPA.</p> <p>An induction session aiming at providing new members with background information necessary to operate efficiently from 1 January 2012 took place at Cedefop on the eve of the plenary meeting.</p>



Date	Place	Link
12-13 December 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/events/19081.aspx
13-14 December 2011	Thessaloniki, Greece	www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/refernet.aspx



ANNEX X

Europass statistics 2011

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:

- **13.0 million** visits in 2011 (**10 million** in 2010, corresponding to an increase of around 29%), and a total of 44.8 million visits since its launch;
- **9.9 million** documents downloaded in 2011 (8.1 million in 2010, corresponding to an increase of around 23%), and a total of 37.2 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 Romanian (Portuguese, Italian, Spanish, Hungarian and German in 2010); Romanian becomes the fifth most used language;
- **5.9 million** documents generated online in 2011 (3.8 million in 2010, corresponding to an increase of 53%): 5.8 million cvs and 79 000 language passports and a total of 16.9 million documents generated online since its launch.

Developments in 2011

In 2011, Cedefop redesigned the Europass website (launched in December), with a new, modern graphic identity. Improved navigation provides quicker access to the most popular information. Intensive support was granted to national Europass centres for use of the Europass mobility management tool.

Total visits since launch (by year)

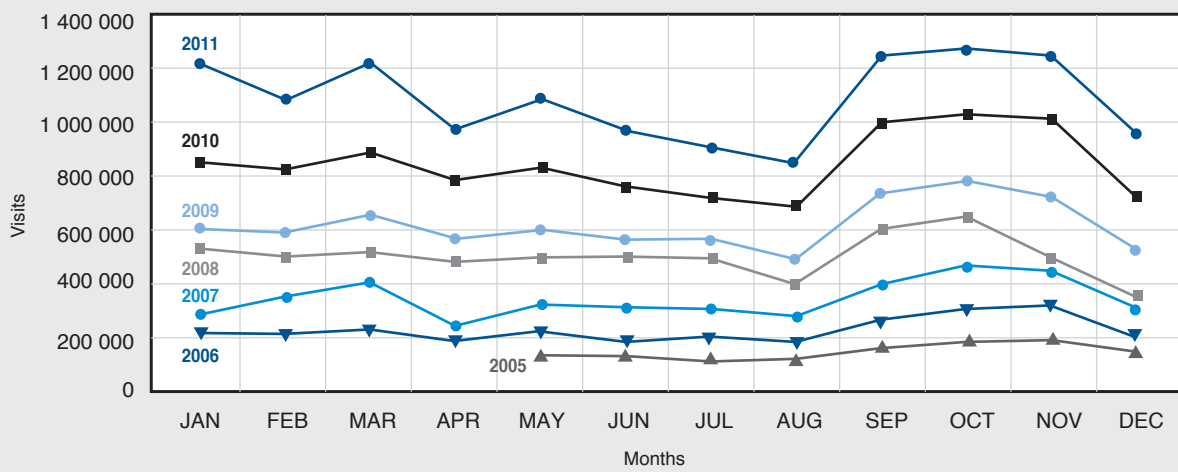
Year	Total visits
2005	1 210 586
2006	2 768 666
2007	4 158 137
2008	6 047 691
2009	7 487 763
2010	10 091 597
2011	12 993 978
Total	44 758 418

Documents downloaded since launch (by year)

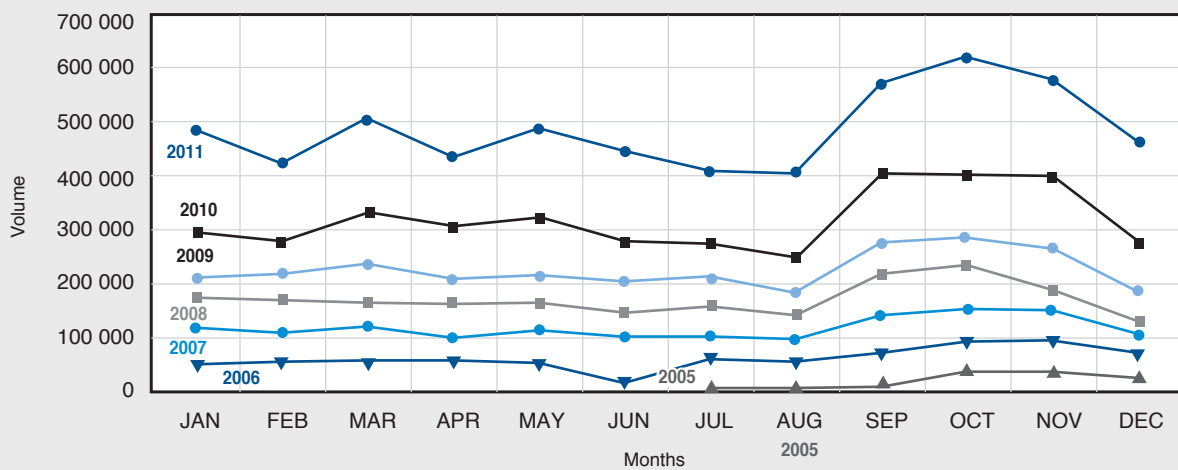
Year	Total downloads
2005	518 520
2006	2 623 052
2007	3 916 107
2008	5 625 527
2009	6 505 213
2010	8 105 172
2011	9 929 998
Total	37 223 589



Visits since launch (by month)



ECVs completed online



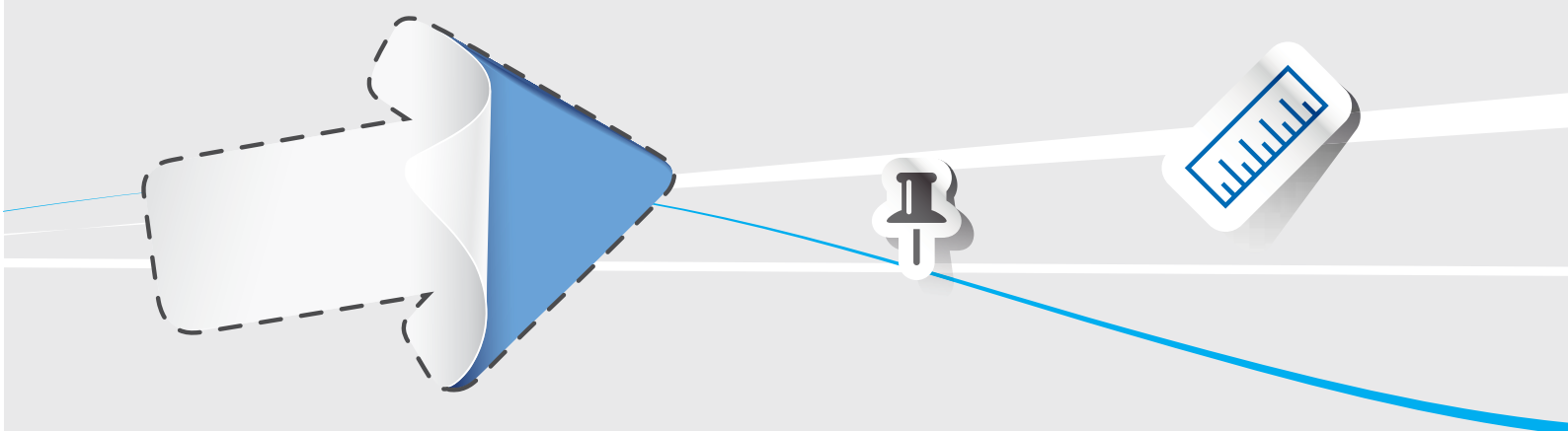
ANNEX XI

Study visits statistics 2010/11



Table 1. Study visits 2010/11 – Distribution by theme

Category of themes	Topics	No of visits
1. Key competences for all (85)	Increasing literacy and numeracy levels	2
	Language teaching and learning	20
	Use of ICT in learning	15
	Developing entrepreneurship	8
	Strengthening intercultural education	3
	Education for active citizenship and sustainability	18
	Developing creativity in learning and teaching	16
	Learning mathematics and science	3
2. Improving access, equity, quality and efficiency in education and training (53)	Early learning opportunities	3
	Personalised learning approaches	4
	Measures to prevent early school leaving	4
	Equal opportunities for disadvantaged groups	23
	Quality assurance mechanisms in schools and training institutions	15
	Measures to improve efficiency in education and training institutions	4
3. Keeping teaching and training attractive and improving leadership (25)	Teachers' and trainers' initial training, recruitment and evaluation	6
	Teachers' and trainers' continuing professional development	11
	Leadership and management in schools and training providers	8
4. Education and training for employability (31)	Transition from education and training to the world of work	9
	Workplace learning	3
	Integration of disadvantaged groups into the labour market	6
	Increasing attractiveness of VET	7



Category of themes	Topics	No of visits
	Social partners contribution to meet the challenge of employability	4
	New skills for new jobs	2
5. Implementing common European tools, principles and frameworks for lifelong learning (12)	National and sectoral qualifications frameworks linked to EQF	2
	Tools to promote transparency of qualifications and mobility of citizens	2
	Quality assurance systems, frameworks and approaches	2
	Credit transfer between different contexts	0
	Validation of non-formal and informal learning	2
	Guidance for lifelong learning and career management	4
6. Trends and challenges in lifelong learning strategies (13)	Reforms in national education and training systems	3
	Developing links between VET and higher education	0
	Implementation of flexible learning pathways	5
	Increasing adult participation in education and training	5
7. Development of learning communities, involving all actors in education and training (12)	Cooperation between education and training institutions and local communities	9
	Parents and social partners roles in governance	1
	Schools and communities roles to prevent violence	2
8. Promoting cross border mobility in lifelong learning (12)	Lifelong learning mobility in education and training	12
Total		243

Table 2. Study visits 2010/11 – Distribution by sector

Economic sector	No of visits
Accommodation and food service activities	5
Agriculture, forestry and fishing	2
Arts, entertainment and recreation	4
Construction	1
Human health and social work activities	1
Information and communication	0
Manufacturing	4
Total	17

Table 3. Study visits 2010/11 – Distribution by type

Type of visit	No of visits in catalogue	No of active visits
General education	114	103
Mixed	108	98
Vocational education and training	44	42
Total	266	243

Table 4. Study visits 2010/11 – Distribution by working language

Working language	No of visits in catalogue	No of active visits
English	224	210
French	27	24
German	9	7
Spanish	6	2
Total	266	243

Table 5. 2010/11 participants and visits – Distribution by country

Country	Number of participants	Number of visits
Austria	56	6
Belgium	91	6
Bulgaria	52	3
Croatia	42	0
Cyprus	13	2
Czech Republic	77	9
Denmark	65	5
Estonia	32	3
Finland	49	6
France	192	23
Germany	295	22
Greece	67	4
Hungary	79	7
Iceland	11	1
Ireland	48	6
Italy	243	15
Latvia	31	3
Liechtenstein	0	0
Lithuania	44	4
Luxembourg	10	0
Malta	0	1
Netherlands	64	9
Norway	37	3
Poland	168	13
Portugal	97	11
Romania	121	8
Slovakia	35	2
Slovenia	39	4
Spain	219	16
Sweden	49	9
Turkey	192	18
United Kingdom	205	24
Total	2 723	243

(*) Participating countries are in alphabetical order.

Table 6. Participants 2010/11 – Distribution by category

Category of education and training specialists	Number of participants	Percentage of participants
Head teachers, teacher trainers	732	26.9
Directors of education and vocational training institutions, centres or providers, guidance centres, validation or accreditation centres	414	15.2
Representatives of local, regional and national authorities	291	10.7
Other	269	9.9
Pedagogical or guidance advisers	221	8.1
Heads of departments	210	7.7
Representatives of social partners	162	5.9
Educational and vocational training inspectors	139	5.1
Representatives of education and training networks and associations	96	3.5
Researchers	96	3.5
Representatives of educational services, labour offices or guidance centres	93	3.4
Total	2 723	100.0



ANNEX XII

Refernet – Cedefop's network for VET

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