



FOLLOW-UP OF THE COPENHAGEN PROCESS
TOWARDS COUNCIL CONCLUSIONS AND
THE HELSINKI COMMUNIQUÉ
BACKGROUND PAPER
JULY 2006

1. The Copenhagen Process - state of play

First phase: developing common principles and tools

The Copenhagen Process was launched as the contribution of Vocational Education and Training (VET) to the challenges identified in the Lisbon strategy. In the Copenhagen Declaration, approved on 30 November 2002, the ministers responsible for vocational education and training in the Member States, candidate countries, EFTA-EEA countries, the European social partners and the European Commission agreed priorities and strategies for the process. Its main aim is to promote mutual trust, transparency and recognition of competences and qualifications to increase mobility and to facilitate access to lifelong learning. Four priorities for enhanced European cooperation in VET across Europe were identified:

- strengthening the European dimension;
- improving transparency, information and guidance systems;
- recognising competences and qualifications;
- promoting quality assurance.

In the two years following Copenhagen, the Education Council reached political agreement on a number of concrete results, in particular a resolution on guidance throughout life, principles for the identification and validation of non-formal and informal learning, a common framework for quality assurance in VET and the EUROPASS single framework for the transparency of qualifications and competences.

The Maastricht Review, December 2004

The first review of the process took place on 14 December 2004 at a ministerial meeting in Maastricht, where it was acknowledged that substantial progress had been made. Based on the Education Council Conclusions adopted on 15 November 2004, the Maastricht Communiqué set out priorities for the next phase of the process. The Maastricht Communiqué linked the Copenhagen Process more firmly with the 'Education and Training 2010' work programme and, for the first time, introduced national priorities:

- Raise awareness, implement and use agreed instruments;
- Improve public / private investment, including training incentives through tax & benefit systems and use of EU Funds;
- Address the needs of groups at risk - low skilled, older workers, early school leavers, migrants, persons with disabilities, unemployed;
- Develop open learning approaches & flexible more individualised pathways to enhance progression;
- Strengthen planning of VET provision, including, partnerships and early identification of skills needs;
- Develop pedagogical approaches and the learning environment in training organisations and at work;
- Enhance competence development for VET teachers & trainers.

At European level, priorities included the European Qualifications Framework (EQF) and the European credit transfer system for VET (ECVET). The other priorities were:

- Consolidate existing Copenhagen priorities;
- Examine the specific learning needs of VET teachers and trainers;
- Improve the scope, precision & reliability of VET statistics.

Maastricht Communiqué further stipulated that another ministerial meeting would be held in two years *"to evaluate implementation and to review priorities and strategies for VET within the 'Education and Training 2010' work programme."*

Second phase: Consolidation and further development of tools

Immediately following Maastricht, Europass was launched in Luxembourg in January 2005, and during that year National Europass Centres were established. The interactive Europass portal came into operation on Internet and now exists in 22 languages. In March 2006 it was serving 8,000 visitors daily.

In November 2005, the Council approved Conclusions on the role of the development of skills and competences in taking forward the Lisbon goals and addressing in particular the issue of sectoral skills.

The Commission organised an open public consultation on EQF during the second half of 2005. Responses from 31 European countries were received. The results from the consultation were discussed in a concluding conference in February 2006 in Budapest. The wide acceptance of the need to focus on learning outcomes and different ways of linking national qualifications to EQF have stimulated much reflection on national reforms. Building on the rich feedback and debate generated by the consultation process, a working group submitted a revised EQF proposal to Member States' representatives in June 2006. The proposal, with revised descriptions of the eight reference levels that accommodate VET at each level, was accepted as a basis for a recommendation to be presented by the Commission to the Council and European Parliament later this year.

The emphasis on quality assurance in the Copenhagen Process aims to improve the quality of VET systems and provision, increasing transparency and consistency of initiatives across Europe, thereby contributing to enhancing the status of VET within and across Member States and participating countries. A European Network on Quality Assurance in VET (ENQA-VET) was established in October 2005 by the Commission, with the support of countries participating in the Copenhagen Process and the social partners. ENQA-VET's main role is to promote the use of the Common Quality Assurance Framework (CQAF) on a voluntary basis, and promote cooperative, inclusive and sustainable networks at all levels. It is a platform of exchange of experience, debate and consensus-building on concrete proposals on quality assurance and development. It will serve as a bridge with EQF and link VET to higher education. A conference on quality assurance in higher education and in VET was organised in May 2006 in Graz to foster cooperation on quality issues between the Bologna and Copenhagen Processes and to support the development of the common European Qualifications Framework (EQF).

A technical specification for ECVET, the proposed device for promoting the transfer, accumulation and recognition of credit for VET in Europe, was presented to the Advisory Committee for Vocational Training (ACVT) in June. A consultation process inviting all stakeholders and experts to give their views will begin in autumn 2006. Experimentation and testing of the prototype will run in parallel. A feasibility study of ECVET for apprentices started in January 2006. Call for proposals published in May 2006 encourage transnational partnerships and platforms and inter-institutional cooperation activities to further test and promote ECVET and CQAF.

2. Challenges for European VET Policy

Challenges in Europe are characterised especially by intensified competition from third countries, high levels of low skills working in the workforce, and an ageing population. Current demographic trends imply that smaller age cohorts will enter labour market and an ever-increasing proportion of the population will join the ranks of the retired citizens. Parts of Europe and specific sectors of industry and services are moving from unemployment to human resources and skills shortages, while tackling high and persistent unemployment is still an important and unfinished task for some countries. At the same time, removing barriers to labour market participation has become the other key priority because of the need to limit negative consequences of the ageing of the workforce and shrinking youth cohorts.

Since the end of 2005, a gradual economic recovery is underway, with growth expected to rise in 2006. The EU is expected to create six million new jobs during the three-year period 2005 – 2007, helping to reduce unemployment from a peak of 9% at the end of 2004 by roughly 1% in 2007. However, the further reduction of unemployment, raising productivity and the increase of potential growth remain the key challenges for the Union. Preparing to integrate older workers and the ambition to reap the full benefits of globalisation will be among the main drivers of structural reforms.

Further structural reforms are required to increase the competitiveness of Europe and to sustain growth, thereby contributing to an increase in living standards and the creation of new jobs. At the same time, appropriate macro-economic policies are key to attaining maximum benefits of reforms in terms of growth and employment. Improving business and consumer confidence will contribute to securing durable growth. Determined fiscal consolidation will further strengthen the conditions for more jobs and growth.

Education and Training take centre stage

It is widely recognised that education and training play a central role in meeting these challenges. Most recently, the Spring 2006 European Council reiterated that ***"education and training are critical factors to develop EU's long-term potential for competitiveness as well as for social cohesion. Investments in education and training outweigh the costs and reach far beyond 2010"***. Similarly the 2006 Joint interim report of the Council and Commission on progress under the 'Education and Training 2010' work programme emphasised the need ***"to improve the long-term sustainability of Europe's social systems. Education and training are part of the solution..."***.

Vocational Education and Training (VET) is at the cross roads of economic, educational, employment, social and youth policies. The challenge is to build comprehensive, multidisciplinary strategies which are interlinked and coordinated between different fields of policy (e.g. labour market, financial, economic, social).

VET plays a key role in human capital accumulation for the achievement of economic growth and social objectives. VET is an essential tool in providing European citizens with the skills, knowledge and competences needed in the labour market and knowledge based society. The fact remains that vocational education and training caters for a major part of learners and a significant share of the future workforce will need vocational qualifications. VET ensures a balanced and wide range of skills and competences in close cooperation with the different sectors of working life.

VET has a dual role in contributing to competitiveness and enhancing social cohesion and citizens' active involvement in society. This includes addressing the needs of the 75 million adults currently with low or no qualifications and turning them into an asset for the European labour market. Another important group is the immigrant population that has grown significantly in Europe. Here the challenge is twofold; to make the most of their existing competences and informal and non-formal skills and to ensure their integration in society. The key words are efficiency - quality of training provision and targeting excellence, and equity - catering for the needs of different learners and reducing early exits from education and training and marginalisation in society.

The diversity of European VET systems is an asset and a basis for mutual learning and inspiring reforms. At the same time, this diversity makes it important to increase transparency of different VET qualifications and to enhance mutual trust between national systems and practices. Progress should be towards and more easily understandable structures. The aim should be a European VET area where qualifications and skills acquired in one country would be recognised in all of Europe, supporting mobility of young people and people in working life. This VET area should be cultivated through use of common frameworks, instruments and tools and supported by consistent use of common data enabling evidence-based policymaking.

VET as part of lifelong learning

Lifelong learning policy values learning in all settings and should ensure a well functioning training market and a broad skills base. VET is an integral part of this, and therefore, forms a major part of national lifelong learning strategies. It builds on well established basic education systems and takes place at all levels of education and training systems. Policy challenges are twofold. Firstly, policies should engage all youth in vocational training or higher education, ensuring at the same time that they acquire skills relevant to labour-market requirements. Secondly, policies should serve people already in working-life by ensuring possibilities for further development throughout their careers. VET systems as part of flexible educational pathways should increasingly provide progression to further education and training, especially the bridge from initial VET to higher education, thus increasing parity of esteem between the two.

Basic education as a foundation for VET

Well functioning human capital accumulation poses challenges for basic education. A key objective of basic education is to provide the knowledge, skills and attitudes that are the basis for further learning, employment and entrepreneurship, and to enable individuals to fully develop their talents and capacities throughout life. Basic education should prepare students to follow a general education pathway or a VET pathway or a combination of both. Emphasis should be placed on policies and practices which take into account the requirements of vocational training and working life. Basic education should, in other words, provide students with the key competences, knowledge and skills on which to build later their vocational knowledge, skills and competences.

Schools should be helped to provide opportunities for all students to learn about the nature of industry, services and other parts of working-life through work placements, projects and other co-operation arrangements with employers, so that they can make more informed choices about future education and careers. Career guidance and counselling is an important tool in helping students to identify career opportunities, preferences and education and training pathways that may lead to them to their personal goals.

VET and labour market

Globalisation and the changing needs of industry and the service sector pose major challenges for labour market. New jobs are being created, new skills are needed and traditional skills are evolving. The labour market will increasingly favour people with up-to-date skills and competences who require constant development of their vocational and professional skills. At the same time, increased flexibility in the labour market needs to be balanced by improved continuing vocational training, e.g. through providing individuals opportunities for reskilling and up-skilling.

VET policies should provide a broad skills base relevant to industry and services which at the same time highlight excellence in skills at every level. Policies and practices should assess the relative impacts of investing in different levels of skills and increase the supply of intermediate and technical skills to overcome skill shortages in vocational and practical occupations and professions. VET policies should tackle low skills, because up-skilling those with low qualifications or no qualifications at all will especially reduce social inequalities. Finally, policies should address the supply of high-level skills specially to support competitiveness of high value-added industries and services.

Well developed VET systems can react to these changes and provide the rapid response necessary to provide employers with the skills and competences they need, provided the system and employers are working together to anticipate the needs and plan the training response. Thus, VET can provide a faster route to the labour market.

Constraints on public funding

A further challenge comes in the form of strained national budgets. The education and training sector will have to compete for public finances with the growing needs of other sectors, especially the health sector. Competitive business environments pose constraints and challenges for employers to make necessary investments in skill formation. Alternative funding mechanisms which are built on shared responsibility between governments, employers and individuals should be developed. Against this background, training systems and training providers should be efficient in providing the expected outcomes.

European VET responding to challenges

Long-term European VET policies are called for to proactively respond to these forthcoming challenges. Policies need to ascertain that:

- Vocational education and training plays a key role in human capital accumulation for the achievement of economic growth and social objectives. European VET policies should promote high quality initial VET and create conditions to improve the skills of those in the labour force.
- The young population should acquire skills relevant to labour-market requirements and early exits from education and training should be reduced. This calls for policies to better facilitate school-to-work transition and help to combine education and training with work through apprenticeships and work-based learning.
- The skills of the labour force should be promoted by establishing systems for recognition of prior learning gained through training and work experience. Training programmes should be provided for those in working life – while assessing possibilities for balanced division of the financial burden. Similarly, effective learning opportunities should be available for disadvantaged individuals and groups, especially the low educated.
- VET systems and providers should be efficient in providing the expected outcomes. This calls for better governance of training systems at national and provider levels. The systems and especially providers should be more responsive to the changing skill requirements in initial and continuing VET – training should be more demand-driven. Policies should encourage to quality improvement of training provision and find balance between national policy and freedom at provider level in improving and assuring quality.

3. Follow-up of the Copenhagen Process: - key messages from the participating countries and social partners

To maintain the momentum and to further emphasise the role of VET in building the Europe of the future, the November Education Council will be asked to adopt a set of conclusions providing an EU political mandate to review the priorities and strategies of the Copenhagen Process in light of progress and developments since the Maastricht Communiqué. On the basis of this mandate, a Communiqué will be prepared to be agreed by ministers from the participating countries (32 in all), European social partners and the Commission, at the second follow-up meeting on the Copenhagen Process in Helsinki on 5 December 2006.

As part of the preparation of the Council Conclusions and the Helsinki Communiqué, the Finnish Presidency sent out an inquiry to the Directors General of Vocational Training (DGVT) and European social partners. The aim was to seek guidance on the main policy lines to be reflected in the Conclusions and Communiqué.

The replies to the Presidency inquiry conveyed clear messages giving a solid basis for the future orientation of the process. In this chapter the main conclusions based on replies to the questionnaire are discussed before moving to the proposed priorities presented in the last chapter.

A successful and necessary process

The responses to the Presidency inquiry reflect the very positive view the participating countries and social partners have of the process and its impact, and signal willingness to contribute to it. The main conclusion is that it is essential to continue activities which specifically address and develop VET also in the future while ensuring that VET contributes to the overall implementation of the 'Education and Training 2010' work programme.

According to the replies, the process has four different dimensions.

A political process. First and foremost, the Copenhagen process is regarded as a political one. It is considered as successful in emphasising to political decision makers the importance of VET in the framework of the Lisbon strategy and as part of the 'Education and Training 2010' work programme. It is a platform for agreeing common European goals and objectives and bringing national models and initiatives to the European agenda. At national level, the process has contributed to strengthening the focus on VET and has inspired national reforms. The priorities of the process are generally seen to be in line and concurrent with the national developments.

A process to develop common tools. Another central role of the process has been the development of common European frameworks and tools, aimed at enhancing transparency and quality of competences and qualifications, and facilitating mobility of learners and workers. The process has paved the way towards a European labour market, and a European VET area parallel to the European area for higher education.

A process that fosters mutual learning. The process has supported European cooperation. It has allowed the participating countries to consider their policies in light of experience from other countries and has provided a framework for learning from others, sharing ideas, experience and results.

A process that takes the stakeholders on board. The inclusive nature of the process, i.e. the discussion / consultation method used in the process was underlined. This has strengthened the involvement of different stakeholders and enabled their contribution to the process. It was felt that this type of European and national cooperation has an impact beyond the process itself.

Strong political message needed

"A clear message should be sent to decision makers that investment in skills and vocational training contributes to achieving the Lisbon goal of greater economic growth and employment."

The replies pointed out that the key issue for the Council Conclusions and the Communiqué should be to underline the vital contribution of VET to the Lisbon Agenda and the 'Education and Training 2010' work programme. The Communiqué and the Conclusions should help raise the profile of VET at Heads of State level.

VET should be seen as an attractive route throughout life which brings added value for all stakeholders by providing competences and skills to meet the needs of Europe in the future. Its dual role in contributing to competitiveness and enhancing social cohesion and citizens' active involvement in society should be fully recognised.

Continuity - building on ongoing work

"We are of the opinion that it is important to stay focussed on the objectives as laid down in the Copenhagen Declaration and the Maastricht Communiqué. Let us finish what we started."

The respondents unanimously confirmed that during the next period it is important to stay focussed on the ongoing work and to build on the current priorities.

The development of training systems and practices should be continued at the national level. At the European level common instruments and tools should be further developed and tested. The European Qualifications Framework is seen to provide the framework needed to advance the work in an integrated way. Gradually the focus will shift to implementation at the national level. The aim should be to ensure the usability of outcomes from the point of view of the end-user.

Reforms take time

"Endurance and long time perspective are important factors to reach the goals for the Copenhagen Process and the 'Education and Training 2010' work programme."

A further message from the responses was that long-term planning and persistence are needed. The continuity of the process started in Copenhagen has to be ensured in the coming years and also beyond 2010, which is only three years from the Helsinki ministerial conference.

Biennial follow-up meetings aimed at analysing progress and reviewing priorities should be continued. Further it was proposed that a major evaluation of progress should be undertaken before setting priorities beyond 2010.

A focused and holistic approach

"It is important to ensure the transparency of the goals and priorities of the process".

It was proposed that there should be a limited number of priorities. A consistent and holistic approach should be secured where:

- Work at European and national levels complement and support each others;
- Links between different initiatives e.g. EQF, ECVET and quality assurance are re-enforced so that they are consistent and mutually supportive;
- Links between different levels of education and training are strengthened, in particular links to the Bologna Process.

To support the implementation, a calendar fixing target dates for the implementation of individual priorities should be considered.

"...the implementation of already existing European tools at national level in all participating countries should be reinforced by setting out clear targets for implementation, with due respect to voluntary engagement."

Areas to improve

More focus on attractiveness. Concern was expressed that - whilst the focus of ongoing work has been on issues concerning quality, transparency and mutual recognition - less attention has been paid to the image and attractiveness of the vocational route.

Towards evidence-based training policy. It was stated that more evidence is needed on concrete achievements and measured impacts. The foundation should be laid for evidence-based policymaking. This means better use of the existing statistical information and comparable data that would enable future agreements on common strategic indicators and benchmarks. Additionally, more effort should be put into research on VET to provide comparable information on results and outcomes to be used in national policymaking and to support setting new goals for the Copenhagen Process.

More mutual learning. Several underlined the need for more active collection and sharing of know-how, experiences and results, e.g. through peer learning activities. It was proposed that a systematic approach is needed with flexible methods and clearly defined roles at European, national and institutional level.

Ensuring transfer. There should be mechanisms to support dissemination of outcomes of joint developmental work.

Including training providers, learners and a wider public. Involvement of VET providers and learners was seen as crucial for the success of the process. Their role in the process, in particular in testing and implementing common tools and instruments, should be emphasised. Likewise it was proposed that further action is needed to raise general awareness of the process.

Including third countries. Sharing information with third countries was requested to pave the way for future enlargement of the process.

4. Priorities 2007 onwards

The enhanced cooperation in VET has proved successful and has produced encouraging results. The process should therefore be continued in the spirit of Copenhagen and Maastricht. Continuity of the ongoing work and a holistic approach where the different initiatives and tools are interlinked and mutually supportive and where VET is seen as a major element in lifelong learning are of particular importance. To strengthen and focus the process, the number of priorities should be limited and clear targets set.

Corresponding to the different aspects of the process there are four priorities:

- Policy focused on improving the attractiveness and quality of VET;
- Development of common instruments and tools - Towards a European area of VET and a European labour market;
- Strengthening learning from others; and
- Taking all stakeholders on board.

Priority 1: Policy focused on improving the attractiveness and quality of VET

VET has a recognised role in the Lisbon strategy. It constitutes a visible component of the 'Education and Training 2010' Work Programme.

The work started in Copenhagen and reviewed in Maastricht should be continued. National strategies should adequately reflect VET's role and contribution to LLL objectives.

More attention should be paid to the image and attractiveness of VET. This calls for:

- strong links between VET and working life, both in formal IVET and continuing workplace learning for employees;
- increased counselling and information in preparation for working life and improved guidance throughout life;
- permeable VET systems offering access to flexible, individualised pathways and progression to further education and training, e.g. higher education; and
- highlighting excellence in skills – e.g. by increased use of skills competitions.

In delivering the VET agenda more emphasis should be put on good governance. This calls for:

- development of funding and investment mechanisms;
- responsiveness to changes in labour market and individuals' needs (demand as a driver - e.g. identification and anticipation of new and changing skill needs);
- interplay between different stakeholders and decision makers;
- national quality assurance and improvement in line with the common quality assurance framework;
- strong leadership at provider level and recognition of the key role of teachers and trainers.

Priority 2: Towards a European area of VET and a European labour market

The development of common European frameworks and instruments should be continued to pave the way towards a European area of VET in a lifelong learning perspective, thus reducing barriers to access and progression. To create the mutual trust which such a European area requires, it is crucial to ensure a holistic approach where different tools are interconnected and mutually supportive. The end result should be to ensure the usability of outcomes from the point of view of the end-user. The aim should be that agreed tools become operational in 2010.

The development of common European tools and instruments at the European level should be continued:

- Further developing, testing and implementation of the European Qualifications Framework (EQF) as a translation device based on learning outcomes, so as to enable comparability of national and sectoral qualifications. A balanced approach regarding VET and HE sectors should be ensured enabling smooth progression and career development. Incorporation of sectoral qualifications is essential and compliance with sector specific directives needs to be ensured. Target: Common agreement on EQF by 2009**.
- Further developing and testing of the European Credit Transfer System for VET (ECVET) as a tool for credit accumulation and transfer. It should take into account the specificities of VET and the experiences of ECTS with the objective to develop an integrated system for the whole sector of education and training in the long term perspective. Target: Agreement on ECVET by 2009.
- Implementation of the Common Framework for Quality Assurance (CQAF) to support the creation of a common understanding on quality assurance and to foster mutual trust between different countries and systems. The European Network of Quality Assurance for VET (ENQA-VET) should actively support its implementation and be reinforced to further strengthen cooperation in this area. Cooperation with Higher Education, started in Graz, should be continued.
- Further development of EUROPASS as the single European framework for transparency supporting mobility to respond to the introduction of EQF and ECVET.

More emphasis should be put on implementing the common European tools and instruments at national level:

- Linking national qualifications to EQF: depending on national situations this may happen in different ways, e.g. through the creation of National Qualifications Frameworks, or directly by adapting national qualification structures to correspond to EQF. Target: national qualifications linked to EQF by 2010.
- Participation in the testing of ECVET and encouraging its implementation. Target: ECVET in use by 2011.
- Implementing the CQAF to promote a culture of quality improvement and increased participation in the ENQA-VET network. Target: CQAF taken into account in national quality assurance systems by 2010.
- Promoting widespread use of EUROPASS.

Special emphasis should be put on:

- Engaging sectors and sectoral organisations in all stages of the work
- Feeding national experiences back to the developmental work at European level.

** Consistency with final proposal on EQF recommendation to be ensured.

Priority 3: Strengthening learning from others

A more systematic approach to support mutual learning, collecting and sharing of experience and know-how is required, relying on the activity of participating countries and a coordinating and supportive role of the Commission and its relevant agencies:

- Common concepts and agreed definitions at European level in order to make national solutions and models understandable to others.
- Funding by the Commission of research and surveys on specific themes. Here flows of learners in VET and their movement into and between other sectors of education and training, and working life should be addressed to deepen our understanding of European training systems and practices.
- Moderation by the Commission of networks and exchange of good practices. In particular it would be useful to develop structures through which knowledge and expertise can be pooled and disseminated, e.g. in linking national qualifications to EQF.
- A systematic framework (including effective reporting) to support peer learning activities addressing VET. The framework should also provide flexible mechanisms and support for decentralised peer learning.
- Particular attention should be paid to the crucial role of teachers and trainers.

Consistent data on VET is needed to support mutual learning and to lay the foundation for evidence-based training policy. In May 2005, the Council agreed on the need for new indicators in Education and Training and a coherent framework of indicators and benchmarks in this area to follow-up the Lisbon objectives. The Commission should devote more attention to develop the VET component of this framework. This work should lead to setting more concrete goals for the process such as use of strategic indicators and introduction of benchmarks. This calls for:

- Exploiting and combining existing data to the best advantage;
- Close cooperation with EUROSTAT, OECD, CRELL, CEDEFOP, ETF and DG Employment;
- Consistency with data on other sectors of, e.g. higher education, within the combined UOE (Unesco, OECD, Eurostat) data on education and training.
- Particular attention should be paid to the development of statistical information on investment in and financing of VET. This should improve understanding of different models of financing.
- Target: Definition of the VET framework in time for the next review in 2008.

To prepare for future enlargement of the process, exchange of information, expertise and results with third countries should be encouraged. Cooperation with high-performing countries and international organisations such as OECD should be strengthened.

Priority 4: Taking all stakeholders on board

The success of the Copenhagen Process relies on active involvement of all actors in the field of VET, in particular the social partners at European and national levels. As the process is moving towards an implementation phase, this calls for:

- Concise and clear information on the process, its background, priorities and activities for stakeholders, VET providers and European citizens;
- Participation of stakeholders, including VET providers in the development phase both at national and European level; e.g. through consultations, conferences and working groups;
- Special attention should be paid to involving VET providers and teachers and trainers in testing and implementation of the outcomes of the process;
- Involvement of learners and their organisations where appropriate at national and European level, and giving due consideration to the parallel Youth Pact;
- More emphasis on the transfer of results of the process to VET providers, learners and working life.

5. Implementation and follow-up

The priorities are supported by guidelines for implementation and follow-up.

Successful implementation of the Copenhagen Process calls for effective use of financial instruments:

- Structural Funds should be used at national level to support reforms in VET.
- The new Integrated Lifelong Learning Programme should be used in a targeted way to support the work – particularly testing, experimentation and implementation - at European and national levels. National agencies appointed to implement the programme should actively promote the Copenhagen Process and its results.

Implementation relies on active participation of:

- Directors General for Vocational Training (DGVT)
- Advisory Committee for Vocational Training (ACVT)
- Education and Training Coordination Group (ETCG)
- European Centre for Development of Vocational Training (CEDEFOP)
- European Training Foundation (ETF)
- Other Directorates Generals, in particular DG Employment and DG Enterprise.

In the reporting on the national Lisbon reform programmes special attention should be paid to progress in VET.

The integrated biennial report on the 'Education and Training 2010' work programme should include a specific part addressing VET and identify key outcomes and deliverables to be reported to European Council.

Another ministerial meeting should be held in 2008, to evaluate implementation and to reinforce the priorities and strategies for VET within the 'Education and Training 2010' work programme.