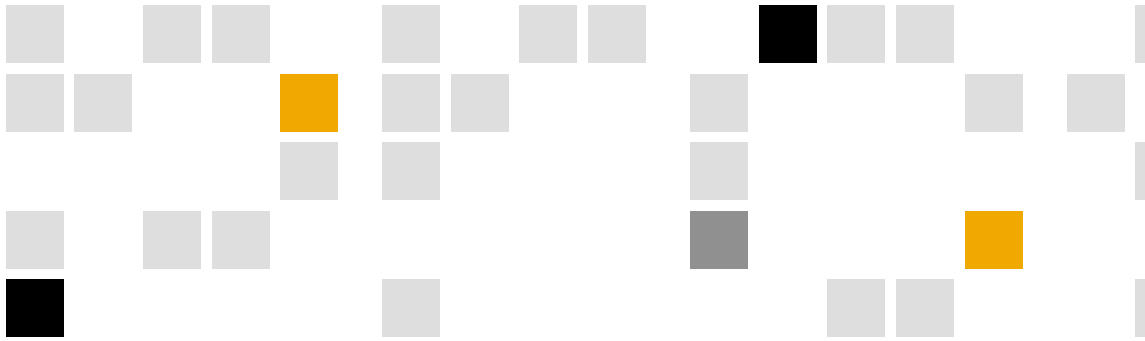




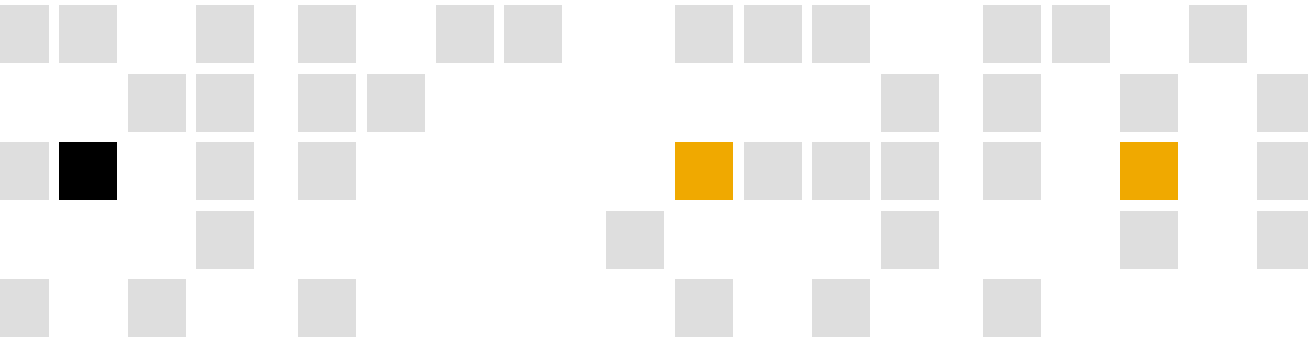
Work programme 2007



2007



Work programme 2007





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


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

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

reference centre for vocational education and training.

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

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



Europe 123
GR-570 01 Thessaloniki (Pylea)

Postal address: PO Box 22427
GR-551 02 Thessaloniki

Tel. (30) 23 10 49 01 11, Fax (30) 23 10 49 00 20


E-mail: info@cedefop.europa.eu

Homepage: www.cedefop.europa.eu

Interactive website: www.trainingvillage.gr

Virtual communities:

<http://communities.trainingvillage.gr>



Published under the responsibility of:
Aviana Bulgarelli, *Director*
Christian Lettmayr, *Deputy Director*

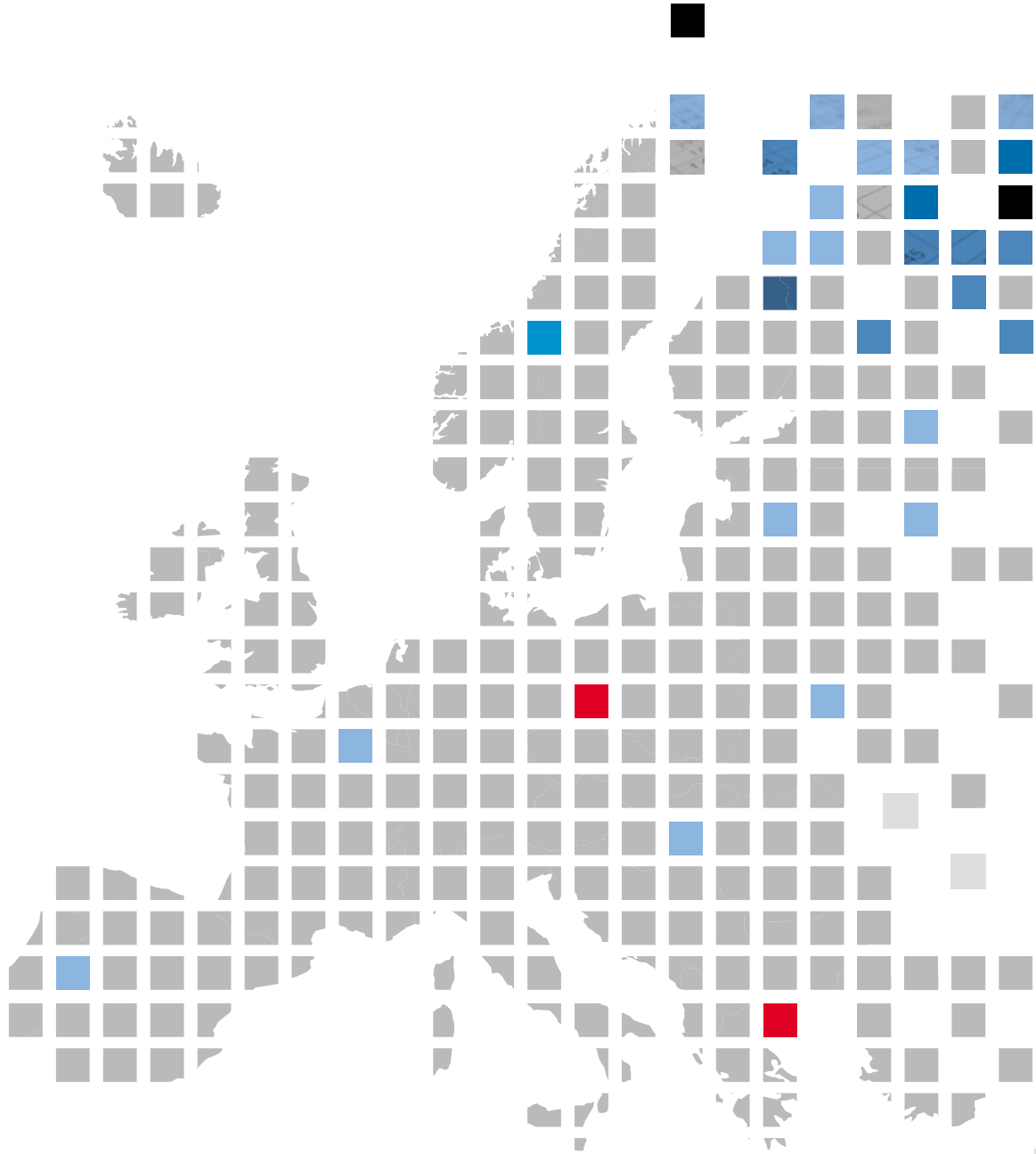




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Policy background - towards 2010

Europe is committed to becoming a dynamic knowledge-based economy combining higher education standards with economic growth, employment and social inclusion by 2010. Education and training policies are central to achieving this goal agreed by the European Council at Lisbon in March 2000.

Cedefop is the European Union's (EU's) agency to support the development of vocational education and training policies. Founded in 1975 ⁽¹⁾, Cedefop moved from Berlin to Thessaloniki, Greece in 1996. Its founding Regulation assigns Cedefop certain tasks which are carried out through the activities outlined below. These activities are guided by Cedefop's medium-term priorities for 2006-08 ⁽²⁾.

In line with its founding Regulation and medium-term priorities (2006-08), Cedefop contributes to implementing the education and training work programme 2010, drawn up to achieve the Lisbon goal and make Europe's education and training systems a world reference for quality by 2010.

In 2002, at Copenhagen, ministers from EU Member States emphasising the importance of vocational education and training to the Lisbon goal called for closer cooperation among Member States to devise new policies for its reform.

Progress in implementing the Copenhagen declaration was reviewed at Maastricht in 2004. Ministers reaffirmed vocational education and training's key role in labour-market and social integration. Reform of training systems to meet better the needs of those at risk of social exclusion, as well as modernising education and training to attract more students and respond to new workplace requirements were identified as national priorities in the Maastricht communiqué of December 2004. The Copenhagen declaration and Maastricht communiqué granted Cedefop a specific role to support and monitor progress in Member States every two years, in what is known as the Copenhagen process. Changes are being made. Proposals have been made to establish a European qualifications framework for lifelong



learning (EQF) to help compare qualifications across the EU's diverse education and training systems, to make them more transparent and accessible to the general public.

Reform of vocational education and training is part of Member States' strategies to develop lifelong learning strategies. Lifelong learning is a key element of other policies to achieve the Lisbon goal. These include the European employment strategy (and the employment guidelines 2005-08) to create more and better jobs, and the partnership for growth and jobs, agreed in 2005 between the European Commission and Member States, which calls for investing more in human capital through better education and training to improve the skills and adaptability of the European workforce. The 2006 Spring European Council concluded education and training are critical factors for the EU's long-term competitiveness and social cohesion. This was followed by the European Commission's communication on ensuring


high quality education and training systems that are both efficient and equitable.

Vocational education and training is thus fundamental to achieving the Lisbon goal.

In 2007, Cedefop, with the support of its Governing Board (comprising experts from the European Commission, Member States and social partners) will continue to provide its expertise to support evidence-based policy-making and promote closer European cooperation in vocational education and training.

- (1) <http://www.cedefop.europa.eu/index.asp?section=2&sub=5&tab=1>
- (2) <http://www.cedefop.europa.eu/index.asp?section=4&sub=1>

2007 Objectives and action



Being the EU's reference centre for vocational education and training that provides information on and analyses of training systems, policies, research and practice, Cedefop's strategic objective is to contribute to achieving the Lisbon goal, by supporting implementation of the education and training 2010 work programme and the Copenhagen process.

To serve this strategic objective in 2007 Cedefop's specific objectives will be to:

- (a) carry out research and policy analysis to encourage evidence-based policy-making by providing relevant research findings and policy analyses, working with interested parties and by being prominent in the research community;
- (b) share its expertise to promote a concerted approach to vocational education and training and stimulate innovative and evidence-based ideas by providing expert support for policy-makers and peer-learning activities among the European Parliament, European Commission, Member States



- and social partners;
- (c) report on developments in vocational education and training to increase knowledge and mutual learning on current policies and practices in Member States to support planning for policy-makers, researchers and practitioners;
- (d) support acceding and candidate countries by familiarising them with developments in vocational education and training in the EU. This is done in close cooperation with the European Training Foundation (ETF);
- (e) serve stakeholders and citizens by providing them with relevant information on key issues via electronic and online publications and other communication services;
- (f) work to become an example of good practice in managing its human and financial resources.

Activities in the work programme 2007 are grouped around these specific objectives.

Value added

The value added of Cedefop's activities is to:

- (a) raise awareness of developments and challenges in vocational education and training through comparative analyses;
- (b) lead to clear proposals for practical policy implementation and for research;
- (c) strengthen European cooperation;
- (d) enable acceding and candidate countries to contribute to and benefit from European cooperation.

Through its activities Cedefop aims to increase its influence and standing as an authoritative European voice on vocational education and training.

Working in partnership

Many of Cedefop's activities are carried out in cooperation with its major partners the European Commission, Member States and the social partners. It is foreseen that Cedefop will play an important part in the

continuity

new integrated programme in the field of lifelong learning 2007-13. In supporting the social partners Cedefop works closely with Eurofound (the European Foundation for the Improvement of Living and Working Conditions). In working with acceding and candidate countries Cedefop works closely with the ETF (European Training Foundation). Cedefop also cooperates with Eurydice, the European education network, and with the Centre for Research on Education and Lifelong Learning (CRELL) on developing education and training benchmarks and indicators. Cedefop will also look for strategic partnerships with other EU agencies and international organisations where this brings value to the work being carried out.

One of Cedefop's strengths is its networking capacity. As well as supporting policy development in Member States, Cedefop collects from and disseminates much of its information through ReferNet (network of reference and expertise). In 2007, the aim is to strengthen ReferNet by finding a suitable agreement for its long-term sustainability.

Networks are fundamental to Cedefop's other work. Cedefop draws from the contributions of outside experts and disseminates information through networks such as Skillsnet (working on the early identification of skill needs) and the vocational education and training teachers and trainers network (TTnet). Cedefop also manages the study visits network in cooperation with the network of national liaison offices in Member States. A list of Cedefop's networks is in Annex V.



Continuity and innovation

The work programme 2007 represents continuity and innovation. Continuity lies in consistency with the European policy framework, Cedefop's medium-term priorities 2006-08 and making use of Cedefop's strengths, internal expertise on key themes, research and policy analysis capacity, networking, data resources and dissemination tools to support the EU's priorities in education and training 2010. However, the work programme is innovative as Cedefop seeks to use its strengths to provide further knowledge on early identification of skill needs and give priority to bridging education and employment with vocational education and training. The work programme 2007 also places more emphasis on dissemination and recognition of Cedefop's work.

Risk assessment

As 2010 approaches, pressure to speed up reform mounts. Under the Copenhagen process progress is reviewed every two years and Cedefop's work programme in 2007 will be strongly influenced by the conclusions of ministers considering developments so far in Helsinki in December 2006. Every effort has been made to anticipate the policy priorities for 2007, however, the possibility remains that they could change requiring Cedefop to reallocate more resources to certain tasks or take on new ones. Where substantial changes from its work programme 2007 are required, Cedefop will seek guidance from its Bureau and Governing Board.

Research and policy analysis in vocational education and training

Specific objective

Cedefop's research and policy analysis encourages evidence-based policy-making by providing relevant research findings and policy analyses, working with interested parties and by being prominent in the research community.

- (a) **Activities** are research and policy reporting, networking, collecting statistical data, and analyses;
- (b) **Results** are publications, periodicals, newsletters, workshops, updated information on the European training village (ETV) [<http://www.trainingvillage.gr/>];
- (c) **Value added** is raising awareness of developments and challenges for vocational education and training and providing policy proposals for policy-makers to consider.

Cedefop's specific activities in research and policy analysis are outlined below.



Policy reporting

Review of the Copenhagen process

Cedefop will complete the ‘Helsinki report’ on progress by Member States in achieving the priorities set in the Copenhagen-Maastricht-Helsinki process and disseminate its findings. A major Agora conference on the follow-up of Helsinki to discuss findings and future action (see page 28) will be held.

Cedefop will provide expert advice for the DG EAC report, ‘Analysis of progress in relation to selected national vocational education and training priority areas, following the Maastricht communiqué’. The report examines the image and attractiveness of vocational education and training and links to higher education; promoting labour market and social integration through vocational education and training, in particular for low-skilled and people at a disadvantage in the labour market; and investing in vocational education and training.

Cedefop will also publish reports on:

- (a) demographic perspectives and implications for vocational education and training;
- (b) vocational education and training policies for the social and labour market integration of immigrants and their descendants.

Financing

Complementing information in its eKnowVET database (see page 21) Cedefop will investigate financing of initial and continuing vocational training. Building on experience and information gathered within a range of EU and international activities, and on new statistical sources, Cedefop will explore data and policies at national and EU levels, emphasising equity and efficiency aspects.



Research reporting

Fourth report on vocational education and training research in Europe

Contributions of European researchers to the fourth report on vocational education and training research in Europe, submitted in 2006, and Cedefop's own research will be the basis for a report on modernising vocational education and training. The report will bring together research on the priorities in the Copenhagen-Maastricht process and its implications for policy. It will also discuss longer-term issues important for research and policy development.

Consultation will also begin on themes for the fifth research report (to be published in 2010/11) and on research and policy issues beyond 2010.

Skill needs in the EU, sectors and enterprises

Work will focus on areas where new skill needs are emerging in the EU, in economic sectors, occupations and enterprises.

European level skills needs forecasting

Work will continue on a European approach to skill needs forecasting. Results of a macro-economic medium-term projection for Member States providing alternative scenarios on future employment patterns by economic sectors, occupations and skills will be analysed and disseminated.

The Skillsnet network

[<http://www.trainingvillage.gr/skillsnet/>] will be expanded. Network newsletters and sector flashes will be published and seminars and conferences organised to encourage exchanges of good practice.

Reporting

Sector and enterprise skills development

At sector level, strengths and weaknesses of how different sectoral models contribute to skill and competence development will be reviewed.

Cedefop will strengthen enterprise research by exploring a common European approach to enterprise surveys. Work will focus on assessing skill needs and company provision of continuing vocational training and its links to performance. Particular attention will be paid to small and medium-sized enterprises.

Statistics and indicators

Cedefop will help improve existing and develop new statistical data sources on vocational education and training through contributions to the European Commission's working groups and in cooperation with others such as Eurostat, CRELL, Eurydice, and OECD in particular on the programme for the international assessment of adult competencies

(PIAAC). Cedefop will evaluate and analyse results of surveys and data collections, in particular the third continuing vocational training survey and the EU labour force survey. Results will be published in hard copy and on Cedefop's ETV [<http://www.trainingvillage.gr/>].

European journal of vocational training

The *European journal of vocational training* (EJVT) is a major resource for European training research, policy and practice. In 2007, issues will cover training and competences, training systems in Bulgaria and Romania and the European qualifications framework (EQF). Efforts will continue to increase subscriptions by raising the journal's standing and visibility through high-quality scientific articles, listings in international citation indexes and a targeted marketing strategy.



Sharing expertise for vocational education and training policy development

sharing

Specific objective

Cedefop shares its expertise to promote a concerted approach to vocational education and training and stimulate innovative and evidence-based ideas by providing expert support for policy-makers and for peer-learning activities among the European Parliament, European Commission, Member States and social partners.

- (a) **Activities** are participating in meetings of policy-makers, organising study visits for vocational education and training specialists, contacts and meetings with social partners.
- (b) **Results** are concepts and working methods, policy recommendations, principles for common action, tools and guidelines for policy implementation, dissemination of ideas, exchanges of experience, publications and updated information on the ETV

[<http://www.trainingvillage.gr/>];



- (c) **Value added** is clear proposals for practical implementation, a vocational education and training perspective to discussion and action, capitalising findings from research and analysis, policy debate among stakeholders and improved European cooperation.

Cedefop's specific activities to share expertise for policy development are outlined below.

Supporting implementation of education and training 2010

In 2007, Cedefop will continue to provide expert advice and technical support to the clusters, networks and ad hoc groups, set up by the European Commission and Member States, to implement the education and training 2010 agenda. The specific areas in which Cedefop will work are outlined below.

Recognition of learning outcomes

The shift in emphasis from learning inputs (duration, type, programme, etc.) to learning outcomes (what a learner knows or is able to do at the end of a learning sequence) has far-reaching implications. Cedefop will initiate a comparative study on this shift to improve our understanding of its implications for vocational education and training systems and national qualifications frameworks. The findings and analysis will be disseminated in cluster meetings and in a conference at the end of 2007. The study on learning outcomes is relevant to several other activities in 2007 (the European qualifications framework, validation of non-formal learning, the European credit transfer system for vocational education and training, e-skills). It will support these activities and benefit from their results.



training

Informal and non-formal learning

Cedefop's research on different approaches into the principles behind validating informal and non-formal learning in Member States has been important in shaping the concepts and development of policies. In 2007, Cedefop will continue to provide expertise to Member States developing systems to validate non-formal learning and further develop and implement the common European principles agreed in 2004. With the European Commission, Cedefop will coordinate and support these activities in the cluster on recognition of learning outcomes. The European inventory on validation of non-formal and informal learning will be updated and further developed in 2007. Data collection and analysis will be developed with OECD and other international organisations.

European qualifications framework (EQF)

The EQF will provide a common learning outcome-based reference for national qualifications systems and frameworks. By easing comparison and transfer of qualifications it will support lifelong learning and mobility. Cedefop has contributed to the design and operation of the EQF. As part of the ad-hoc expert group working on the EQF Cedefop will continue to provide scientific expertise to the European Commission as it takes forward the formal proposal for an EQF, which has been submitted to the European Council and European Parliament. Cedefop will also analyse and disseminate the findings of projects carried out in 2006 to test the EQF, focusing on the role of sectors, and help develop the 'EQF handbook' giving guidance on its implementation.



development

European credit transfer system for vocational education and training (ECVET)

As a member of the technical working group on ECVET, Cedefop has worked to develop a practical ECVET system that provides a common basis for recognising individuals' learning outcomes gained abroad so they can be credited as part of a qualification when returning home. In 2007, Cedefop will support the Commission in the consultation process leading to a formal proposal for ECVET to be presented to the European Council and European Parliament later in 2007. Cedefop will also help prepare for implementation of ECVET through reflection and exchange on experience at Member States/sector levels and by helping develop, test and evaluate tools, such as a user's manual, for ECVET users.

Information and communication technology and e-skills

In the European Commission's e-skills and e-learning group, Cedefop will work to develop an e-competence framework linked to the EQF. Cedefop will analyse the supply and demand for ICT skills and work with CEN/ISSS on ways to improve European cooperation on ICT-certification. Information, including the outcomes of the 2006 European e-skills conference will be disseminated through the e-skills newsletter [<http://eskills.cedefop.europa.eu/newsletter>].

Vocational education and training teachers and trainers

Continuously developing the competences of vocational education teachers and trainers in ways that reflect their learning needs and changing role remains a challenge. In 2007, Cedefop will strengthen its training of trainers network (TTnet), as a Europe-wide platform of expertise on issues for the professional



development of teachers and trainers of vocational education and training. Building on TTnet's achievements, Cedefop will provide expertise and technical support to the European Commission's focus group on vocational education and training teachers and trainers. A study to analyse and compare professional profiles and the main challenges facing vocational education and training professionals will be carried out and findings reported at the German EU presidency's conference in June 2007. An electronic TTnet newsletter will be published.

European network for quality assurance in vocational education and training (ENQA-VET)

The aim of ENQA-VET is to increase the relevance and quality of vocational education and training through debate, exchanges of experience, and promote use of the common quality assurance framework (CQAF). The CQAF sets out common principles, criteria and tools to

help Member States to improve and evaluate their vocational education and training systems. Cedefop will encourage exchanges and scrutiny of policies between Member States on quality by organising specific peer-learning seminars and analysing specific issues. In 2007, Cedefop will provide technical and scientific support to implement the ENQA-VET work programme, especially to develop quality assurance approaches and tools, and promote quality in learning in enterprises, particularly small and medium-sized enterprises (SMEs). Cedefop will also finalise, disseminate and develop its study on quality approaches in SMEs.

Lifelong guidance

Cedefop is reviewing guidance policies, systems and practices at all levels of education, training and employment, with special focus on progress achieved by Member States in implementing the 2004 Council resolution on lifelong guidance. In 2007, Cedefop will provide scientific



expertise to the European Commission in setting up a European mechanism to bring forward the achievements of the expert group on lifelong guidance. To raise awareness of trends and developments in lifelong guidance, two reports will be published in 2007:

- (a) the first on Member States' progress in implementing the Council's resolution;
- (b) the second examining sectoral approaches to workplace guidance.


Findings of both reports (in hard copy and downloadable from the ETV) will be disseminated and a conference on the role of guidance in supporting workforce development held in the first half of the year.

Supporting social partners

Lifelong learning in the social dialogue

Cedefop supports the social dialogue and the social partners' framework for lifelong learning to improve vocational education and training, and employees' competence and skills development, as well as other social dialogue initiatives to encourage competence development. To improve cooperation Cedefop will conduct a survey on the information needs of social partners on lifelong learning policies that could be addressed by Cedefop.

Lifelong learning is increasingly important in collective bargaining and with Eurofound Cedefop will analyse European trends in sector skills development by examining training provision in collective agreements at EU, national, regional, sectoral and company levels. Further, Cedefop will publish reports on the role of the social partners in the management of industrial change, and the role of competence and qualifications development in fostering workforce



mobility. Working closely with Eurofound, Cedefop will inform on developments in the social dialogue, especially on competences required in restructuring and relocation. Cedefop will disseminate information through the ETV and at meetings and study visits involving the social partners. Further, Cedefop aims to strengthen relations with other EU institutions with interests in this area, such as the European Agency for Safety and Health at Work.

Sectoral initiatives in the Copenhagen process

Cedefop will work to link more closely EU objectives and sectoral activities in continuing vocational training. This includes examining the scope for assistance from the European Social Fund (2007-13); management of bilateral or sectoral funds by the social partners to promote investment in human resources (especially by small and medium-sized enterprises); and improving access to training for low-skilled and older workers

Sectoral documents (skills passports) as part of the Europass portfolio will be examined.

Cedefop will inform on trends and developments, giving examples of sectoral training projects. Cedefop will continue to map sector initiatives responding to current and future skills needs and add examples to the sectoral training database. Cedefop will examine case studies of specific sectors of strategic importance to the EU economy. The studies will analyse the main EU-wide skill challenges in these sectors and propose good examples and possible strategies to tackle them. Activities (such as seminars, conferences) will foster networking and exchange good practice on sectoral approaches in lifelong learning.



Study visits

Around 60 study visits will be organised in 2007, providing a forum for discussion, and mutual learning on themes of common interest. Around 700 vocational education and training stakeholders from varied backgrounds, (including social partners, public authorities, human resource management, chambers of commerce, researchers, vocational training institutions and providers) from 33 countries will participate.

Themes of the study visits in 2007 include: making training more attractive to young people, increasing adult participation in training, quality assurance mechanisms, higher education in vocational training, recognition of formal, non-formal and informal learning and recognition of qualifications, older workers, combating social exclusion, entrepreneurship among young people, and training and economic sectors. Results of visits will be disseminated through the ETV and *Cedefop info*.

Significantly, 2007 is a year of transition for the study visits programme as it becomes part of the European Commission's integrated programme in the field of lifelong learning 2007-13. Cedefop will work closely with the European Commission and national authorities to prepare for the new merged study visits programme to be implemented in 2008. Cedefop will establish effective cooperation with new agencies at national level to decentralise tasks and enable them to manage the new programme which will be much larger in terms of numbers and different in content. Specific action to prepare for the study visits in the framework of the new programme depends on the Governing Board's decision on the European Commission's proposal for Cedefop to coordinate the future study visits programme.

Observing and monitoring change in vocational education and training

Specific objective

Cedefop reports on developments in vocational education and training to increase knowledge and common learning on policies and practices in Member States to support planning for policy-makers, researchers and practitioners.

- (a) **Activities** are collection and dissemination of information on vocational education and training systems and policies in Member States, promoting cooperation between researchers and other vocational education and training experts;
- (b) **Results** are comprehensive online ETV database on systems and policies in Member states, online research information and publications;
- (c) **Value added** is comparative analyses on policy, practice and research in the EU to support policy-makers, practitioners and researchers.



Cedefop's specific activities to observe and monitor change are outlined below.

National vocational education and training systems and their development (eKnowVet database)

The eKnowVet database provides information at different levels of detail, on vocational education and training systems in Europe which can be downloaded from the ETV [http://www.trainingvillage.gr/etv/Information_resources/NationalVet/].

The first level is **overviews of vocational education and training systems** of all 27 Member States, Iceland and Norway. All descriptions will be updated during the course of 2007.

The second level is **detailed analyses on vocational education and training policies and practice** in the Member States.

In 2007, detailed analyses will be provided on:

- (a) skills and competence development and innovative pedagogy (covering all Member States, Iceland and Norway);
- (b) training vocational education and training teachers and trainers in Poland.

The third level is **comparative presentations of vocational education and training-related issues** in different Member States. In 2007, two comparative studies will be prepared:

- (a) training for vocational education and training teachers and trainers (covering all Member States, Iceland and Norway);
- (b) initial vocational education and training" (covering 19 countries).

descriptions

In 2007, the database will be evaluated and consideration given on how to improve its thematic structure, the dissemination of the information provided and Cedefop's cooperation with ReferNet.

Short descriptions of vocational education and training systems – Germany and Portugal

In 2007, Cedefop will publish in hard copy short descriptions of the training systems of Germany and Portugal (the two countries holding the EU presidency in 2007). The publications will be disseminated at EU presidency meetings and events, and nationally through ReferNet, as well as available for download from the ETV.

Reports on recent developments in vocational education and training

Cedefop will prepare a report for the biannual meetings of directors-general for vocational training in 2007. The reports, which will be available on the ETV, inform directors-general of developments in Member States and candidate countries, with a focus on human capital development. They include statistics on vocational education and training and information on Cedefop activities.

EU knowledge system for lifelong learning (EU-KSLLL)

Cedefop's role in developing, with the European Commission, a knowledge system for lifelong learning (EU-KSLLL), will be completed in 2007. Cedefop will assist in testing the EU-KSLLL, a database on policy initiatives and national strategies for lifelong learning, and then hand over the prototype to the European Commission.

Cedefop research arena (Cedra) and European research overview (ERO)

Cedra supports research networks to develop new knowledge and insights on 'work-related learning'. The focus in 2007 is on older workers and lifelong learning. The task is to produce case studies of policy and practice measures to promote learning for older workers. There will be two hard copy publications in 2007 based on the work of the Cedra 'learning region' network:

- (a) an anthology entitled *Learning together for local innovation – promoting learning regions*;
- (b) a second entitled *Review of research on learning regions*.

ERO, in cooperation with ReferNet, promotes information and knowledge-sharing among European researchers by means of: ERO base, a database providing information on research projects, experts, and publications; ERO call, a mailing list for researchers; ERO National Research Reports (ENRRs); and the ERO map providing overviews of European research [http://www.trainingvillage.gr/etv/Projects_Networks/ERO/].



Supporting acceding and candidate countries

countries

Specific objective

Cedefop supports acceding and candidate countries by familiarising them with developments in vocational education and training in the EU. Contact with these countries also acquaints Cedefop with their vocational education and training policies and reforms.

- (a) **Activities** are associating policy-makers (officials, representatives of social partners, VET specialists) of these countries to the main activities of Cedefop.
- (b) **Result** is acquiring and sharing of knowledge of the VET policies in EU Member States and the acceding and candidate countries.
- (c) **Value added** is enabling acceding and candidate countries to contribute to and benefit from European cooperation in vocational education and training, and informing EU Member States of policies and reforms in acceding and candidate countries.



Acceding and candidate countries are supported by the following activities.

Knowledge-sharing seminars with ETF will be organised based on the EU priorities agreed at the ministerial meeting in Helsinki in December 2006 and taking into account the national needs of the candidate countries.

Cedefop's reports on progress in implementing the Maastricht-Copenhagen process will be presented and good examples of competence development and of gender equality issues in Croatia and Turkey will be identified and disseminated.

Informing stakeholders and citizens

stakeholders

Specific objective

Cedefop serves stakeholders and citizens by providing relevant information on key issues via electronic and online publications and communication services.

- (a) **Activities** are communication and dissemination through websites, press, publications and conferences and events.
- (b) **Results** are online and published resources, news, analyses, updates on developments, exchanges of experience through personal contacts.
- (c) **Value added** is the raised profile of vocational education and training among specialists and citizens, as well as improved standing of Cedefop as an authoritative European voice on vocational education and training.

Cedefop's specific communication and dissemination activities are outlined below.



Communication and public relations

To influence developments Cedefop aims to reach its expert audience of policy-makers, social partners, researchers and training specialists. Cedefop also aims to communicate the benefits of its work to citizens and strengthen relations with its host country Greece.

Services for European vocational education and training experts

For its expert audience Cedefop will improve the quality and raise the profile of its electronic and publications services, the conferences and seminars it organises, and Cedefop's presence at other events. Further, Cedefop will review the style and presentation of its publications and electronic material during 2007, as well as its relations with the press to obtain more coverage of vocational education and training issues and of Cedefop.

Information from Cedefop's activities will be added to databases in the **European training village (ETV)**. Further, its image, presentation of material and user-friendliness will be reviewed in 2007.

With more than 60 000 references Cedefop's library boasts one of the most comprehensive international online **bibliographical databases** in Europe. Further, its online **European training thesaurus** is widely recognised by experts using it as one of the most advanced multi-lingual tools to promote understanding of vocational education and training terminology. However, both resources are under-used and will be promoted among experts and researchers. Further, they will be informed of news and events the **ETV news** service and the monthly **ETV newsletter**.

The library will also open to policy-makers its **external queries service** to provide answers and references to questions on vocational education and training issues.

News, information and analysis will be provided to experts through Cedefop's publications. Research results will be published in the ***European journal of vocational training***. Cedefop aims to increase paid subscriptions to the European journal by 10% to around 1 100 in 2007.

News on developments in vocational education and training is disseminated through the ***Cedefop info***, combining factual information and operational conclusions on research and statistics emerging between issues. The aim is to have 5 000 subscribers to the electronic version in 2007.

Cedefop's publications policy will be reviewed to focus on high quality marketable publications and to tailor the way information is provided for different audiences. In 2007, more publications will be available electronically and disseminated by e-mail.

Cedefop will bring experts together at its **two Agora conferences in 2007**, in Thessaloniki:

- (a) in spring in cooperation with the German EU-presidency and the European Commission (DG Education and culture) on the conclusions of the ministerial meeting in Helsinki in December 2006 and their implications for policy analysis and research;
- (b) in winter on future skill and occupational needs. It will aim to agree a future research agenda on these issues, particularly skill needs forecasting.

Cedefop's services will be promoted by its presence at conferences and exhibitions. Cedefop will share a stand the European Commission at selected events in 2007, using them to promote new information, in particular, Cedefop's analysis of Member States' progress in the Copenhagen-Maastricht process, its work on skill needs and its contribution to the European qualifications framework.

Public relations

Further, Cedefop will involve ReferNet in monitoring the national press coverage of Cedefop and supporting national dissemination and promotion initiatives.

The first **EuroSkills** competition will be hosted by the Dutch government in Rotterdam, 18-20 September 2008 (<http://www.euroskills2008.nl>). It aims to create a new platform to promote craftsmanship, skills and vocational education in Europe. In 2007, Cedefop, through its networks and expertise, and in close cooperation with DG Education and Culture, will support the dissemination and the promotion of this event, advise on content and contribute to workshops and discussions on competences and qualifications.

Communicating with citizens

Building on the success of **Europass**, in 2007, Cedefop will explore jointly with other agencies ways of communicating more directly with citizens to show that the work we do serves their interests. Cedefop worked on the concept, development of and terminology used by **Europass**, including the European CV. The Europass and European CV pages of Cedefop's websites have been downloaded by millions of users from across Europe, showing them to be tangible examples of how Cedefop's expertise has contributed directly to improving citizen's opportunities to study and work abroad. In 2007, Cedefop will continue to work to improve Europass and its implementation working with national Europass centres and sectors developing skills passports.



To raise its visibility and the awareness of VET issues and developments, Cedefop will as part of its communication strategy intensify its information services. This will be implemented by regular provision of information in a format and style corresponding to the needs of the media. Some information will be targeted at the general public but the main objective is to enhance the Centre's profile in the wider vocational education and training community in Europe. This will be supported by the recommendations and findings of the external evaluation which started at the end of 2006.

In 2007, Cedefop will stimulate use of its websites through a more user-friendly Internet presence, regularly updated news sections and improvements in structure and content of the information provided.

Relations with our hosts in Greece

Relations with the local community in Greece, and Thessaloniki will be strengthened on several levels: better awareness of Cedefop's value and activity through enhanced press relations; and profiling of Cedefop as promoter of debate on European issues which relate to vocational education and training. Some debates, press meetings and several events targeted at the local community will be organised in 2007.

Cedefop will participate more closely in Thessaloniki's cultural life by offering a European prize for photographic *oeuvres* on vocational education and training and the world of work. The prize will be administered by the Thessaloniki Museum of Photography and Cedefop as part of Thessaloniki's annual photography festival.



annexes

I

Provisional
publications programme 2007

II

Cedefop Organisation chart

III

Human resources

IV

Budget 2007

V

Cedefop networks

ANNEX I

Provisional publications programme (*) 2007

- Learning together for local innovation – promoting learning regions
- Overview of research on learning regions
- Eurobarometer – lifelong learning in the new Member States
- ‘Helsinki report’ progress by Member States in achieving the Copenhagen-Maastricht-Helsinki priorities
- Demographic perspectives and implications for vocational education and training
- Vocational education and training policies for the social and labour market integration of immigrants and their descendants
- Evaluation of Eurostat data sources on education training and skills for a VET perspective
- Quality indicators
- Fundamentals of a common quality assurance framework (CQAF) for VET in Europe
- Validation of non-formal learning for VET teachers and trainers
- Sectoral approaches to workplace guidance: study report
- Quality in VET: output standards
- Implementing lifelong guidance systems – achievements and challenges
- VET quality approaches in three sectors in three countries
- European qualifications framework (EQF) for teachers and trainers
- Vocational education and training in Germany. Short description
- Study on learning outcomes
- Quality approaches in SMEs
- Member States’ progress in implementing the Council’s resolution on lifelong guidance
- Sectoral approaches to workplace guidance
- Vocational educational and training in Portugal: short description
- The European inventory on validation of non-formal and informal learning
- Professional profiles and the main challenges facing vocational education and training professionals
- Study visits’ catalogue
- History of the study visits’ programme
- Study visits 2005
- Study visits 2006
- Work programme 2007
- Cedefop catalogue 2007
- Annual report 2006
- European training thesaurus
- Glossary on vocational education and training

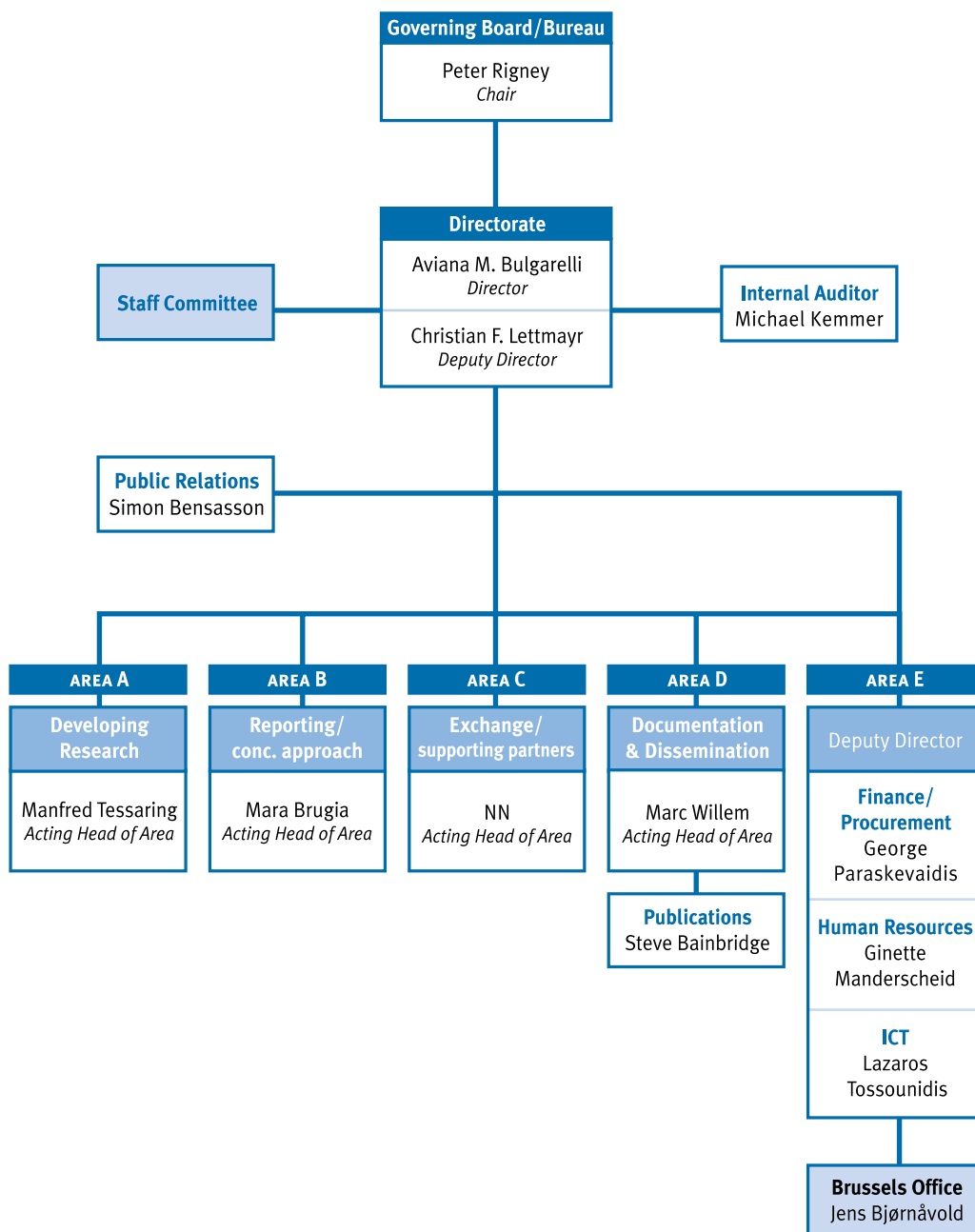
Periodicals

- European journal 40
- European journal 41
- European journal 42
- Cedefop info 1/2007
- Cedefop info 2/2007
- Cedefop info 3/2007

(*) All titles are in English as working titles

ANNEX II

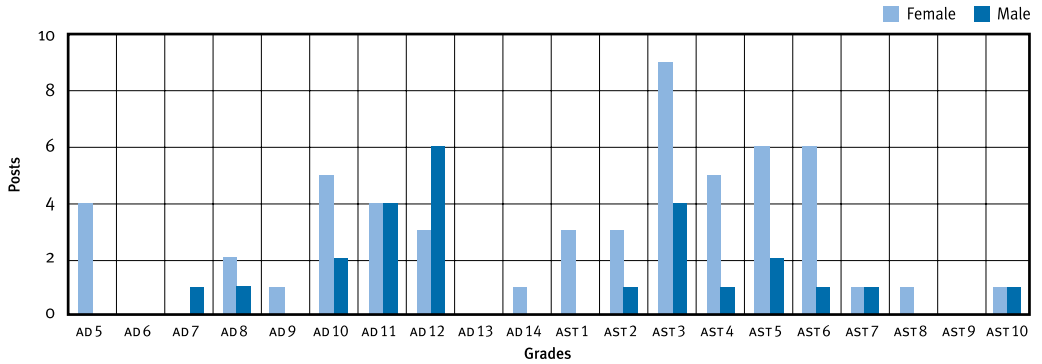
Cedefop Organisation chart



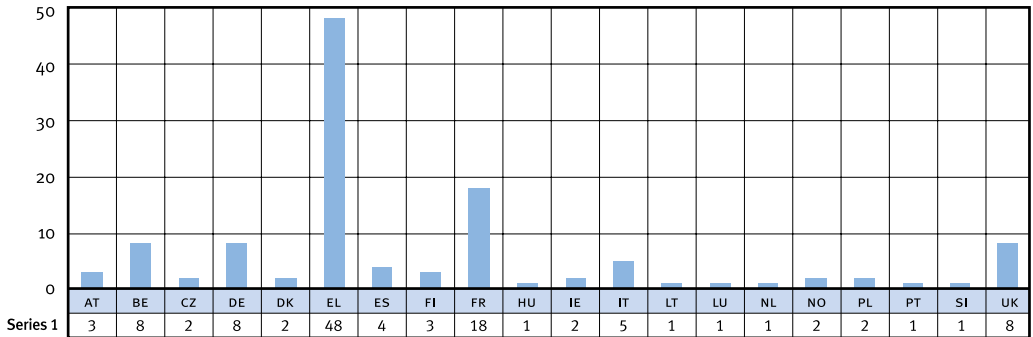
ANNEX III

Human resources

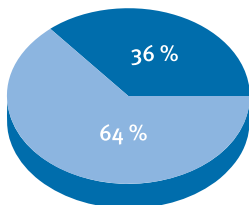
Category of TA and Officials by gender for 2006



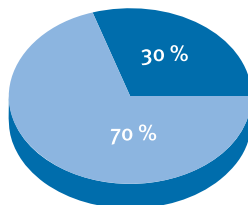
Staff by nationality



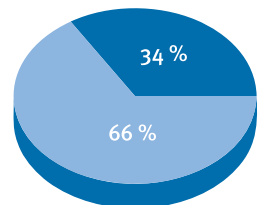
Staff by gender (% of all staff)



Staff by gender (% of temporary/officials)



Staff by gender (% of contract agents)



Female Male

ANNEX IV

Budget 2007

Provisional distribution of human resources and budget 2007 by project (explanatory remark)

The following two tables provisionally distribute the human resources in terms of full time equivalents (FTEs) and all resources by budget title in monetary terms to the projects of the Work programme 2007.

The distribution of cost has been based on the preliminary draft budget 2007. The draft budget 2007 foresees however a

reserve of Euro 600,000. It is assumed Cedefop will fulfil the conditions to lift the reserve. If the reserve is not lifted it will reduce expenditure on staff, ICT software and the study visits programme.

Allocation of costs to projects in the following table is based on the cost of personnel working on them and other direct, attributable costs. The presentation is not an activity based budget, as overheads are not included. It is however a step towards activity based budgeting which will be implemented in 2007.

Provisional distribution of human resources by project (Work programme 2007)

Projects	AD 9-15	AD5-8	SNE	CA FG IV	AST 6-11	AST 1-5	CA FG I-III	Total
1 Policy reporting	0.8	2.0				1.0		3.8
2 Research reporting	2.0					0.6		2.6
4 Skill needs ⁽¹⁾		2.0	1.3			0.7	0.5	4.5
5 Statistics & indicators		1.0		1.0		0.4	1.0	3.4
6 EJVt	1.0					1.0		2.0
7 ET 2010	2.0	3.0	0.7			3.2	0.7	9.6
8 Supporting social partners			1.5			0.5		2.0
9 Study visits		2.0				3.7	2.5	8.2
10 National VET syst	0.7	1.0	1.0	1.0		0.7	1.0	5.4
11 EU-KS LLL			0.3			0.1	0.2	0.6
12 CEDRA	0.8					0.6		1.4
13 ERO			1.0			0.1		1.1
14 Familiarisation ⁽²⁾			0.5			0.5		1.0
15 Library & documentation	0.3	1.0		1.0	2.3	2.5	1.0	8.0
16 Refernet	0.3				1.5			1.8
17 Publications	1.8				1.0	4.0	1.0	7.8
18 Linguistic support	2.1				1.0	0.8	0.5	4.4
19 PR & communications ⁽³⁾	2.5		1		2.0	1.5	0.5	7.5
20 Europass	0.9					0.3	0.1	1.3
Overhead 1 (administrative/operational services)								
21 Human Resource services		1.0				3.0	3.7	7.7
Social services ⁽⁴⁾							7.5	7.5
22 Finance and procurement	2.0				3.0	2.0	4.5	11.5
23 ICT	3.0			2.0		3.0	4.0	12.0
24 Facilities						2.0	2.0	4.0
Overhead 2 (Management)								
DIR	2.0				1.0	2.0		5.0
Internal auditor / legal adv		2.0						2.0
Reserve for legally required recruitment	3.0							
Management Area A	1.0					0.4		1.4
Management Area B	1.0					0.5		1.5
Management Area C	1.0					0.8		1.8
Management Area D	0.5							0.5
Management Area E	1.0						0.5	1.5
Total – FTEs	30.6	14.0	7.3	5.0	11.8	35.8	31.2	135.5
<i>Total FTEs on posts/ establishment plan ⁽⁵⁾</i>		92.1						

Remarks

- (1) This project concerns two Areas, A and C.
 (2) This project concerns all areas.
 (3) Includes Webmanagement (2 FTE), 1,5 FTE who provide linguistic support, Cedefop info and the short descriptions, conference and visitors services
 (4) This comprises the Creche, the Restaurant, the Drivers, and the medical services.
 (5) Because of part-time arrangements the 92,1 FTEs translate into 97 posts.

Provisional distribution of budget 2007 by project (see explanatory remark)

Project	Title 1	Title 2	Title 3	Total
1 Policy reporting	283 579		219 000	502 579
2 Research reporting	241 824		129 000	370 824
4 Skill needs ⁽¹⁾	312 036		305 000	617 036
5 Statistics & indicators	199 887		62 000	261 887
6 EJVT	206 842		320 000	526 842
7 ET 2010	853 569		895 500	1 749 069
8 Supporting social partners	165 492		90 000	255 492
9 Study visits	440 345		1 165 000	1 605 345
10 National VET syst	369 155		158 000	527 155
11 EU-KS LLL	36 833		16 000	52 833
12 CEDRA	177 507		77 000	254 507
13 ERO	77 959		23 000	100 959
14 Familiarisation ⁽²⁾	61 987		20 000	81 987
15 Library & documentation	535 161		55 000	590 161
16 Refernet	163 632		771 000	934 632
17 Publications	624 550		334 000	958 550
18 Linguistic support	575 514		10 000	585 514
19 PR & communications ⁽³⁾	551 948	18 000	140 000	709 948
20 Europass	114 194		140 500	254 694
Overhead 1 (administrative/operational services)				
21 Human Resource services	369 589			369 589
Social services ⁽⁴⁾	244 716			244 716
22 Finance and procurement	790 376			790 376
23 ICT	754 126	417 000		1 171 126
24 Facilities	180 700	925 000		1 105 700
Overhead 2 (Management)				
DIR	704 108		120 000	824 108
Internal auditor / legal adv	225 141			225 141
Reserve for legally required recruitment	320 667			320 667
Management Area A	224 949			224 949
Management Area B	164 993			164 993
Management Area C	187 522			187 522
Management Area D	79 701			79 701
Management Area E	205 706			205 706
Correction/alignment with PDB2007	-24 309			-24 309
Total Budget ⁽⁵⁾	10 420 000	1 360 000	5 050 000	16 830 000

Remarks

⁽¹⁾ This project concerns two Areas, A and C.

⁽²⁾ This project concerns all areas.

⁽³⁾ Includes Webmanagement (2 FTE), 1,5 FTE who provide linguistic support, Cedefop info and the short descriptions, conference and visitors services

⁽⁴⁾ This comprises the Creche, the Restaurant, the Drivers, and the medical services.

⁽⁵⁾ The reserve which has been discussed in the preparation of the Budget 2007 would reduce title 1 by Euro 568.260 which would concern most projects, title 2 by Euro 30.500, which would reduce the resources in project 23, and title 3 by Euro 99.000 which would reduce the resources available for project 9.

ANNEX V

Cedefop networks

CEDRA network Older workers and lifelong learning

[http://www.trainingvillage.gr/etv/
Projects_Networks/Cedra/](http://www.trainingvillage.gr/etv/Projects_Networks/Cedra/)

Objectives

This network capitalises on international research on lifelong learning for older workers. The rationale is that the needs of older workers are not being adequately addressed in a lifelong learning (LLL) context. The network was established in 2004 by Cedefop as a Cedra research cooperation project between Cedefop and the International Research Institute of Stavanger – IRIS (Norway).

Structure and target groups

The network comprises over 30 researchers from 12 countries and has produced an international anthology entitled ‘Promoting lifelong learning for older workers – an international overview’ (published by Cedefop in 2006).

An Agora promoting dialogue between the network researchers and policy-makers took place in Thessaloniki in October 2006. The 2007 task is to produce case studies of policy and practice measures to promote LLL for older workers.

The results of the network are relevant for researchers, policy-makers, university lecturers, teachers in VET institutions, social partners and working life consultants.

Working methods

Network members meet annually to plan and review work. Other small meetings take place to undertake editing work and other tasks.

Communication tools

Dissemination takes place at international research and policy conferences and seminars such as the annual European conference on HRD research (2006). The network encourages cooperation and knowledge sharing via meetings, conferences and the electronic platform in the ETV.

Network of national Europass centres (NECs) ⁽³⁾

<http://europass.cedefop.europa.eu/>

Objectives

The NECs network was set up by the Commission in 2005 to support and coordinate implementation of Europass nationally. In every country (European Union and European Economic Area), a national Europass centre coordinates all Europass documents activities. It is the first point of contact for any person or organisation interested in using or learning more about Europass.

Main functions

- coordination of document management;
- promotion of Europass;
- national Internet site and information system;
- information and guidance;
- networking at European level.

Structure and target groups

NECs are appointed by national authorities; they are responsible for:

- (a) promoting Europass tools to the following target groups: European citizens, practitioners of VET and higher education, employment services, guidance and counselling organisations;
- (b) managing Europass mobility;
- (c) acting as contact points for citizens, institutions and other NECs.

Working methods

The terms of reference of NECs and corresponding financial framework (grants for staff, operating costs, events, etc.) are set up by the Commission specifying the tasks and functions to be accomplished by NECs. Every year, the Commission organises two meetings to monitor the work of NECs.

Communication tools

Europass website (see above) and Europass implementation virtual community (98 members):

<http://communities.trainingvillage.gr/europass>.

⁽³⁾ This network is coordinated by the Commission with the support of Cedefop.

Redcom
(réseau européen
de dissémination
en éducation comparée)

[http://www.e-education-europe.org/
uk/rubriques/eee/1.asp](http://www.e-education-europe.org/uk/rubriques/eee/1.asp)

Objectives

Redcom is a small European network of organisations working on comparative analyses of education and disseminating them. As an open, multilingual and multimedia network Redcom aims at a wide audience of policy-makers, researchers and practitioners in many different countries.

Structure and target groups

The network was created on 20 July 2003 and includes five partners:

- Cedefop, editor of the *European journal vocational training*, entered Redcom in 2004;
- EIESP: European Institute of Education and Social Policy, Paris, France, editor of the *European Journal of Education (EJE)*;
- EPICE: Institut européen pour la promotion des innovations et de la culture dans l'éducation, editor of *Politique de l'éducation et de la formation (POLEF)*;
- Centre for Research in Higher Education and Work, University of Kassel working in collaboration with the Institute for Higher Education Research in Wittenberg, editor of *Die Hochschule*;
- Institut für Berufs- und Wirtschaftspädagogik, Universität Hamburg, editor of the online journal *bwp@ Berufs- und Wirtschaftspädagogik – online*.

Working methods

Redcom supports cooperation between members of the international academic community in education and training by coordinating the promotion and dissemination of research results in the members' different journals.

It makes access to voluminous and valuable transnational information easier, by creating a multilingual observatory for the evaluation, validation and online dissemination of information on the results of research, education and training policies and case studies. To date, the information available online has been fragmented and unverified. In the longer term, Redcom expects to become the core of a large reference network of journals and websites on comparative education analysis and research in Europe.

Communication tools

Cedefop will explore the feasibility of establishing an electronic platform in Cedefop's ETV in 2006-07.

European network of reference and expertise in VET (ReferNet)

<http://www.cedefop.europa.eu/index.asp?section=8&sub=3>
<http://extranet.cedefop.europa.eu/>

Objectives

ReferNet is a network of national consortia representing key VET organisations, led by a coordinating body whose main objective is to provide Cedefop with a structured and decentralised system for collecting validated data and information on VET and related issues and support Cedefop's efforts to disseminate it at European and national levels.

Structure

Each consortium is a 'unique platform', where public organisations, social partners and VET researchers can discuss and exchange information on regional issues and sectoral approaches.

Working methods

Data collection, reporting, analysis and dissemination of information.

ReferNet's role complements the Copenhagen process by raising the visibility and profile of VET, promoting a better understanding of VET in the European information society and monitoring VET developments.

Communication tools

Various tools are used to communicate with and among ReferNet national coordinators and consortia members. Electronic communication tools include the ReferNet extranet and academy, e-mail, electronic newsletters, etc. At national level, ReferNet websites disseminate information in the national language.

Skillsnet **Early identification of skill needs**

<http://www.trainingvillage.gr/skillsnet/>

Objectives

Skillsnet, established by Cedefop in 2004, brings together researchers, policy-makers, practitioners, social partners and other stakeholders from Europe and beyond to present and discuss outcomes and methods of research and analysis on new and changing skill needs. It covers medium to longer-term perspectives of skills available on the labour market. Particular attention is paid to skill needs in regions, specific sectors, companies and occupations.

Structure and target groups

Skillsnet is a voluntary forum for dialogue and information exchange. It has around 130 members from all over the world and different target groups. Many more take part in Skillsnet's work. Although most members come from research institutes, ministries, universities, social partners, businesses, training institutions and consultancies, policy-makers and various European and international institutions are also represented.

Working methods

Regular activities include thematic workshops and conferences on innovative approaches and research methods for skill needs in selected sectors. Cedefop publishes research results and proceedings for transfer into education and training policy and practice. Skillsnet also produces a newsletter and sector flashes.

Communication tools

The network encourages cooperation and knowledge exchange through workshops, conferences and the electronic platform on the ETV.

Social partners managing industrial change and promoting development of competences and skills

http://www.trainingvillage.gr/etv/Projects_Networks/SocialP/

Objectives

This network was set up by Cedefop as a result of a peer learning activity exploring ways for supporting social partners' organisations in European countries dealing with the consequences of restructuring.

The network's objective is to encourage cooperation between key sectoral social partners.

Structure and target groups

This network is composed of key social partners' organisations and other public and private actors in several countries, sectors and companies. Eurofound is a key partner and the countries represented are: the Czech Republic, Germany, Greece, France, Italy, Portugal, Sweden and the United Kingdom.

Key sectors are: textile, car industry, banking and IT.

Working methods

The network has worked on a publication giving the main results of the peer learning activity made up of presentations, conclusions, articles and other analyses including useful recommendations and a bibliography.

Communication tools

Social partner's house in the ETV (see above) and study visits programme: http://studyvisits.cedefop.europa.eu/index.asp?cid=3&scid=81&per_id=1405.

Study visits for those responsible for vocational training

<http://studyvisits.cedefop.europa.eu/>

Objectives

In cooperation with the European Commission and Cedefop, to ensure effective and efficient coordination and the quality of the study visits programme.

Structure

The network comprises national liaison officers (NLOs) and technical support agencies (TSAs) of Member States, associated countries and acceding and candidate countries.

Working methods

NLOs have the following core responsibilities: choice of themes, selection of participants, organisation of study visits and dissemination of results. They are responsible for financial investment in their countries' human capital and use of public funds.

NLOs are involved in and have direct contacts with the main actors of vocational training policies. They have direct contact with the EU programme coordinator and participate in the statutory annual meeting.

Communication tools

The whole procedure of organising a study visit, promoting and evaluating the programme and disseminating its results is supported by the study visits management tool OLIVE, a web-based application/database that allows all study visits actors (NLOs, TSAs, participants, general public, Cedefop, etc.) to have access to data and information on study visits of the current and previous years.

TTnet **Training of trainers network**

[http://www.trainingvillage.gr/etv/
Projects_Networks/TTNet/](http://www.trainingvillage.gr/etv/Projects_Networks/TTNet/)

Objectives

TTnet was set up by Cedefop in 1998 as a pan-European forum for the training and professional development of VET teachers and trainers.

TTnet aims to foster cooperation between members and produce recommendations, guidance and tools for VET professionals. The main thread of TTnet activities is to contribute to implementing the EU policy framework for VET teachers and trainers.

Structure and target groups

TTnet consists of national forums of key actors in training VET teachers and trainers from the public and private sectors. They provide expertise to support practitioners and inspire decision-making.

Currently, TTnet comprises 21 national networks: Belgium, the Czech Republic, Denmark, Germany, Estonia, Greece, Spain, France, Ireland, Italy, Cyprus, Latvia, Lithuania, Hungary, Malta, the Netherlands, Portugal, Slovenia, Slovakia, Finland and the United Kingdom.

Working methods

TTnet uses various working methods, such as: cross-country thematic studies and projects, thematic workshops, publications, and the network's annual conference.

Communication tools

TTnet website on Cedefop's ETV (see above) and TTnet virtual community (1 307 members):
<http://cedefop.communityzero.com/ttnet>.






Cedefop (European Centre for the Development of Vocational Training)




Work programme 2007

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

Europe 123, GR-570 01 Thessaloniki (Pylea)
Postal address: PO Box 22427, GR-551 02 Thessaloniki
Tel. (30) 23 10 49 01 11, Fax (30) 23 10 49 00 20
E-mail: info@cedefop.europa.eu
Homepage: www.cedefop.europa.eu
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