2003

Annual report

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Cedefop

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.

Table of contents

General developments

For Cedefop, 2003 has been a year of consolidation and development.

The internal organisation of Cedefop into areas has proven to be robust and has improved coordination and communication. From 2003, the coherence between mission and tasks of Cedefop, the medium-term priorities, the work programme and internal organisation is shown.

In line with the new Framework Financial Regulation, Cedefop's Management Board adopted Cedefop's new financial rules as well as the 'standards for internal control within Cedefop's services'. Related changes in the Founding Regulation of Cedefop came into force on 1 October. Implementing the new financial rules has made it necessary to introduce a real middle-management system in Cedefop.

The Management Board reflected on its functioning and composition in concert with the Bilbao and Dublin agencies. Changes in the Founding Regulation, expected to come into force in 2004, will be taken as a basis for establishing the Bureau's mandate.

Development of the knowledge management system (KMS) continues. The KMS will provide comparable data according to themes. It will draw on different databases, such as the eKnowVet database or the good examples of policy and practice database (see Area B) and the virtual communities.

Cedefop has set up virtual communities in support of the Copenhagen process on enhanced cooperation in VET. It has contributed practically and through technical groups (in the areas of transparency of qualifications, quality in VET, credit transfer, teachers and trainers or guidance and counselling). The related virtual communities provide forums for exchange and discussions and their membership has steadily increased.

Looking ahead, 2004 will be the year of enlargement. Familiarising candidate countries with Cedefop activities made good progress in 2003. Cedefop has prepared for integrating acceding countries (ACs) and, with the European Training Foundation (ETF) will implement an exit/entry strategy. Familiarising ACs will continue until April 2004 and the Management Board meeting in May 2004 will already include the new Member States. A continued familiarisation programme for Bulgaria, Romania and Turkey is expected.

The following report reflects the main achievements of Cedefop's activities, based on the aims set in the work programme. A brief area report introduces the individual project reports.

AREA A
Developing research

**Those working in this section are
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Introduction and general progress

In 2003, further improvements have been made to strengthen Cedefop's contribution to developing VET research. Several important research publications, networking and more intensive cooperation with our stakeholders have increased the visibility and dissemination of Cedefop's research results. Major work has been undertaken in the European research overview (ERO) which was integrated with ReferNet/KMS. Cedra networks have produced a number of publications dealing with topics related to 'work-related learning'. The third research report on evaluation and impact research which is expected to become a standard publication in the field is on schedule for publication in 2004. The quality of articles for the European journal has improved and production delays and costs have decreased. Finally, the Agora Thessaloniki has become an established forum of exchange between stakeholders in VET.

Despite these achievements, limited staff resources call for solutions to ensure the continued quality and relevance of Cedefop's research work. These could be, for example, increased coherence and streamlining of products and work processes, use of the knowledge management system (KMS) for a number of issues closely related to research, more intense internal and external peer reviewing and greater use of Cedefop's networks (including ReferNet) in research work.

Activity field 1:

research cooperation

A.1.1   **Proposed outcomes 2003**

(a) *Further development of Cedra/ERO for their integration into the new knowledge management system (KMS) by the end of 2003.*

(b) *Moderate and service the Cedra network, with particular priority given to the following topics:*
- *work-related learning and key qualifications;*
- *organisational learning and human resource development (HRD) within the framework of lifelong learning;*
- *network-based learning in 'learning regions';*
- *ICT-based support for collaborative VET research in Europe;*
- *virtual platform for young researchers in VET.*
- *Coordinate/commission applied research reports on the following topics:*
- *the relationships between workforce skills and enterprise performance, individual mobility and employability;*
- *approaches for, and findings on, the early identification of skills needs, also at sectoral and regional level;*
- *human resources development (HRD) within lifelong learning implementation strategies.*

(d) *Continue inquiry into the history of vocational education and training in Europe and finish the project started in 2002.*

A.1.2   **Activities/results in 2003**

(a) European research overview (ERO)

The test-implementation phase of the European research overview (ERO) database was completed successfully during February and March leading to a web-based template being available online for input of data by ReferNet members in all countries. In general terms, the rate of progress in submitting national data depends on the responsiveness of ReferNet members. The data on international/European projects and papers from the old (WIFO) ERO site was migrated in September. These records are being checked, complemented and described following the European training thesaurus descriptors before the launch of the ERO base for public users in the early part of 2004. A manual for external users will be available. Work is continuing on mapping the ERO descriptions with the KMS themes to ensure full integration within the KMS. Various contributions were made to developing the KMS thematic frameworks and analysing of data received from ReferNet.

(b) Work-related learning and human resource development (HRD)

Further development work has taken place on several Cedra networks.

Organisational learning and human resource development (HRD) within the framework of lifelong learning: two volumes with the common title – *Facing up to*

the learning organisation challenge, based on a Cedra network, were published in April 2003. The findings of these books were disseminated at a workshop in preparation for the Cedefop lifelong learning conference and at the major annual European HRD research conference (Toulouse, May). An article, based on the books, has been accepted for publication in the *European Industrial Training Journal* and the two volume publication is to be reviewed in the *Human Resource Development International Journal*.

Learning through work experience and *Work process knowledge*, publications based on Cedra networks addressing these themes are now in their final stages. A publication entitled *Learning through work experience for the knowledge economy – issues for educational research and policy* is due in March 2004. A second publication entitled *European perspectives on learning at work – the acquisition of work process knowledge* will go to print in May 2004.

Network-based learning in 'learning regions' was one of the main themes of the 2003 Cedra 'colloquium' that took place in Berlin in December 2003 in cooperation with the German Ministry of Education and Research (BMBF). The title of this colloquium was – New learning cultures for competence development.

ICT-based support for collaborative VET research in Europe: the Cedra website has been updated to include material on 'new learning and older workers'.

The Cedra ICT research network (CiRN) completed a study on 'the challenge of e-learning in small enterprises – issues for policy and practice in Europe' which was published in the Panorama series in December 2003.

A virtual community for young researchers was established in January 2003. The experimental activities and exchanges between members have addressed many issues including the mobility of researchers and how best to use virtual platforms for the professional development of young researchers.

Cedefop took part in the EU concrete objectives groups dealing with making learning attractive and links with research, working life and society at large. Several contributions were made to this working group including a presentation on the Cedra book *Facing up to the learning organisation challenge*. Expert assistance was also provided for drafting and redrafting the working group's documents and reports.

(c) Project work on the relationships between skills and enterprise performance could not start because of lack of human resources.

(d) Early identification of skill needs
    A major conference 'Early identification of skill needs in Europe' was held in May 2003 at

Cedefop during the Greek Presidency. Discussions dealt with best-practice examples and findings at national, regional, occupational and sectoral levels, including acceding, candidate and other countries. Focus was on the implications for practice and policy and policy transfer. Conference participants, in particular policy-makers, welcomed the proposal to increase exchanges and cooperation across European and other countries, and to set up a network and/or virtual community on this issue.

Preparations started in summer 2003 to publish the conference proceedings in early 2004 in Cedefop's Reference series in English, French and German (the latter cofinanced by the German Ministry of Education and Research).

An experienced external contractor is supporting both publication of the conference proceedings and establishing and developing the network.

Work to establish a network started in autumn 2003 with the support of the Management Board who addressed the question at its October meeting. In December 2003, the first electronic version of the network, called 'Skillsnet', was developed. The electronic platform is located in the European training village (www.trainingvillage.gr) in the section 'Projects and activities'. The platform is open to a broader public and provides information on publications, events and links to other related networks. Network

members will have access to a special section, which provides extended information on grey papers, internal workshops and events. Possible themes for workshops and conferences in 2004 and beyond have been identified such as expert workshops on tourism, systemic approaches, policy transfer and new technologies.

    (e) Achieving the Lisbon goals: vocational education and training's contribution (a task not in the work programme)

In December 2003, the Commission (DG EAC) launched a call for tender to investigate Member States' achievement (including acceding countries) of the goals set in Lisbon and subsequent European Councils. Cedefop will cooordinate and monitor the study and will also elaborate with the Commission and with the support of the ETF, a synthesis report for the ministerial conference in Maastricht under the Dutch Presidency (December 2004). Work is expected to start in March 2004.

(f) Human resources development (HRD) within lifelong learning implementation strategies

This task has been integrated into point (b) on 'work-related training and human resource development' (see above).

(g) The proceedings of the conference on the history of vocational education and training in Europe are being prepared for publication in two parts during the first quarter

of 2004. Part one deals with 'The rise of national VET systems in a comparative view' and Part two with 'the development of VET in the context of the construction of the EU and the role of Cedefop'. Most of the articles have also been submitted for publication in the *European journal vocational training*.

An exhibition on 'a history of vocational education and training in Europe', featuring principal research results, was inaugurated in the presence of the Greek Minister for Macedonia and Thrace on 24 October 2003. The exhibition was open to the general public and it featured 19 colour panels helping visitors to understand the history and diversity of VET in Europe and the reasons why so many different systems exist. Many old tools, machines, artefacts, historical measurement instruments, etc. (borrowed from different museums in Europe) were also exhibited. Most were used and tested by visitors. The exhibition was visited by more than 1 300 pupils and students from Thessaloniki by the end of 2003. Because of its great success the exhibition has been extended until the end of February 2004. The exhibition will take place in other Member States throughout the coming year and a virtual version of it is available on the ETV.

A second conference is planned for early 2005, on the 30th anniversary of Cedefop.

Activity field 2:
research reporting

A.2.1 **Proposed outcomes in 2003**

(a) *Monitoring and preparing individual contributions from external research experts for hard-copy publication of a background reader in 2004; selected contributions will be published electronically before the end of 2003.*

(b) *Preparing the third research report (a synthesis of individual contributions, Cedefop's contributions and a review of the wider research field) for hard-copy publication in 2004.*

(c) *Preparing extracts and an executive summary of the third research report for the ETV (European training village) in 11 official languages in 2004.*

(d) *Consulting with all stakeholders to define the theme of the fourth research report.*

A.2.2 **Activities/results in 2003**

(a) Editing work, translations and language revision started in spring 2003. A three-volume background report will be published in spring 2004 (in English). Selected contributions were available electronically by the end of 2003.

Each volume of the background report is dedicated to one theme (indicative title):

Volume 1: Impacts of education and training on economy and society

Volume 2: Evaluating vocational education and training systems and programmes

Volume 3: Evaluation
            philosophies and
            methods

(b) The structure of the synthesis
    report was agreed in early 2003
    and drafting will be completed by
    end-February 2004. Publication of
    the English version is expected by
    early autumn 2004, and other
    language versions will follow.

(c) Work on extracts and the
    executive summary will start in
    April/May 2004. Translations into
    11 or more EU languages will be
    considered. Short abstracts in
    acceding countries' languages and
    others could be made available on
    the Internet (ETV) and printed on
    demand.

(d) Discussions on the issues to be
    treated in the fourth research
    report (to be published in 2007)
    will start in summer/autumn 2004.
    In keeping with the 'Lisbon' study,
    they will extend to members of the
    Management Board, the
    Commission, ETF, independent
    researchers and international
    organisations such as OECD,
    Unesco/Unevoc and ILO, as well
    as stakeholders.
        Particular attention will be paid
    to involving acceding countries.
    ReferNet members will also take
    part in setting up a steering
    committee is under consideration.

Activity field 3:

European journal vocational training

A.3.1 Proposed outcomes 2003

*(a) Publish three hard-copy issues of
     the journal on time, which implies
     a continuous cycle of regular and
     recurring tasks of organisation,
     management and production.*

*(b) Continue efforts begun in 2001/02
     to raise the number of
     subscriptions, in particular by
     introducing a paid membership
     package for Cedefop products that
     includes subscription to the
     journal.*

*(c) Improve production performance in
     efficiency and quality.*

*(d) Increase cooperation with
     candidate countries both in
     collecting articles and in interest in
     the journal.*

A.3.2 Activities/results in 2003

(a) The production delay is decreasing
    with a target to eliminate it by
    issue 32 (August 2004). The
    editorial committee is increasing
    emphasis on the quality of articles.

(b) Work started in spring 2003 and
    progress has been made on
    detailing subscribers in the
    Member States of editorial
    committee members. A report was
    presented at the Ljubljana meeting
    in October 2003.
        A marketing campaign entitled
    'Analysis and development of the
    readership of the European journal
    vocational training' is planned for
    2004 to gain a better
    understanding of the readership in

general and subscribers in particular, and to identify potential new subscribers to the journal, not targeted so far in the 15 Member States. The aim is also to launch a publicity and subscription campaign in under-represented and specifically in acceding countries.

(c) The production process was analysed to improve efficiency. Bottlenecks were identified and the editorial committee examined a new flowchart proposal in July 2003. A new layout company was selected and production costs will be reduced significantly.

Significant efforts were made to convince authors of international reputation to send articles to the journal to improve quality. Participants and contributors at conferences organised by Cedefop or in cooperation with Cedefop were systematically invited to send contributions to the journal. The number of articles received increased by 30 % and the quality of the articles presented to the editorial committee was unanimously considered to be of a good standard.

(d) A special issue on acceding countries will be published in 2004 (No 33 – September/December 004/III). The ETF and national observatories were contacted and article proposals received from several acceding countries. In 2004, the Director will select two new members for the editorial committee and a new member for the editorial secretariat from the acceding countries.

Activity field 4:

Agora Thessaloniki

A.4.1. **Proposed outcomes in 2003**

(a) *Preparation, execution and follow-up dissemination of three Agora conferences on the following topics:*
- *education, training and economic performance;*
- *skill mismatches;*
- *towards a European research agenda for VET, linking European research with enhanced political cooperation in vocational education and training.*

(b) *Plan to make Agora conferences cost-neutral activities by the end of 2003.*

A.4.2. **Activities/results in 2003**

(a) In 2003, two Agora events were organised: one on 'Education, training and economic performance' and the other on 'Skill mismatches'. The conferences were successful in number of participants and exchange between research, policy and practice. Summaries have been prepared for printing. The third event on 'VET research in Europe. To what end?' had to be postponed to February 2004.

(b) The number of delegates varied from conference to conference. Topics that are more closely related to specific demands of stakeholders in VET, especially practitioners and social partners, stimulate higher interest and attract more participants.

(c) A significant unexpected price increase for interpretation services meant that cost-neutrality of Agoras can now only be achieved by changing the way of simultaneous interpretation or by considerably increasing the number of participants (within the physical limits of the conference facilities) and raising conference fees.

(d) Possibilities of organising accompanying exhibitions were tested. Institutions, organisations, companies and associations wishing to promote their activities and make or maintain contacts with Agora conference participants and showcase their services and activities were invited to take part. This could be complementary to cost-neutrality and possibilities are being explored.

Number of participants at Agora conferences (2002-03)
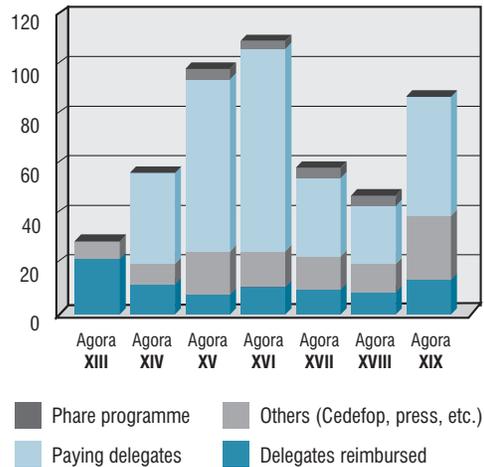
Phare programme — Others (Cedefop, press, etc.)
Paying delegates — Delegates reimbursed

Area A

Financial and human resources (2003)

Financial and human resources (2003)	Estimates (¹)	Implementation (²)
Full-time equivalent total Area A staff: 10	900	791
Activity field 1: Cedra/ERO	404	558
Activity field 2: Cedefop research report	237	194
Activity field 3: European journal of vocational training	279	254
Activity field 4: Agora Thessaloniki conferences	85	82
Total €	1 005	1 088
Titles 1 + 3	1 995	1 879

(¹) The estimates are based on the final budget 2003 and the transfers realised.
(²) The implementation figures for the activity fields include the costs of the contribution to the KMS.

Reporting and facilitating a concerted approach

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Introduction and general progress

The activities carried out by Area B during 2003 centred mainly on two related processes: establishing the knowledge management system (KMS) and supporting the Objectives and Copenhagen processes.

KMS activities have been mainly twofold. First, to define the content of certain themes of the e-KnowVET database (which are mainly filled with information from ReferNet) and second, to continue work on more traditional publications (policy report, short descriptions, monographs, key data, *Cedefop Info* and reports to the DGVT).

Support for the Objectives and Copenhagen processes has been more varied. Support has been given to working groups (guidance, transparency, lifelong learning, e-learning, teachers and trainers, quality in VET, validation of non-formal learning, etc.). Several virtual communities have been established to help with discussion, both within these working groups and in wider circles. There has also been support to the LLL activities through both the LLL conference held in June 2003 and various workshops and publications connected to it.

Familiarisation of the new Member States has been taken forward through various activities in the area (for details please see Area C).

Activity field 1:
reporting in the knowledge management system (KMS)

B.1.1 **Proposed outcomes in 2003**

(a) *Using material provided by ReferNet, other sources and from in-house information resources/databases, implement the KMS thematic classification scheme developed in the latter half of 2002 (in cooperation with the Commission, Eurydice and ETF) so that first blocks of interconnected information and knowledge are accessible to users by the end of 2003; the priority themes are:*
- *lifelong learning,*
- *ICT and learning,*
- *VET funding arrangements.*

(b) *Implement a common structure for the short descriptions of national VET systems and prepare hard-copy and electronic short descriptions for:*
- *Greece (by June 2003),*
- *Italy (by December 2003,*
- *regular updating of the reports for other countries.*

(c) *Prepare for the next edition of* Key data on VET *in 2004 within the framework of the new KMS.*

(d) *Consolidate cooperation between Cedefop, Eurydice and ETF, and between Cedefop and relevant international organisations (such as OECD, ILO, Council of Europe and Unesco), within the framework of the KMS.*

(e) *Launch and disseminate the second Cedefop policy report entitled* Learning for Employment.

(f) *Prepare two reviews of major current developments in VET for the DGVT meetings under each EU Presidency (and disseminate through ETV).*

B.1.2 **Activities/results in 2003**

(a) The themes and activities foreseen in the *Work Programme 2003* were adapted to take account of new priorities. The main activities included the creation of a database (called e-KnowVet) to collect and store information on the following:
- thematic overviews (and first update),
- VET financing: investment in human resources (Theme 10),
- initial vocational education and training (Theme 4),
- continuing vocational education and training (Theme 5),
- training of teachers and trainers (Theme 6),
- policy priorities and internationalisation (Theme 11).

Much work went into creating a web-interface for ReferNet to put their content into the e-KnowVet database. Work started on stocking the database with the information collected from ReferNet based on the 11 themes of the database. Several templates defining the information to be submitted were prepared in consultation with colleagues, ETF and Eurydice.

A template on guidance and counselling drew on existing reports by the OECD, Cedefop and ETF. Extracts from these reports fed directly into the

database for both EU and acceding countries.

By the end of 2003, the first thematic overviews and theme 10 reports had been received. Feedback on each thematic overview was provided to each country and general feedback was given to ReferNet. Work commenced to prepare for the gradual integration of thematic overviews from acceding countries in cooperation with ETF and of information from financing reports drawn up by several acceding countries also in cooperation with ETF. Feasibility studies for a comparative analysis of several themes were launched in 2003 and are also foreseen for 2004.

Given its newness, communicating its aims both internally and externally has been an important part of the project.

(b) In the traditional monograph and short description project, the following hard-copy and electronic publications were published in 2003 and forseen for early 2004:
- Italy (by December 2003),
- the Netherlands (October 2003),
- Ireland (forseen by February 2004).

English versions of the monographs on Luxembourg and the Netherlands were published, as were English, French and German versions of the short description on VET in Greece. The short description on VET in Iceland in English was published electronically and the short description on the Netherlands was published in English. With the establishment of the new e-KnowVet data base, it was decided to produce hard copy 'short descriptions' for the Presidency countries based on the thematic overviews. A short description on VET in Italy was prepared in close cooperation with ISFOL in English, French, German, and Italian and published in October.

An Irish short description is expected to be published in three languages in spring 2004.

(c) Cedefop took part in the task force for preparing the adult education survey (AES) coordinated by Eurostat. The final report of the task force was submitted for decision to the education and training statistics working group in January 2003. Cedefop also took part in the steering group for developing classifications of learning activities commissioned by Eurostat.

A brochure *Key figures on vocational education and training* was published in February 2003 and used at various VET-related events (e.g. the DGVT meeting in April 2003). Follow-up of the joint Eurostat-Cedefop workshop on VET data collection organised in November 2002: a list of the most relevant indicators from VET data collection was prepared and possible collection via the ReferNet will be further explored. A call for tender in the framework of the statistical strand of the Leonardo da Vinci programme was expected to be launched in 2004.

To support the Commission, Cedefop participated in the selection committee for statistical

projects under Leonardo da Vinci, in the steering group for the development of Leonardo statistical projects commissioned by DG EAC and in the Standing group on indicators and benchmarks (transversal group set up in the framework of the follow-up of the Objectives report) from June 2003.

(d) Comments were provided on Cedefop's template and use of existing material was agreed.

(e) The report was finalised in English and an executive summary was published in all EU official languages, including the acceding countries (ACs).

The report will be published by March 2004.

(f) A review of developments in the EU and other EEA countries was provided to the March meeting of the DGVT drawing on material from ReferNet, distributed in hard copy and placed on the web.

The document for the October Benevento meeting contained one section on the EU/EEA countries prepared by Cedefop and another on developments in acceding and candidate countries prepared by the European Training Foundation (ETF).

Preparation and publication of *Cedefop Info* (three issues per year).

Using material from ReferNet on developments in Member States and from other sources and organisations for developments at EU and international levels, three issues of *Cedefop Info* were published in 2003 or early 2004.

Issue 2/2003 included a section on the European year of people with disabilities. For issue 3/2003, material from the Future Member States (FMSs) was collected and edited (joint activity with ETF).

A specific dossier on enlargement will be prepared jointly with ETF and included in issue 1/2004.

Activity field 2:
reporting on lifelong learning (LLL)

B.2.1 **Proposed outcomes in 2003**

(a) *Organising three or four thematic workshops to provide input for LLL conferences. Workshop themes will address specific topics fine-tuned with the European Commission and the presidencies, adding value to themes not sufficiently covered by other working groups under the objectives process:*
  - *policy and economic context – improving access, mobility and social inclusion;*
  - *new pathways and innovative pedagogies, ICT and internationalisation;*
  - *resourcing frameworks – the social, economic and personal benefits of learning.*

(b) *Contributing to an EU/international conference under the umbrella of the presidencies in 2003 on implementing LLL, followed up with an international key reference publication.*

(c) *Eurobarometer LLL analysis and preparation of short and full reports*

for print and electronic publication.
(d) *Cooperation with the Career Space consortium for:*
  • *defining ICT skills profiles for media/graphics, automotive/aerospace and banking/finance occupations;*
  • *curriculum development recommendations for subdegree skills training in corresponding industries;*
  • *completion of a new website for targeted occupation and industry sectors (see also Area C, activity field 3).*
(e) *Organising workshops with CEN/ISSS to validate the ICT skills profiles developed with Career Space for other industries and sectors.*
(f) *Follow-up of the TTnet and the e-TTnet project supported under the e-learning action plan:*
  • *in-depth analysis of a sample of innovative practices in e-learning;*
  • *mapping activities and competences for e-trainers;*
  • *report on transferring e-learning practices.*
(g) *support for creating an e-learning observatory.*

B.2.2 **Activities/results in 2003**
(a) The thematic workshops to feed into the LLL conference were held and addressed the following specific topics:
  • *Beating the odds – including people with disabilities into learning and employment;*
  • *Adaptive hypermedia – their potential for lifelong learning;*
  • *Workplace learning – improving*

low-skilled and older workers' participation in learning
• *Engaging individuals in LLL – time and money.*
  The four thematic workshop reports providing background documentation for the conference workshops on these topics (accessible on the ETV) were distributed to all participants at Cedefop's LLL conference.
(b) The conference 'Policy, practice, partnership – getting to work on lifelong learning' was held at Cedefop on 2 and 3 June 2003. It was planned, funded and organised by Cedefop, in close consultation with DG EAC and other associated organisations.
  The conference was a success and put Cedefop 'on the map' for lifelong learning in Europe. In the first half of 2003, the sections of the ETV site dealing with conference and lifelong learning were by far the most visited sections of the ETV. Greek television and press coverage of the conference was extensive.
  The conference proceedings were posted on the ETV in time for the Italian Presidency conference on LLL in mid-October 2003. A promotional flyer was distributed at this event. The hard copy version of the conference report was ready for initial distribution by mid-December 2003 to conference participants and relevant policy groups proposed by DG EAC (e.g. the lifelong learning national coordinators group and relevant Objectives and Bruges-

Copenhagen process working groups). An executive summary of the conference report was to be published in January 2004 in Cedefop's panorama series.

A key reference publication on lifelong learning is due for publication by early summer 2004. It will be launched with the full analysis of the lifelong learning Eurobarometer findings. The highlights brochure 'Lifelong learning: citizens' views' was distributed and discussed at Cedefop's conference 'Policy, practice, partnership: getting to work on lifelong learning' at the beginning of June 2003, following its formal presentation by Commissioner Reding to the Education Council in May 2003.

The brochure has attracted great interest, including VET-related magazines, Greek television and international channels, e.g. ARTE.

A four-page flyer, highlighting the findings for Italy was distributed at the Italian Presidency lifelong learning conference (20 and 21 October 2003) and again at other Italian Presidency events. Similar leaflets were prepared for the 2004 Irish and Dutch Presidencies (distribution planned for February and September 2004 respectively).

Preparation of a comprehensive report for publication in August 2004 is under way, in cooperation with the Danish University of Education.

Initial discussions have also taken place with DG EAC, which wants to repeat the LLL Eurobarometer for the New Member States in 2004, with fieldwork probably taking place in the early autumn.

(c) As foreseen, four studies on IT practitioner skills and curricula for the three occupations and industries were completed. They will be published and the results will feed into the CEN/ISSS workshop. A synthesis report is in preparation.

The Career Space website, hosted by Cedefop (ETV) was inaugurated in early 2003. Cedefop is also an observer in the steering committee of the European IT industry's Career Space consortium and an active participant in its skill profiling working group, which also works on training solutions, both on behalf of DG ENTR.

(d) A first meeting was organised jointly with CEN/ISSS (CEN: European Committee of Standardisation; ISSS: Information society standardisation service), CEPIS (The European Organisation of National Computer Societies/ECDL) and DG ENTR in Brussels in April 2003. Cedefop acts as vice-chair of this group and in May 2003 established a virtual community to support its work. It offered space for discussing and promoting the issue of validation of Career Space profiles and curricula.

The broad lines of two workshop agreements, one on skill profiles and one on curriculum guidelines, were agreed, as well

as changes to the new editions of the Career Space profiles and curriculum guidelines published by Cedefop in 2001 and 2002. The focus will turn to subdegree profiles and curriculum guidelines and the three user sectors (automotive, banking and graphic media) as well as to frameworks for ICT skills and qualifications, classifications and glossaries, again in close cooperation with CEN/ISSS.

For e-learning, DG ENTR asked Cedefop to join the e-skills forum established in April 2003 in the follow-up to the e-skills summit under the Danish EU Presidency and to assist with its secretariat. Cedefop launched a virtual community to support the forum's work.

Cedefop contributed to the e-skills forum set up by the European Commission (DG ENTR) with delegates from Member States, industry representatives and experts. This forum wants to study further skills gaps and mismatch, supply and demand development and issues linked to managing change. A virtual community (European e-skills forum) was set up; reporting and animating are ensured by Cedefop. The four studies launched in 2002 were fed into the work of this forum. Cedefop is a member of its steering committee and it hosts the e-skills summit website (set up by the Commission in 2002 in preparation for this event under the Danish Presidency).

Preparatory work was undertaken in cooperation with the European Commission for an e-skills newsletter, which will be published in electronic form.

(e) The thematic working group on teachers and trainers: innovative practices, skills and competences in the field of e-learning completed its work. The final results include the analysis of 25 innovative practices and a report that supports the work of practitioners and policy-makers. The final report was published in early 2004 as a Cedefop reference publication.

The thematic working group on the professionalisation of VET teachers for the future completed the project foreseen. An inventory of 10 innovative practices on professional development of VET teachers in six countries (Denmark, Finland, Italy, the Netherlands, Norway and Portugal) was made. The final draft includes recommendations for further project development for practitioners and policy-makers. The final results were presented at the TTnet annual conference in December 2003.

Final results of the thematic working group on validation of non-formal learning for trainers are expected for early 2004.

To strengthen TTnet and help integrate the new Member States and candidate countries, special measures were taken to activate the Portuguese TTnet and to associate Germany to TTnet activities.

As agreed at the ETF/Cedefop conference (Aalborg, November 2002), a vade-mecum on setting up a TTnet national network and a questionnaire on the new Member States' involvement with TTnet were sent out in mid-February 2003.

Cedefop, ETF and representatives of acceding countries established a working group to draft an action plan for integrating acceding and candidate countries into TTnet from 2003 onwards. The first meeting in March 2003 analysed the responses to the vade-mecum/questionnaire and decided to send out a second request for information (on VET system priorities, expectations *vis-à-vis* TTnet and setting up a national network). The second working group meeting in June 2003 analysed the responses. Priority has been given (in 2003 and 2004) to the six countries which indicated their willingness to be in the first wave of new TTnet members (Estonia, Hungary, Lithuania, Malta, Slovenia, Slovakia). For each of these countries and prior to launching the networks, 'country frameworks' were drafted, in close cooperation with the ETF, to define clearly the priorities, needs and demands of those countries. These country frameworks were discussed at the TTnet annual conference in December 2003.

Cedefop organised a workshop on the contribution of teachers and trainers to the quality of training in the European Union and the new Member States as part of the Greek Presidency conference 'Quality of education – teachers' professional training and development – the European Union and the south-eastern European countries (Athens, on 2 and 3 June 2003).

For using the ETV as a channel for communication and dissemination, TTnet dossiers were published in the TTnet section of the ETV. For example, the synthesis report of the study on the evolution of the competences of the trainer or trainers in open and distance training schemes was published on: http://www.trainingvillage.gr/ etv/Upload/Projects_Networks/ TTnet/Rapport_Final_etude_FOAD .pdf . The TTnet site on the ETV was restructured to include three new sections for integrating the new Member States, TTnet thematic projects and innovative practices. The database of innovative practices draws on transversal projects carried out by the TTnet network on common key priority issues for teachers and trainers.

The e-TTnet project – jointly coordinated by Cedefop and ISFOL and cofunded under the Commission's e-learning action plan – was officially launched in March 2003. Seven transversal working groups are now working in parallel on the following themes: innovative practice review; competences system; web portal and resource guide; scenario building; indicators; collaborative

learning; and piloting and validation.

Cedefop chairs the e-TTnet transversal working group on the web portal and resource guide and has provided a collaborative tool to simplify content sharing and dissemination among the project partners (e-TTnet virtual community, http://cedefop.communityzero.com/).

(f) The Delos project, carried out in cooperation with Menon, aimed at creating an e-learning observatory. Cedefop contributed to the different phases of the project through analysis of interviews (mapping of needs and actors), desk research and drafting the synthesis report. Cedefop organised the concluding seminar in Thessaloniki June 2003. It is also involved in the four quality projects (especially Seequel and EQO) launched by DG EAC – C4 in early 2003. Cedefop set up and animates the virtual community of the Seequel project (focusing on the quality of e-learning). It was also involved in the methodological development of the desk research and prepared a contribution on 'e-learning quality in initial vocational education and training'.

Activity field 3:

good examples of practice database

B.3.1 **Proposed outcomes in 2003**

(a) *Begin implementation in cooperation with the Commission services, Eurydice, ETF and other stakeholders such as the European Vocational Training Association (EVTA);*

(b) *Develop, animate and review the outcomes of a virtual platform on 'training of trainers' improving the professionalisation of teachers and trainers;*

(c) *Begin work on developing a database on e-learning resources linked to the European Commission's learning opportunities database and e-learning portal and integrate it into the e-learning forum.*

B.3.2 **Activities/results in 2003**

(a) Cedefop has taken work forward on setting up a database on good examples of practice in lifelong learning. Structures and mechanisms are being put in place to ensure high quality input from decentralised sources. Cedefop has set up a virtual community to improve its cooperation with leading partner agencies in monitoring LdV activities. Identifying good examples of policies and practices in these five areas also supplements the activities of the technical working groups in the follow-up to the Copenhagen process. The related virtual communities are an ideal

platform for exchanging and transferring good examples.

(b) At the beginning of 2003, Cedefop started to set up several virtual communities or knowledge networks to support the work of the European Commission in following up the Copenhagen Declaration on enhanced cooperation in vocational education and training. A community on training of trainers became operational in October 2003.

(c) Agreement was reached with Directorates A and B of DG EAC on taking forward this work jointly with Eurydice and the ETF. Links were established with the Leonardo da Vinci monitoring groups to organise input of good practice in five priority themes, including e-learning. The prototype of a conceptual structure for the database is expected early 2004.

Activity field 4:

a concerted approach to an open area of VET

B.4.1 **Proposed outcomes in 2003**

(a) *Servicing, supporting with virtual platforms, content analysis, review, report writing and expert support and participating in the working groups and technical groups on:*
- *a single transparency framework;*
- *a credit transfer system for vocational education and training including reference levels and certification;*

- *quality in vocational education and training;*
- *promoting lifelong orientation and guidance;*
- *developing common principles for validating lifelong learning;*
- *mobility.*

(b) *Set up an inventory of practices and a methodology for recognising and validating non-formal learning in VET, in cooperation with the European Foundation in Dublin and the social partners at interprofessional and sectoral levels, using virtual platforms for input, exchange and dissemination of knowledge.*

(c) *Set up a website with information on European instruments to promote transparency and recognition of qualifications (in connection with the Bruges/Copenhagen process) in close liaison with the corresponding virtual platform.*

(d) *Prepare a report on the roles of different actors engaged in promoting quality in VET in close cooperation with the working groups and the virtual platform.*

(e) *Publish a review of career information, guidance and counselling policies in Europe (in cooperation with the OECD) based on KMS material and further input through the corresponding virtual platform.*

B.4.2 **Activities/results in 2003**
(a) Virtual communities – working groups and technical groups

Introduction
Since January 2003, Cedefop has progressively established 18 virtual communities (VCs) to support, among others, the technical, working and expert groups involved in follow-up to the Copenhagen and Concrete Objectives processes. The virtual communities help not only to make the working of the various groups more effective but also to promote transparency by disseminating information more widely and encouraging exchange of views from people outside the groups.

Besides the six areas mentioned above, virtual communities have been created for: sectoral qualifications; e-skills; quality in e-learning; e-TTNet; young researchers in VET; good examples of practice and the CEN ISS workshop on IT profiles and curricula. One virtual community was also set up to support work on Cedefop's knowledge management system and another to enable those involved in leading, moderating and animating the virtual communities to share experiences.

A website has been created to ensure a flow of concise, targeted information on progress within the various groups and related virtual communities to the members of the Copenhagen coordination group, the ACVT and the DGVT. Cedefop regularly prepares short reports summarising the key issues, goals, actions and results arising from the various technical, working and expert groups, which are made available via the website. Information is harvested from these for Cedefop's knowledge management approach to VET.

At the request of the Management Board, a special community was also created for the Board.

Single transparency framework
The Commission working group was established in early 2003 to continue the work of the forum for transparency and to support the Copenhagen process. It discussed the following main issues:
• *How can existing transparency elements (the certificate supplement, the diploma supplement, the European language portfolio and the European computer driving licence) be adapted to come under one common heading, the Europass? Can the common European CV format be the 'backbone' of an integrated computerised system?*
• *How can Member States support networking of existing agencies (national reference points, guidance centres, employment agencies, Europass contact points, etc.) so they cooperate to resolve the task and produce a 'seamless interface' for the user?*
• *Promotion of the single transparency framework.*

The group presented a report, which underlies the Commission proposal for a decision of the European Parliament and the Council on a single framework for the transparency of qualifications and competences (Europass) which was adopted by the Commission by the end of 2003. If adopted by the Council and the Parliament in its

present form (scheduled for 2004), it will provide a legal and financial basis for the new Europass framework, which will cover both higher education and vocational education and training. A prototype of the electronic platform (http://europass.cedefop.eu.int) will be operational by the end of 2004. The group suggested an implementation plan for the framework (raising awareness, promotion, coordinating the work of national agencies).

The work of this group has also been underpinned by a virtual community set up by Cedefop, as a tool for communication and exchange of information.

Credit transfer system for VET
Cedefop helped prepare meetings and work of the new technical working group on credit transfer set up by DG EAC, following the Copenhagen declaration on enhanced cooperation in November 2002.

In 2003, substantial progress was made on two strands: credit system development and reference levels. The third strand, included in the mandate of this group, namely certification, will be tackled in 2004. Cedefop has established an active virtual community on credit transfer for communication between meetings, contacts with other interested policy-makers and practitioners (or experts) and for taking part in development work. Two more surveys on credit system development and reference levels will be finished by early 2004.

A progress report under the main responsibility of the European Commission was presented to the Copenhagen coordination group in

December 2003. Cedefop delivered monthly reports for the technical working group to inform the Advisory Committee on Vocational Training (ACVT), the Directors General for Vocational Training (DGVT) and the Copenhagen coordination group (CCG) on progress and outcomes.

The work programme for 2004 will focus on an inventory of credit transfer schemes, reference levels, qualification frameworks and other zones of common trust and on certification/assessment of units and modules in credit transfer and delivery.

Quality in VET
The technical working group on quality in VET fully fulfilled its 2003 work programme.

A coherent and limited set of 10 indicators was proposed. Most indicators are hard and apply both to VET and VET providers. On self-assessment – important in any quality system – a guide was prepared as a practical tool for VET providers. Analysis of the strong and weak points of the various standards and norms in use led to a comparative background document.

Based on the quality circle and its logic, a report was drawn up on the common core criteria for establishing a reference model on quality in VET at European level. Since June, the virtual community on quality in VET was further developed and two new support documents inserted: a glossary of terms in English and French on quality in VET and a list of accreditation bodies mainly in Europe but also in Australia, Canada, and the United States.

The final report of the technical working group was presented at the Copenhagen coordination group meeting in December and fully endorsed.

Other activities included:

- reorganising the virtual community on quality assurance with new animators;
- completing the four reports produced by the technical working group and including them in the virtual community;
- vtaking part in dissemination of the results;
- establishing synergy with TTnet at its annual meeting on 11 and 12 December 2003 where the outcomes of the technical working group's work were presented.

Promoting lifelong orientation and guidance
Cedefop helps the Commission by providing the secretariat for the recently created lifelong guidance expert group.

The group produced recommendations to feed into the interim report on the concrete objectives and Copenhagen processes and an opinion on the guidance aspects of the next generation of EU-funded education and training programmes. An inventory of previous EU- funded guidance projects was carried out. Studies were launched on developing quality criteria and a handbook for policy-makers will be completed in spring 2004. To develop a common understanding of basic concepts and underlying principles for guidance, analysis of definitions in use in the various Member States began.

Reflection is also ongoing on a 'strategic statement' to raise awareness of the role that guidance plays in achieving public policy objectives. The strategic statement incorporating an agreed definition of guidance will be ready by March 2004 in time to feed into the Irish Presidency conference on guidance scheduled for April 2004.

Cedefop has developed a virtual community to simplify the work of the expert group and to enable exchange of views with stakeholders drawn from the guidance community. Guidance web pages on the ETV are expected to be operational early in 2004.

Developing common principles for validating lifelong learning
Cedefop is supporting the Commission working group established in spring 2003 as follow up to the Copenhagen declaration. The group's mandate is part of a strategy supporting 'lifelong and lifewide' learning, allowing individuals to combine learning outcomes from different settings of life and society irrespective of the learning context.

An inventory of practice in Member States on validation of non-formal and informal learning will be an important tool for supporting exchange of experience and common learning.

Notes on the common principles discussed by the group have been presented to Objectives group H (Making learning attractive and strengthening links with working life and society) and to the ACVT, and feedback received.

There is still a need to discuss the purposes of validation (e.g. for the

labour market, education and/or training, or for personal development and active citizenship) Is it possible to develop a common approach to the description of competences: general, vocational, sectoral, transversal or personal?

So far the group tried to establish 'meta-principles' such as quality, validity, credibility and comparability (criteria and standards). The issue of different 'learning arenas' (formal (vocational) education and training, labour market (enterprises, branches and sectors), and voluntary work/leisure activities was considered.

Issues such as an added European value and personal rights still have to be clarified.

The work of this group has also been underpinned by using a virtual community set up by Cedefop, as a tool for communication and the exchange of information.

Mobility

Cedefop participated indirectly in the group set up under the Objectives process and translated the *Report on the follow-up to the recommendation of the European Parliament and the Council of 10 July 2001 on mobility within the Community of students, persons undergoing training, volunteers and teachers and trainers* into French and German.

Identification of learning needs and new competences of teachers and trainers: support to the Objectives report and Bruges/Copenhagen processes

Commission's expert group on Objective 1.1. – Group A

TTnet was closely involved in the work of the expert group on Objective 1.1. ('Improving the Education of Teachers and Trainers') set up by the Commission in September 2002 in the detailed work programme on the objectives of education and training systems.

Cedefop/TTnet is a member of this group and some TTnet coordinators were appointed as experts in this group. At the request of the Commission, TTnet drafted a note on how the distinction between teacher and trainer works; the note was discussed during the fourth meeting of the expert group in Brussels, on 2 and 3 April 2003. TTnet also contributed by providing a sample of good policy practices on the professional development of VET teachers identified by the network.

Study on 'the role of teachers and trainers within quality approaches in the EU'

The objective of this study, launched in close cooperation with the Commission, relates to the first indent of the text of the Council Resolution on 'enhanced cooperation in vocational education and training' (the Copenhagen process): 'giving attention to the learning needs of teachers and trainers within all forms of vocational education and training'.

Based on the comparative examination of a sample of good national practices, the study aims to clarify and define the role of teachers and trainers in VET in quality approaches applied to training. It will

focus on whether the objective of these approaches is self-assessment of training organisations, certification of training organisations or quality assurance.

The preliminary report was presented at the workshop at the Greek Presidency's conference in Athens on 2 and 3 June 2003 (see above). The final report is available.

(a) Work on a European inventory for validating non-formal and informal learning was initiated by the transparency forum in 2001 and was also listed in the communication on lifelong learning of November 2001.

(b) Two sets of questionnaires were distributed to Member States in 2001-02 and a report based on the replies was drafted during 2002. Based on additional material collected from Member States a final report was completed by the end of 2003. This report can be seen as an update to Cedefop's report *Making learning visible* published in 2000. In 2004, work on the European inventory will be taken over by the Commission.

(c) Under the mandate of the transparency working group, Cedefop contributed as follows:

• templates of the European CV and certificate supplement were improved to fit into the new Europass framework and to increase the consistency of formats. The European language portfolio and the diploma supplement will be integrated in Europass in 2004.

• cooperation started with the Council of Europe on integrating the European language portfolio (the self-assessment grid) into the CV and on possible integration of the diploma supplement into the transparency single framework. Contacts were also established with the Leonardo da Vinci Norwegian national agency and with Eures (to increase synergy between the Eures initiative and the transparency single framework).

• a prototype website was started to be developed in-house http://europass.cedefop.eu.int/ to replace the existing transparency pages. The main features of the site, called Europass, include single access for all instruments related to transparency and mobility, improved CV format and tools and improved certificate supplement.

(d) This prototype will be progressively developed to host all Europass instruments mentioned above.

(e) Drafting such a report is not part of the mandate for 2003, of the technical working group on quality in VET.

(f) Using a questionnaire designed by OECD, and at the request of the Commission, Cedefop carried out studies reviewing career guidance policies in seven European countries. This complements reviews carried out by OECD (on 11 European countries) and by the ETF (on a further 10 European countries). With permission from OECD and ETF, copies of all the

studies were made available on Cedefop's lifelong guidance virtual community in March 2003. Data are being transposed from the studies into Cedefop's KMS 'e-KnowVet' database for Theme 9: 'Guidance for learning, career and employment'.

(g) Cedefop prepared a pan-European report synthesising the key results from studies in all 28 European countries as well as a short report comparing and contrasting guidance policies in Europe with the situation in international and developing countries. In October, these reports were presented at an international conference hosted by the Government of Canada and OECD, in association with the European Commission, the World Bank and the International Association for Educational and Vocational Guidance. The reports were published online in October and a hard-copy publication of the pan-European report will be published by Cedefop in 2004 in time to feed into the Irish Presidency conference on guidance in April 2004.

Area B

Financial and human resources (2003)	**Estimates (¹)**	**Implementation (²)**
Full-time equivalent total Area B staff: 18	1 450	1 434
Activity field 1: reporting in the knowledge management system	300	302
Activity field 2: promoting the implementation of lifelong learning	536	408
Activity field 3: examples of good practice database	382	328
Activity field 4: a concerted approach to an open area of VET	441	508
Total €	1 659	1 546
Titles 1 **+** 3	3 109	2 980

(¹) The estimates are based on the final budget 2003 and the transfers realised.
(²) The implementation figures for the activity fields include the costs of the contribution to the KMS.

AREA C

Exchange and supporting partners

Those working in this section are Raluca Brinza, Thomas Janson, Giorgos Kostakis, Bodil Ullestad Lovas, Marie-Jeanne Maurage.

Introduction and general progress

Given the human resources in Area C in 2003, work focused mainly on managing the Community study visits programme and supporting the social dialogue, in particular through a sectoral approach. Because of resource constraints, not much progress was made on mobility and valorising Leonardo da Vinci. Integrating candidate countries was taken forward especially in the study visits programme. Work in supporting the social partners is progressively taking account of the Future Member States, in cooperation with ETF.

Implementation of the Phare project as agreed in the Phare multibeneficiary activity programme is a transversal activity involving all areas, with Area C mainly responsible for its administration (except human resources).

The arrival of a seconded national expert in September 2003 led to an acceleration of familiarisation activities, with the active involvement of colleagues from different areas.

Finally, upon the arrival of another seconded national expert in autumn 2003, initial reflection took place on mobility – to meet the expectations of social partners – and developing the social partner house in the ETV.

Activity field 1:
LDV II study visits programme

C.1.1 **Proposed activities in 2003**

(a) *Organise study visits for 731 participants.*
(b) *Develop further the new web management system.*
(c) *Expand participation in study visits for:*
   • the social partners;
   • candidate countries.
(d) *Organise one specific study visit on equal opportunities between women and men.*
(e) *Strengthen synergy with other actions in the LDV II programme.*
(f) *Continue to improve efficiency by associating national liaison officers (NLOs) with management and evaluation tools for study visits in working groups and web management.*
(g) *Encourage the finalisation of the development of participant networks through the new web system and different virtual platforms supporting enhanced cooperation in VET and the objectives process.*

C.1.2 **Activities/results in 2003**

(a) 68 study visits took place in 26 countries with a total of 737 participants and 2 seminars with a total of 36 participants.

   A preparatory seminar took place in Vienna in February on: validation of informal and non-formal learning. The main objective was to increase the awareness of 16 organisers of study visits (NLOs, technical agencies (TAs) and subcontractors) of this topic to prepare for its integration into all study visits focusing on adult training. A seminar entitled 'Reform of VET systems in Europe' took place in Bratislava in December 2003. It involved researchers, previous participants of study visits, representatives of Cedefop's Management Board, Directors General of Vocational Training and experts from Cedefop and ETF.

(b) The web-based tool for managing the study visits programme (OLIVE) developed according to schedule. During 2003, NLOs/TAs used OLIVE to input and access data on study visits and participants. During the annual meeting in Rome in September NLOs expressed their satisfaction with OLIVE and TAs made further proposals for improvement.

(c) Social partners

   Social partners' participation in study visits increased following the decisions taken at the 2002 annual meeting. Free places in study visits are filled as a matter of priority by social partners, following a special call and using contacts with other agencies such as ETF, the Dublin Foundation, the Bilbao agency and the network of ETUC/CEEP/UNICE.

   At the initiative of two members of the Management Board (John Rodgers (UK) and Jochen Laux (D)), a study visit entitled 'the union learning representative (ULR) scheme', was organised in Birmingham, in June 2003 for

Polish and German trade union representatives to acquaint themselves with the UK union learning representative scheme.

Candidate countries' participation in study visits is increasing every year: there were 101 participants in study visits in 2003 and 11 people took part in the above-mentioned seminars (Vienna and Bratislava). Also, 8 candidate countries organised study visits in 2003.

(d) In October 2003, a study visit was organised in France on equal opportunities between men and women in training and employment: 10 participants from 8 countries took part and a colleague from the documentation service represented Cedefop.

(e) Cooperation is most clearly reflected by 25 NLOs and TAs being part of the Leonardo unit or members of the Leonardo da Vinci Committee. Information and dissemination are provided on the LdV websites. Representatives of the LdV Committee and/or LdV agencies are involved in selecting participants and the themes of reference are concrete applications of Leonardo da Vinci priorities.

In several Member States and candidates countries, NLOs are often also in charge of other important EU programmes such as those financed by the European Social Fund (e.g. Equal) and links have also been established.

The programme coordinator usually participated as an observer in the LdV Committee.

(f) The annual meeting of national liaison officers of the study visits programme took place in Frascati (Rome) in May. Issues for discussion included the framework themes, the catalogue 2004, the place of social partners in the programme and the future of the programme after 2006. The conclusion was that the study visits programme should maintain its role after 2006 as it is the only programme specially geared to the social partners.

Another meeting, for TAs and new NLOs, took place in Thessaloniki on 25 and 26 September 2003 to discuss good practices on the efficient organisation of a study visit and the programme budget for enlargement and the future of the programme after 2006.

The master plan 2004-06 was finalised by the end of February. All NLOs had previously been invited to identify two key themes that are real challenges in their countries for the coming years. Finalisation of the 2004 study visits catalogue highlighted the need for support by an expert in communication. The annual meeting approved creation of a working group composed of editors and NLOs/TAs for preparing the 2005 catalogue. In March, the working group on improving assessment tools finalised the added value individual questionnaire (IQ) to be completed by participants at least six months after their study visit.

The final version was approved

by NLOs at the annual meeting. A new working group called vade-mecum held its first meeting in Paris in November to identify best practices for the efficient organisation of a study visit. The working group will complete its work before the 2004 annual meeting. Its work will be complemented by another working group in 2004 composed of some NLOs and Cedefop to establish and document the responsibilities of NLOs and Cedefop.

(g) The master plan 2004-06 set up during the first semester 2003 is based on the European education and training objectives and the European employment strategy. The assessment tools and especially the end-of-visits reports provided matters for discussion.

Participants in the visits expressed an increased interest in having a platform for developing networks on themes related to their study visits. Possibilities for taking this forward in cooperation with other similar tools used at Cedefop will be examined in the future.

Activity field 2:
integrating candidate countries

C.2.1 Proposed outcomes in 2003

(a) *Assuring a two-way information and exchange flow between candidate countries and Member States:*
- *including items about and for candidate countries in the ETV and e-learning database; participation in European-level conferences (Cedefop in candidate countries, candidate countries at Cedefop);*
- *improved dissemination of Cedefop reports and documentation in candidate countries;*
- *higher levels of participation in the study visits programme by candidate countries (as participants and hosts).*

(b) *Working towards integration of candidate country stakeholders into:*
- *Cedefop's KMS: ReferNet, Cedra/ERO, good practice databases and TTnet;*
- *European-level processes and mechanisms for improving transparency and recognition (national reference points of qualification, common European guidelines and instruments, concerted approach to recognising non-formal learning);*
- *activities of the social dialogue, including in connection with the European Foundation in Dublin and with the follow-up on Action framework for the lifelong*

development of competences
and qualifications (social
dialogue).

(c) *Other activities linked to the Phare
agreement and familiarising
candidate countries.*

(d) *Inclusion of stakeholders in
candidate countries into the
workings of Cedefop's virtual
platforms.*

(e) *Conducting in-house staff training
as preparation for the integration
of candidate countries in all
Cedefop activities.*

C.2.2 Activities/results in 2003

(a) Electronic information network:
ETV: in cooperation with ETF on
compiling up-to-date information
on central and eastern European
countries' profiles, a survey was
launched twice on the ETV
website to identify the information
required from acceding countries
(ACs). The interim report of survey
results was published under
'enlargement' issues on ETV in
January 2004. A list of potential
contact points in ACs was
established in-house and a new
structure for the Enlargement site
on the ETV should be put in place
by the end of January 2004.

On the Commission's e-learning
action plan
(http://www.trainingvillage.gr/etv/
Projects_Networks/Elearning), a
survey was launched on LLL
issues in November.

Work started in 2003 on a
glossary (100 basic terms in VET).
Cedefop produced the original in
three languages English, French
and German, with further

translation into Czech, Hungarian
and Polish.

This was done in consultation
with ETF's national observatories.
The Cedefop brochure, available
in all ACs' languages, should
appear at the beginning of 2004. A
summary of the policy report was
also published in all ACs'
languages.

Work began in 2003 to integrate
candidate countries into ReferNet
(the European network of
reference and expertise) which
provides information from official
national consortia. Following
agreement between ETF and
Cedefop, the latter asked national
observatories of these countries to
start some reporting activities
guided by ETF.

A preparatory meeting for
national observatories from ACs
took place in October.

For details of ACs and
candidate countries involvement in
the study visits programme, see
Area C, activity field 1.

(b) Cedefop research arena (Cedra):
an expert from the Czech Republic
has been seconded to Cedefop for
two years to integrate Cedra into
KMS.

Transparency of qualifications,
recognition and valuing learning:
ACs are involved through the ETF
and its network of national
observatories, in establishing a
European inventory of initiatives
on the validation of non-formal and
informal learning.

In some ACs, e.g. Hungary,
Malta and Slovenia, a national
reference point (NRP) has been

established to give access to information on their national VET systems and promote the tools developed previously by the European forum on transparency of vocational qualifications. Cedefop and ETF are also involved in the European Commission's expert working group on validating non-formal and informal learning, to develop common principles to ensure greater comparability between approaches in different countries and at different levels.

A paper on common principles for validating non-formal and informal learning was prepared by December 2003. A virtual community with a substantial number of members from CEECs set up by Cedefop supports the works of both groups.

Training of trainers network (TTnet): a restricted working group, composed of representatives of ACs, ETF and Cedefop, was set up to draft an action plan on how to associate the new countries in TTnet activities from 2003. The first meeting took place on 17 March 2003 and the second in June 2003. After the first meeting a questionnaire and vade-mecum were drawn up and the TTnet team received feedback from all acceding and candidate countries.

A workshop was organised on 'The contribution of teachers and trainers to the quality of training in the European Union and ACs' in the framework of the Greek Presidency's conference on

'Quality of education – teachers' professional training and development – the European Union and south east European countries', in Athens on 2 and 3 June 2003. The conference resulted in the drawing up of an action plan for bringing ACs into TTnet during 2003 and 2004. They considered the responses received from all ACs to the TTnet questionnaire on the key issues for VET teachers and trainers in their countries, their needs and expectations *vis-à-vis* TTnet.

ETF and Cedefop continue to work together on drafting an action plan for integrating ACs into TTnet (http://www.trainingvillage.gr/etv/Projects_Networks/ttnet) and to create a framework for each AC (before launching national networks).

The annual conference of TTnet, organised by Cedefop and ETF took place on 12 and 13 December. Persons from ACs participated, including in deciding on their involvement in TTnet next year.

Social dialogue: Cedefop, ETF and the Greek social partners organised a conference in Athens on 23 and 24 May on lifelong development of competences and qualifications of the workforce: roles and responsibilities. This was part of the framework of actions for the lifelong development of competences and qualifications agreed between the European social partners. In all, 83 participants including social partner delegates from the 13 ACs

and government officials attended the conference.

Discussions and presentations promoted the sharing of information, experiences and good practice on the progress Member States and ACs are making on developing their workforces' competences.

Social partners from ACs will be involved in Cedefop's projects and databases. The draft outline framework for a database on sectoral qualifications and competences initiatives is in preparation and contacts were established with the Dublin Foundation, ETF and EU-OSHA before the end of 2003 to map the CC involvement in developing sectoral qualifications.

A working party was to be set up for creating the framework of cooperation with UNICE, ETUC, ETF, Dublin Foundation, EU-OSHA and CEEP on 'Development of the social dialogue in the run-up to EU enlargement' and meet on 11 December 2003. However, the working party was postponed 2004.

Activities of the social dialogue: see below

(c) Based on the first interim report of the survey on 'EU enlargement', a new virtual community will be open on the ETV/enlargement website. The purpose of the virtual community will be to focus on the main priorities revealed by the results of the survey.

(d) Monthly meetings were organised with experts involved with the technical content of the project (on

31 October on 'Phare – technical issues') and also with the Phare budget (on 28 November, 'Phare – financial issues'). Based on discussions, interim reports were prepared with updated information on the concrete results and activities already carried out or still to be carried out by the end of February 2004.

Agora: two experts from Estonia and Slovakia participated in the Agora conference on 12 and 13 May, entitled 'Education, training and economic performance – who benefits?'. A total of 12 experts from ACs participated in the September conference entitled: 'Skills mismatches: getting over it?'.

Lifelong learning: four experts from ACs participated in two preparatory workshops on 'Promoting the implementation of LLL' and 'Engaging individuals in LLL, how to mobilise resources'. These two workshops fed into a conference organised at Cedefop on 2 and 3 June entitled 'Policy, practice and partnership: getting to work on lifelong learning' to which 20 participants from the ACs were invited.

Early identification of skill needs: seven experts from ACs (Czech Republic, Estonia, Latvia, Lithuania, Poland, Slovakia and Slovenia) participated in the conference organised at Cedefop on 22 and 23 May; some were actively involved in the conference and working groups. The conference proceedings will be published in 2004 in English,

French and German. A network on early identification of skill needs will be established on the ETV website. It will be open to all EU Member States, CEECs and non-European countries.

European journal vocational training: a Slovenian became a member of the editorial board of the European journal. A fourth member of the editorial secretariat (working 20 days per year) was selected to complement the three current members. A special issue on ACs will be published next year: No 32, April-August 2004/II of the *European journal vocational training* on VET issues in the new Member States. A meeting of the editorial committee of the European journal and the editorial secretariat took place on 9 and 10 October 2003 in Ljubljana, Slovenia.

Key data indicators: a joint Cedefop – Eurostat workshop (including candidate countries) was organised in late 2002 to reflect on possible scenarios and to make recommendations. In 2003, candidate countries were included (when possible) in the publication *Key figures on vocational education and training*.

Quality in VET: the ETF liaises with ACs by providing them with the results of the working group and structuring their input to the group reporting (http://www2.trainingvillage.gr/etv/quality/techn_group/techn_group.asp).

ACs have sent information on their quality systems and structures in place via the ETF. The Romanian technical working group (TWG) member will implement the European common quality assurance framework as defined by the TWG to set up a national strategy for quality in VET.

Guidance and counselling: Building on review work initiated by the OECD, Cedefop conducted studies in 6 Member States and Iceland while ETF carried out studies in 11 ACs and produced a cross–country synthesis report. Cedefop prepared a pan-European report describing the state of play of career guidance policy across Europe, drawing on the review work done by the OECD, ETF and Cedefop. Cedefop has also prepared a background paper situating career guidance developments in Europe within a broader international context. These reports were discussed at the OECD conference entitled 'Career guidance and public policy: bridging the gap' held in Toronto from 6 to 8 October 2003. Both papers were published online in October and the pan-European report will be published in hard-copy format in 2004.

The ETF organised a conference in Bratislava 5-6 December 2003 to raise awareness of the results of this review and contribute to the exchange of knowledge and experience. Cooperation also included joint participation in and contribution to the European Commission's lifelong guidance expert group established in

December 2002.

In January 2003, Cedefop set up a guidance virtual community to support the work of the expert group.

Cedefop is developing guidance web pages on its European training village (ETV) so the results of the lifelong guidance expert group and the career guidance policy research work are widely disseminated.

Most activities are devoted to building a network for providing information and stimulating debate and reflection among policy-makers. Results are targeted at those responsible for disseminating information or reforming VET systems and policies.

The Cedefop-ETF working group for cooperation between the two agencies reported on progress to the Governing Board of ETF, to the Management Board in March 2003 and also to the European Parliament in September/October 2003.

(e) On 10 December, a training seminar on EU enlargement issues took place to familiarise staff with EU enlargement and ACs. Contacts with the Commission, DG Enlargement and ETF were established to build an itinerary for staff training. An introduction to the cultural issues of some ACs, mainly the Czech Republic and Poland, was prepared. Mr P. Mirel, Director of Directorate (acceding countries) DG Enlargement and Mr J-R Masson, senior advisor at ETF

gave presentations. In-house staff training will continue next year, with other training seminars focused on each AC's VET system. An introduction to the cultural part of ACs will follow.

According to ETF-Cedefop's 'Exit–entry strategy', ETF experts came to transfer their knowledge/reports to Cedefop experts during a seminar forseen for 26 and 27 January 2004 in Thessaloniki. A report to the European Parliament on the exit/entry strategy will be delivered in 2004.

Activity field 3:
support and service to stakeholders

C.3.1 **Proposed outcomes in 2003**

(a) *Support the enhanced cooperation in VET as indicated in Area B activity field 4, extensively using the virtual platforms.*

(b) *Conduct a study to map existing mobility programmes as a contribution to planning for the next generation of Community programmes.*

(c) *Evaluate the final reports of mobility projects under LDV II.*

(d) *Define quality criteria for evaluating the impact of mobility projects.*

(e) *Servicing, supporting through virtual platforms, content analysis, review, report writing and expert support and participating in the working groups and technical groups.*

(f) *Contribute to the implementation of the LDV II valorisation action plan, including in the field of transparency.*

(g) *Strengthen links with social partner organisations (working groups, social partners house, follow up of the Brussels seminar 2002, enlargement to candidate countries, support to the study visits programme).*

(h) *Developing competences and qualifications at sectoral level (if such a group is established).*

(i) *Organise a seminar in Turin together with ETF during the Italian Presidency to define practical support to the implementation of the work programme of the European social partners 2003-05 related to enlargement.*

(j) *Contribute to concerted action in some sectors such as tourism where DG Enterprise is requesting support for which they will make the necessary funds available in 2003-04.*

C.3.2 **Activities/results in 2003**

(a) The virtual community (VC) on sectoral qualifications was established in June 2003 to support the work on developing sectoral qualifications in line with the Copenhagen process. This VC serves to:
- simplify work on issues related to developing sectoral qualifications;
- display the results of the ongoing mapping of initiatives on developing competences and qualifications at European sectoral level;
- enable exchanges of views and experiences both within the social partner organisations at European sectoral and national level, and other stakeholders in vocational education and training.

The VC is open to a wide circle of networks to encourage bottom-up participation and has built up a sizeable membership.

(b) –

(c) –

(d) No progress because of a lack of human resources until September.

(e) See sectoral approach.

(f) See work on transparency in Area B.

(g) Cedefop and ETF in close collaboration with the Greek social partners [the Federation of Greek Industries (FGI) and the Greek General Confederation of Labour (GSEE)] – under the auspices of the Greek Presidency – organised a conference in Athens on lifelong development of competences and qualifications of the workforce: roles and responsibilities. This conference took place because of recent EU policy developments in particular the framework of actions for the lifelong development of competences and qualifications (initiatives taken by the European social partners).

An initiative was launched to organise a follow-up conference on development of qualifications and competences in autumn 2003, but the social partners were considering whether a series of seminars would be more useful in supporting the process on the development of qualifications.
- Social partners house

In the social partners house, a reference group consisting of social partner representatives of the Cedefop Management Board is under consideration. Group members would consult on the design and development of a revitalised social partners house.

Support to the study visits programme: as data on social partner organisations were systematically collected at European, sectoral and national levels, information on sectoral social partner representatives was provided to support the organisation of sectoral study visits.

A report on social partners involvement in vocational educational training (VET) was prepared to highlight their role in VET and VET systems of various European countries. A summary of this report was included in the second policy report on learning for employment. The report drew mainly on a Cedefop survey carried out in 2002 and 2003. The survey confirmed that, despite diverse models of social dialogue and different systems of regulation of vocational education and training, social partner involvement is important both in determining training policy and in the practical implementation of human resources development initiatives. The report is structured thematically on a cross-country basis and outlines social partner involvement in determining vocational educational and training policy and its implementation. The

policy report will be available in English, French and German.

(h) Increased support for developing sectoral qualifications and competences: the ACVT ad hoc working group agreed in July 2003 to set up a database to develop international sectoral qualifications. Final agreement was given in November 2003. The objective is to set up a user-friendly database, simplifying the ongoing identification, development and comparison of competences and qualifications at sector level. It will also help to support the transfer of qualifications and competences, provide a review of sectoral skills needs and make relevant information available more systematically. The systematic mapping exercise was taken forward and several hundred new sectoral projects were identified by the end of 2003. They will be provisionally displayed in the virtual community on sectoral qualifications. The ad hoc working group – in which Cedefop is involved – was established within the ACVT to prepare discussions on follow-up and advise on how best to link existing structures and initiatives.

The information collected so far received much attention from the social partners, as this information had not been systematically collected before. Several sectors requested information, and a presentation of the mapping exercise was given at the 'Liaison forum for the adaptation and promotion of social dialogue' at

DG EMPL in September and to sectoral social partners. A special analysis of sectoral activities in the Leondardo da Vinci programme projects for 2001 and 2002 was carried out in preparation for a seminar in Bonn on sector-oriented projects in Leonardo da Vinci. The seminar was organised by the Commission with the support of the German Federal Ministry of Education in December 2003. A total of 255 projects were identified which related to 475 activities within sectors.

(i) No progress to report.
(j) A special mapping of initiatives for developing sectoral qualifications and competences in the forest-related industry was prepared for DG Enterprise.

Area C

Financial and human resources (2003)	Estimates (^{1})	Implementation (^{2})
Full-time equivalent total Area C staff: 11	720	700
Activity field 1: LDV II Study Visits Programme	1 075	1 065
Activity field 2: integrating candidate countries	68	2
Activity field 3: support and service to stakeholders	81	58
Total €	1 224	1 125
Titles 1 + 3	1 944	1 825

(^{1}) The estimates are based on the final budget 2003 and the transfers realised.
(^{2}) The implementation figures for the activity fields include the costs of the contribution to the KMS.

Information, communication and dissemination

Those working in this section are Michael Adams, Steve Bainbridge, David Bond, Sylvie Bousquet, Alison Clark, David Crabbe, Carlos da Cruz, Anna-Grethe Dolberg Schomburg, Isabel Dreyer, Corinna Frey, Ioanna Nezi, Philippe Tissot, Amaryllis Weiler-Vassilikioti, Norbert Wollschläger, Marc Willem.

Introduction and general progress

In 2003, Cedefop produced 68 publications, 13 in its priced reference series. Of these 68 publications, 26 were new titles, 7 in the reference series (the titles of all publications are listed in Annex 1). Cedefop also published three issues of the *European journal* (Nos 26, 27 and 28) each in five languages (ES, DE, EN, FR, PT) and three issues of *Cedefop Info* (3/2002, 1/2003 and 2/2003) each in three languages (DE, EN, FR). Some 3 000 pages were edited in English. Several Cedefop publications (reference and periodicals) and services were selected for high-profile promotion in 2003. Cedefop participated in more than 133 events in 2003. These included presentations at conferences, presence at exhibitions and other meetings. On production, it must be mentioned that a new contract was signed for the technical production of *Cedefop info* and *European journal vocational training*, substantially reducing the costs of production. Cedefop and the Publications Office signed a service-level agreement, placing their cooperation on a more formal basis.

The translation service translated 27 titles during 2003 (see Annex 1) as well as working documents for the Management Board, conferences and meetings, pages for the web and correspondence. This amounted to requests for 11 592 pages to be translated. A table showing language breakdown is provided in Annex 1. During 2003 some first documents

were translated into the languages of the future Member States in preparation for their accession, and a glossary of vocational training policy terms was produced in Czech, Hungarian and Polish.

The translation service participates in the interinstitutional coordination cell on support for translation and interpretation. It works in cooperation with the Translation Centre for the Bodies of the European Union.

Several indicators to monitor Cedefop's visibility were introduced in 2002. Among others, the indicators show a substantial increase in the use of the Cedefop website. The number of hits more than doubled compared to 2002, to over 20 million in 2003. An important reason for this increase is hosting the European CV.

Substantial work has been achieved on consolidating all Cedefop interactive web services: European training village (ETV), a large range of virtual communities and the eKnowVet database of the knowledge management system (KMS). During the year, initial integration of the 11 KMS themes into the ETV was started, to present the eKnowVet database content to ETV users. An interface is being developed to retrieve eKnowVet thematic reviews and display the content through the ETV in the national VET systems house. Work was carried out to introduce the virtual communities into the appropriate areas of the ETV according to their degree of visibility.

ETV registrations increased from 29 620 in December 2002 to 37 200 in December 2003, an increase of 25 % this year. On developing specific services on the ETV, the Cedra database for projects within the European research overview (ERO) successfully passed the testing phase. The database is expected to be live in February 2004. The common certificates website is accessible through the ETV in English, French, Greek and Italian. It contains a reference glossary as well as information on methods to develop common certificates.

The ReferNet, managed by the library, documentation and archives service, helped improve Cedefop's existing systems for collecting, storing, analysing and disseminating information on vocational education and training into a new coordinated system of national consortia. In fact, ReferNet collects and updates online databases and information services, provides reviews of vocational education and training systems and policy developments, and contributes towards a concerted approach to research. The network also supports Cedefop's library's principal objective: to acquire, process and disseminate printed and electronic material on vocational education and training; and to update a series of databases, the major one being VET-Bib containing over 43 000 references to published and electronic material on vocational education and training.

For improving the overall management of the network, a call for tender was launched in August 2003, based on the outcome of a feasibility study. An ad hoc task force ensured follow-up to the feasibility study. Following evaluation of the offers, a software solution (OpenText's

LiveLink®) was acquired in December 2003, the deployment of which will start at the beginning of 2004. The new platform will allow Cedefop to implement a new strategy for managing and animating ReferNet, currently composed of over 200 members (national coordinators organisations or national consortia members), and will provide the appropriate functionalities for document management (EDMS) and enhanced information retrieval, collaboration, workflow management and content publishing. This integrated approach will have positive implications for Cedefop's internal work and our partners and networks, increase visibility and improve the service to companies and individuals.

On the quality management system of the library, documentation and archives service, all procedures are under revision by staff members concerned and new indicators have been developed, to enable certification against ISO 9001-2000 at the beginning of 2004.

To increase the visibility of Cedefop's work and publications, the library, documentation and archives service has concluded agreements with the major database producers in social sciences, especially the databases covering education and training (ERIC, Francis, IBSS, Library of Congress, ECLAS, etc.). Following a specific agreement in January 2003, Cedefop and its VET-Bib database are cited in different and visible places on the official website of the European Commission, Europa.

During the year the Brussels office hosted meetings over 47 days and involving some 1 000 participant/days. In particular it hosted several meetings of the Copenhagen technical working groups. It also received visits from individuals and groups. It continued to provide working space for Thessaloniki-based colleagues and responded to information enquiries. It participated in various exhibitions and reported on meetings and conferences organised by the European institutions.

Activity Field 1:
dissemination and publications

D.1.1 **Proposed outcomes in 2003**
(a) Continue implementation of raising Cedefop's visibility: promotion and marketing of Cedefop's products and services (March 2002), including in particular the following elements:
- *individual promotion strategy for each Cedefop key reference publication (print and electronic publicity via Cedefop's information and news channels);*
- *high-profile promotion campaign for selected Cedefop products (multi-language press release, press reviews and advertising, speaking slots at relevant conferences);*
- *improving press and public relations on a broad front (journalists' website and network, visits to Cedefop by journalists, exhibitions and cultural events in the Cedefop gallery);*
- *making Cedefop product*

purchase easier and testing on-line ordering systems (e-commerce concept);

- *introducing indicators to monitor rising visibility (number of journal subscriptions, website use rates, publications sales figures, citations of Cedefop publications/reports, user surveys, press coverage);*
- *official meetings and professional conferences held at Cedefop (or with Cedefop's active participation) to accompany the Greek EU Presidency.*

(b) Redesign the Cedefop website in line with Cedefop's corporate image.

(c) Put online a news and events database.

D.1.2 **Activities/results in 2003**

(a) In 2003, a package of promotion activities for every key reference publication was produced. This comprised a publicity leaflet, an electronic abstract and order form available on the Bookshop, and announcements in the Intranet, and the electronic newsletter.

The promotion package for reference publications will be reviewed and enriched for 2004 to have a more dynamic set of promotion activities once the e-commerce model is online.

In 2003, Cedefop produced 68 publications, 13 in its priced reference series. Of these 68 publications, 26 were new titles, 7 in the reference series. Some 3 000 pages were edited in English. The titles of all publications are listed in Annex I.

During the year, a new contract was signed for the technical production of the *Cedefop info* and *European journal vocational training*, substantially reducing the costs of production.

Cedefop and the Publications Office signed a service-level agreement, placing their cooperation on a more formal basis.

The Cedefop publications (reference and periodicals) and services selected for high-profile promotion in 2003 were:

- *Learning for employment: second report on vocational education and training policy in Europe*. The executive summary of the second policy report was published or prepared for publication in a total of 20 languages. The English version of the full report was to be available in January 2004. The findings of the report were promoted at several events and over 2 000 copies of the executive summary in Italian were distributed in response to requests from the Italian Presidency.

The launch of the report was accompanied by further promotion activities (press releases, presentations at conferences, articles, and electronic media).

- *European journal vocational training*: see Area A, activity field 3.
- *Lifelong learning: citizens' views*, Eurobarometer survey on European and lifelong learning.

The brochure was launched in June 2003 at the 'Lifelong learning: policy, partnership and practice' conference held at Cedefop. The brochure was published in English, French and German, widely distributed, and can be downloaded from the ETV.

- Europass: development of the 'Europass' single platform (http://europass.cedefop.eu.int) was undertaken in the second half of 2003 and the website was expected to be operational in early 2004 (see Area B). Europass will be advertised both in printed and electronic media.

Cedefop participated in more than 133 events in 2003. These included presentations at conferences, presence at exhibitions and other meetings. In addition, some 415 articles and 30 press releases about Cedefop's activities were published in the Greek press, both online and in printed media. Two exclusive shows about and six live transmissions from Cedefop were shown on Greek TV, while 25 TV crews visited Cedefop.

The existing press database is being revised with a view to build up a journalist network in 2004. This network will be linked with a special section for journalists on the redesigned Cedefop website.

In 2003, a music concert ('Concert at the staircase', March 2003) and three exhibitions ('Restorers without frontiers', January 2003, 'Works created by people with disabilities', June 2003, and 'From divergence to convergence: a history of vocational education and training in Europe', November 2003) took place on Cedefop's premises.

An online purchase facility (e-commerce model) has been foreseen in the study for developing the new Cedefop website. An online survey on the e-commerce facility best suited to Cedefop's customers was carried out in 2003 and the report was to be presented in January 2004.

Several indicators to monitor Cedefop's visibility were introduced in 2002 and are listed, enriched with some additional indicators for 2003, in Annex II.

The indicators show a substantial increase in the use of the Cedefop website. The number of hits more than doubled compared to 2002, to over 20 million in 2003.

Subscriptions to Cedefop's electronic newsletter also continued to increase steadily from 1 800 at the end of 2002 to just over 2 000 in 2003 (an increase of 12 %).

The Cedefop website continued to be a main point of referral to the ETV. Some 10 % of ETV visitors are directed there from the Cedefop website.

On publications, the indicators show Cedefop sold 3 346 publications in 2003, compared to 3 881 in 2002. Specific requests for Cedefop's free publications increased by just over 12 %. Demand for hard-copy versions continued to hold up well despite

the facility to download publications directly from the Internet.

Subscriptions to the *European journal vocational training* continued to fall and are expected to fall further in 2004 as the free distribution mailing list is tightened up. Promotion efforts will be reviewed in 2004.

However, subscriptions to *Cedefop info* held steady in 2003. Promotion action encouraging people in acceding countries to subscribe to *Cedefop info* will be followed in 2004.

(b) An initial study assessing the current state of the website and a structure for the new one, in line with Cedefop's corporate image, was developed.

(i) The new website will be online in 2004.

(c) In 2003 a consolidated events database, announcing events on vocational education and training around the world, became operational. It became available to the members of the ReferNet network early in 2004.

(j) Finally, the news services will be consolidated in line with the redevelopment of the Cedefop website and the journalists' network to be established in 2004.

Activity Field 2:

raising visibility and use of the European training village

D.2.1 **Proposed outcomes in 2003**

(a) *Establish the technological platform for the KMS.*

(b) *Raise ETV user rates generally by 30 % and raise the profile of candidate countries' presence in, and use of, the ETV.*

(c) *Organise jointly managed areas of electronic activity with the European social partners.*

(d) *Put the following databases online:*
   • *lifelong learning;*
   • *a pilot database for experts, papers and projects in Cedra (the Cedefop research arena);*
   • *common certificates.*

(e) *Host the Career Space.*

(f) *Enhance the user management system.*

(g) *Enhance the ETV homepage.*

(h) *Implement the procedure for providing specific information resources for the candidate countries.*

(i) *Conduct online surveys.*

(j) *Consolidate the regular publication of a quarterly e-learning electronic newsletter and strengthen the awareness and application of learning technology standards and specifications. Increase the number of registered users by at least 10 %.*

D.2.2 **Activities/results in 2003**

(a) An initial version of the knowledge management system on the 11 KMS themes in the ETV was operational by end-November 2003. At the same time, selected virtual communities of practice – encompassing over 3 000 users – were integrated to allow users seamless access to ETV resources. The revised thematic overviews and the results of the work on counselling and guidance are available to all ETV users.

(b) The total number of ETV registered users increased from 28 506 at the end of 2002 to 38 000 at the end of 2003, a net increase of 33 % in line with the target of a 30 % increase over the year. The total number of ETV users from future Member States and candidates countries increased from 1 593 in 2002 to 2 898 in 2003, an increase of over 82 %. The tables in annex give a detailed breakdown of user statistics for the year.

	2002 from 01/02	2003 from 01/03 to 09/03
Hits average per day	38 012	41 673
Visits average per day	930	1 374
Visitors who visited more 1x	24 532	32 652

See ETV's full statistic reports 2002 and 2003: http://check/stats/default.asp.

(c) Conceptual work was completed on revamping the existing social partners house in the ETV and development work commenced. Planning and setting up a database on sectoral qualifications was completed. This database will also be made available through the social partners house.

(d) The prototype for examples of good practice in lifelong learning database and the template for the input of information were prepared. Content for the database was also collected and the prototype will be tested and, where appropriate, modified. The Cedra database for projects (the European research overview (ERO) was developed and successfully passed the testing phase. It is expected to be live in February 2004. The common certificates website is accessible through the ETV in, English, French, Greek and Italian. It contains a reference glossary as well as information on methods to develop common certificates.

(e) The Career Space website has been hosted on the Cedefop server since the beginning of 2003. Maintenance of the content is carried out by the Career Space consortium, while technical problems connected to the server are dealt with by Cedefop. At ICEL's request, monthly statistics reports have been customised in-house to serve better their needs.

(f) Development work is progressing on upgrading the user management and profiling system and to personalise the information ETV users require. The plan is to enable users to identify specific topics about which they would like information. Users will also be able

to select for themselves the information they receive. In this way, each individual's homepage as they enter the ETV will be personalised. This approach will include the 11 themes in the KMS structure. Current ETV fields of interest will be adapted and more fields will be added to the overall KMS structure. More electronic mailing lists will be created according to users' preferences.

(g) ETV homepage's improvement is personalising the site. Information will be displayed according to the users' preferences. Layout of the homepage has to be adapted accordingly. The news items available on the News Desk will be organised by category.

(h) A survey on enlargement was launched to find out what the general opinion inside and outside the EU borders is and what the users needs in VET systems are. The results of this survey will be used to develop a useful section on enlargement. All the news items should be stored in one single database. Development for improving and restructuring the news database has been carried out.

(i) An e-learning survey on technology-supported learning was launched in January 2003. Over 1 200 people answered indicating that the level of interest in the use of IT in learning is increasing. The report on technology-supported learning is available online under the e-learning section of the ETV.

(j) To date news on e-learning developments and trends have

been disseminated either by online electronic reports or as news items in the existing ETV news. Consultations have taken place with the editorial team of the European Commission's e-learning portal to exchange and publish relevant news items. Cedefop also moderated one virtual forum on the Commission website on e-learning in SMEs.

Activity Field 3:
databases and ReferNet within the KMS

D.3.1 **Proposed outcomes in 2003**
(a) *Set up a solid basis for administering, managing and animating the ReferNet.*
(b) *Start a number of extranets within ReferNet and open up the network to the world of education.*
(c) *Integrate existing library and documentation facilities fully into KMS (including VET-Bib, European training thesaurus, digital library and bookshop).*
(d) *Assure certification at ISO 9001 standard on library and documentation quality management.*
(e) *Arrange for Europe's major citation databases to include Cedefop publications.*

D.3.2 **Activities/results in 2003**
(a) General objective:
    In 2002, the decision was taken to reorganise Cedefop's existing systems for collecting, storing, analysing and disseminating

information on vocational education and training into a new coordinated system of national consortia, called ReferNet. ReferNet collects and updates online databases and information services, provides reviews of vocational education and training systems and policy developments, and contributes towards developing a concerted approach to research. Each national consortium is made up of representative vocational education and training organisations and institutions: http://www.cedefop.eu.int/ directory.asp?refernet

ReferNet is an indispensable pillar for delivery of information to be processed within the transversal KMS. The information received is reviewed, edited and analysed in-house to prepare the material for open access dissemination both in its original form and transversal, integrated thematic analyses (see also Area B).

ReferNet is managed by the library, documentation and archives service. The library's principal objective is to acquire, process and disseminate printed and electronic material on vocational education and training. The service also manages a series of databases, the major one being VET-Bib containing over 43 000 references to published and electronic material on vocational education and training as well as links to other libraries. The service also oversees the development and deployment of web-based

technologies for Cedefop's e-media services.

(b) Based on the outcome of a feasibility study, a call for tender was launched in August 2003. An ad hoc task force ensured the follow up of the feasibility study. Offers were analysed and a software solution was acquired in 2003, the deployment of which should start at the beginning of 2004. The new platform will allow Cedefop to implement a new strategy for managing and animating the overall network of reference and expertise, at the moment composed of over 200 members (national coordinators organisations or national consortia members).

During 2004, the network will be enlarged by:
• other European and international organisations, within a ReferNet international consortium;
• organisations from the 10 ACs, and the 3 remaining candidate countries.

The new solution for an improved Intranet-Extranet will give all Cedefop staff members and (external) partners access at the same time and from one single access point to: intranet, extranets and websites.
• 'One-stop-access'

The new platform will provide the appropriate functionalities for document management (EDMS) and improved information retrieval, collaboration, workflow management and content publishing. This integrated approach will have positive

implications for Cedefop's internal work and our partners and networks, increase visibility and improve the service to companies and individuals.

(c) The new version of Cedefop's library automation software, Aleph 14.2, installed in 2003, allows the search and interrogation of several databases, databanks and OPAC at the same time.

A complete inventory of all databases available on the European training village was concluded, with practical recommendations for eliminating duplication and to increase future interoperability.

(d) All procedures are under revision by the staff members concerned and new indicators were developed. A staff member from the financial unit conducted an internal audit in November and the report was discussed during an internal management review.

The certification procedure was presented during the integrated quality management benchmarking network meeting, 11 December 2003, organised by EMEA (London). Final certification by BSI (British Standards Institute) was expected in January 2004.

(e) Cedefop has concluded agreements with the major database producers in social sciences, especially the databases covering education and training.

A full report for the year 2003 will be made available at the beginning of 2004.

At present, all Cedefop publications are systematically cited in the following databases:

- ERIC (Educational resources information center), a national information system funded by the US Department of Education's Institute of Education Sciences to provide access to education literature and resources.
- Francis (Internal humanities and social sciences database), which is produced by the Institut de l'Information Scientifique et Technique du Centre National de la Recherche Scientifique (INIST-CNRS). The Francis database contains over 862 000 records covering a wide range of multilingual, multidisciplinary information in the humanities, sciences and economics.
- Library of Congress (Washington): the largest library in the world, with more than 120 million items on approximately 530 miles of bookshelves.
- ECLAS (European Commission Libraries Catalogue). ECLAS is a bibliographic database consisting of approximately 350 000 completed catalogue records in the domain of European affairs; about 7 000 new records are added annually.

Cedefop was also added to the International Bibliography of the Social Sciences (IBSS).

Following a specific agreement in January 2003, Cedefop and its VET-Bib database are cited in different and visible places on the official website of the European Commission, Europa.

Area D

Financial and human resources (2003)	Estimates (¹)	Implementation (²)
Full-time equivalent total Area D staff: 41	2 465	2 657
Activity field 1: dissemination and publications	578	464
Activity field 2: the European training village (ETV)	354	356
Activity field 3: databases and ReferNet within the KMS	597	866
Total €	1 529	1 686
Titles 1 **+** 3	3 994	4 343

(¹) The estimates are based on the final budget 2003 and the transfers realised.
(²) The implementation figures for the activity fields include the costs of the contribution to the KMS.

Administration, facilities and resources

Those working in this section are Spyros Antoniou, Colin Mc Cullough, Hélène Hamers, Niall McHale, Werner P. Herrmann, Pavlos Longinidis, Trine Pedersen, Stavros Stavrou, Isabelle Thomas-Kollias, Lazaros Tossounidis, Johan van Rens.

Main developments

Implementation of the new financial rules

Cedefop's Management Board adopted Cedefop's new financial rules at its March 2003 meeting. The Management Board also adopted the Standards for internal control within Cedefop's services (including a timetable for implementation) as well as a note on the internal control system.

A complete revision of rules and procedures was initiated to provide staff with clear guidelines for their administrative, contractual and financial responsibilities.

The subdelegation of budget powers is being implemented gradually in parallel with the training of staff. Fibus, the Cedefop accounting and administrative tool, will be further refined.

Cedefop continued to follow existing practice in the budget and work programme but is considering streamlining the budget nomenclature and bringing the operational part more in line with its main activities.

Internal efficiency and workflow management

An internal task force on electronic cooperation, streamlining and interoperability was set up to find solutions for improved workflow between Cedefop's electronic tools and databases. It also examined the possibilities of harnessing ICT for improved project management and workflow (planning, monitoring and reporting). Implementation will start in 2004.

Staff reform and human resources

Developments in relation with the staff reform were followed, new working time rules were introduced and staff reporting and promotion were brought in line with EC rules.

Cedefop, with the Commission and other agencies, is reassessing staff policy and recruitment in the agencies, including the possible use of the new European Communities Personnel Selection Office.

Training

The general training rules have been rewritten and an induction programme has been set up. In general, the planning of training has significantly improved and has become more responsive to training needs.

Time management and team building training were organised and further management training is planned. General and specific training will also be organised in relation to the new financial rules (see above).

With the pending introduction of the career development review, management training has been emphasised (e.g. time management, team building and interviewing techniques). In 2004, focus will be on general management skills.

The introduction, in 2003, of social welfare seminars was a new initiative. The aim of these seminars is to help staff integrate into Greek society by fostering understanding of its history and customs.

Finally, an away day involving all staff was organised on internal cooperation, especially on the KMS.

Towards enlargement

- **Extension of the headquarters:** the issue has been considered, *inter alia*, based on a feasibility study for extension of the Cedefop building carried out by the former architect of the Commission. A more detailed analysis of the working space will be undertaken and the subject will be further discussed.
- **Budgetary provision:** the 2004 budget provides for the costs of enlargement, including human resource expenditure. The cost of

familiarisation activities for the ACs until April 2004 are covered and a continued familiarisation programme for Bulgaria, Romania and Turkey is expected.

- **Training:** in December 2003, a training seminar on the process of EU enlargement was provided for all Cedefop staff supported by the European Commission (DG ENLARG) and ETF. More training on the acceding countries, and more specifically on their VET-related issues, is planned for 2004.

Area E

Financial and human resources (2003)	**Estimates (¹)**	**Implementation (²)**
Full-time equivalent total Area E staff: 40	2 300	2 253
Activity field 1: implementation of Management Board decisions		
Activity field 2: improving internal efficiency and effectiveness		
Activity field 3: preparation for enlargement		
Activity field 4: evaluation of Cedefop's work		
Total €	279	236
Titles 1 + 3	2 579	2 489

(¹) The estimates are based on the final budget 2003 and the transfers realised.
(²) The implementation figures for the activity fields include the costs of the contribution to the KMS.

Annexes

Cedefop 'visibility' performance indicators, publications and translations lists 2003

Electronic media indicators

1.1. Cedefop website graphs

1.1.1. Number of successful hits for entire site

						26 889 523
					9 459 340	
				3 520 274		
			3 520 274			
1 482 851	2 205 460	2 961 994				
1997-98	1999	2000	2001	2002	2003	est. 2003

1.1.2. Average number of hits per day

						73 670
					56 695	
				25 845		
		6 647	9 618			
2 028	3 078					
1998	1999	2000	2001	2002	2003	est. 2003
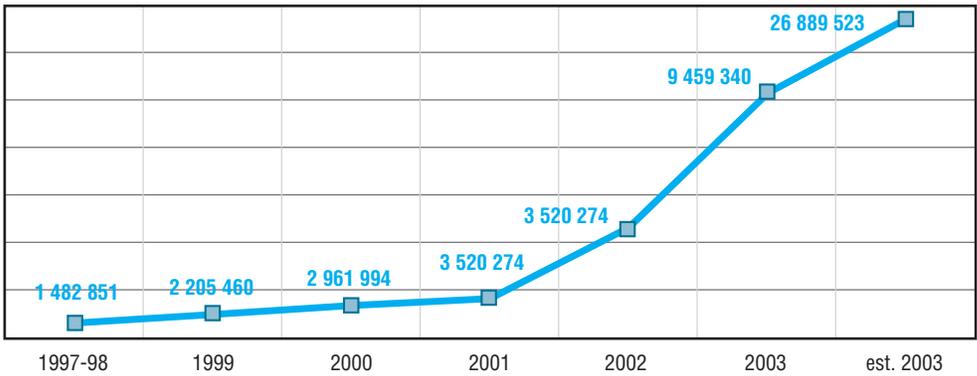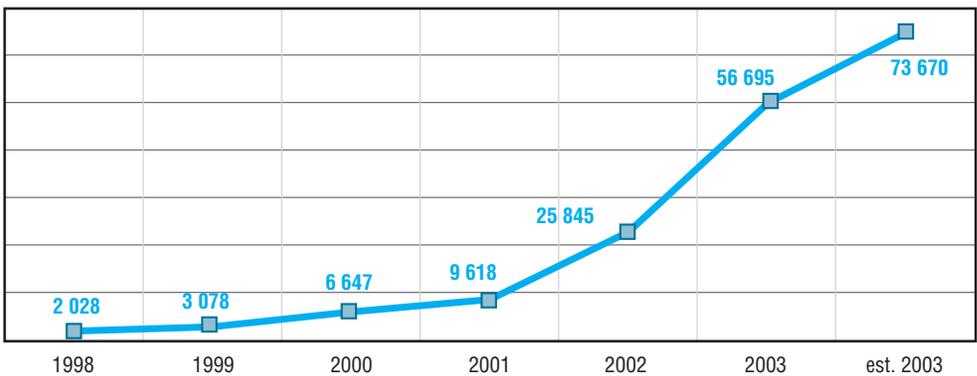
1.1.3. **Subscribers to the newsletter 2002 - January 2004**
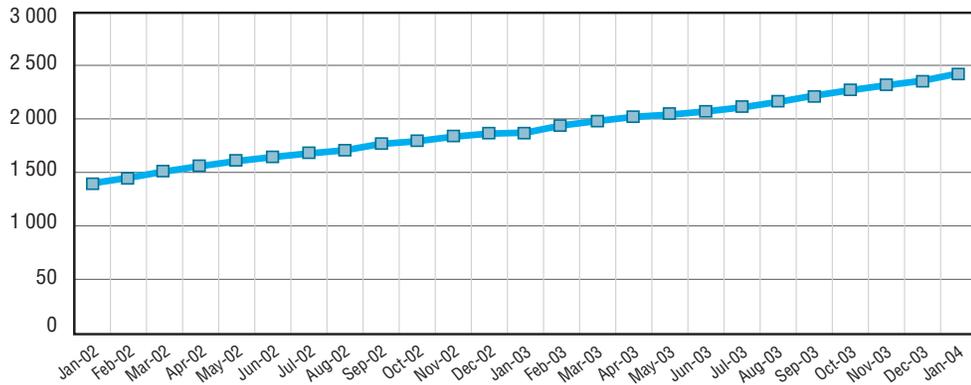
1.2. ETV graphs

1.2.1. **ETV users in the EU Member States and the EEA (Feb. 2004)**
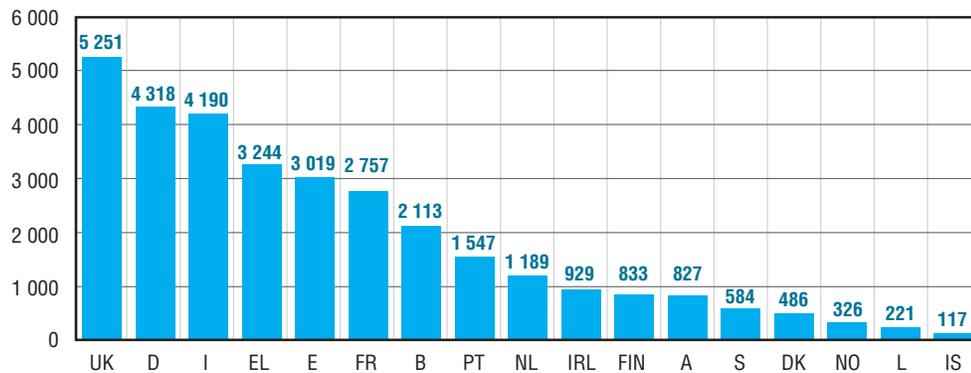
1.2.2. **ETV users in future Member States and candidate countries (Feb. 2004)**
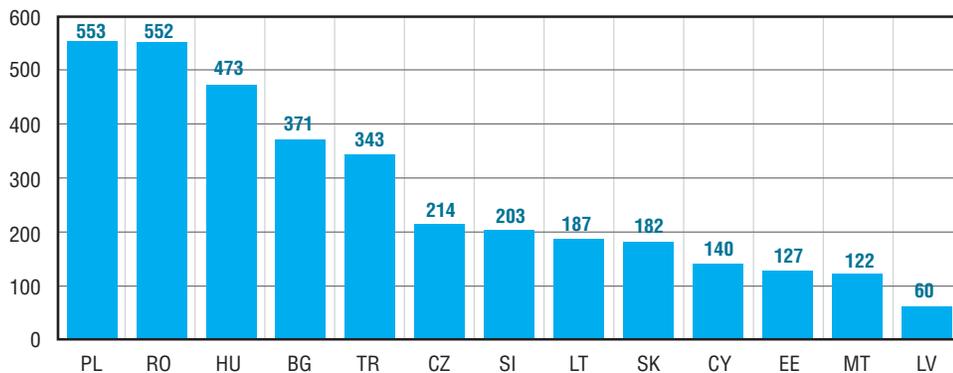
1.2.3. **Evolution of the number of registered users**
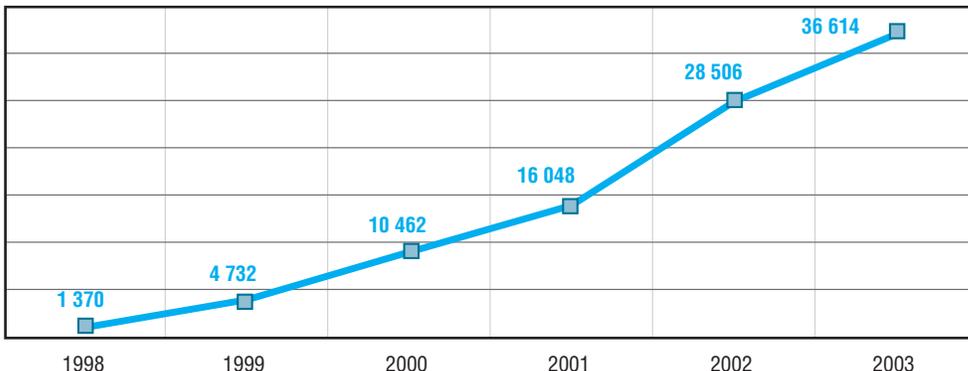
1.2.4. **Number of user sessions (visits)**
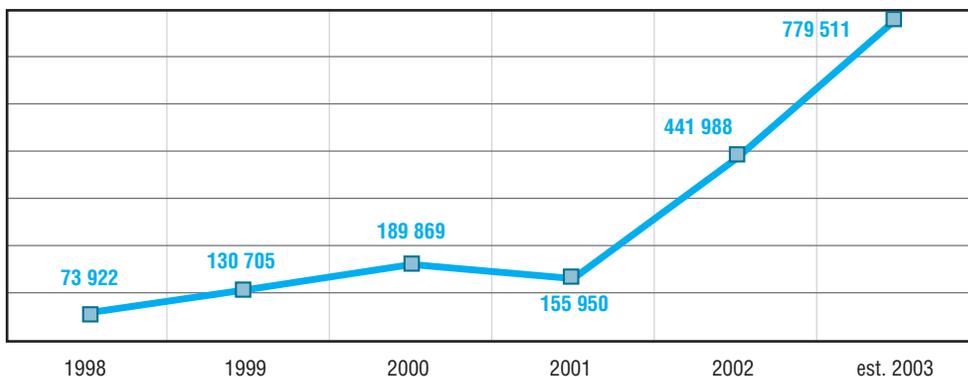
1.2.5. **Content**
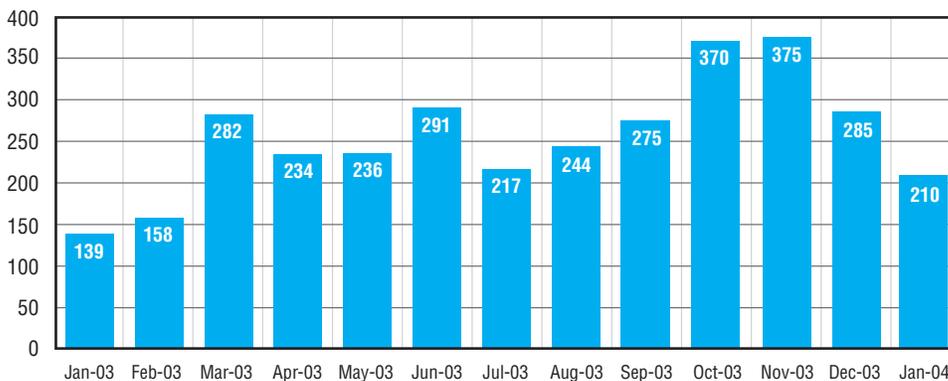
This graph indicates the items of new content that are uploaded into the communities. A steady level of content to 200-250 items/month, indicates also a steady rate of participation within the communities.

1.2.6. **Members - new**
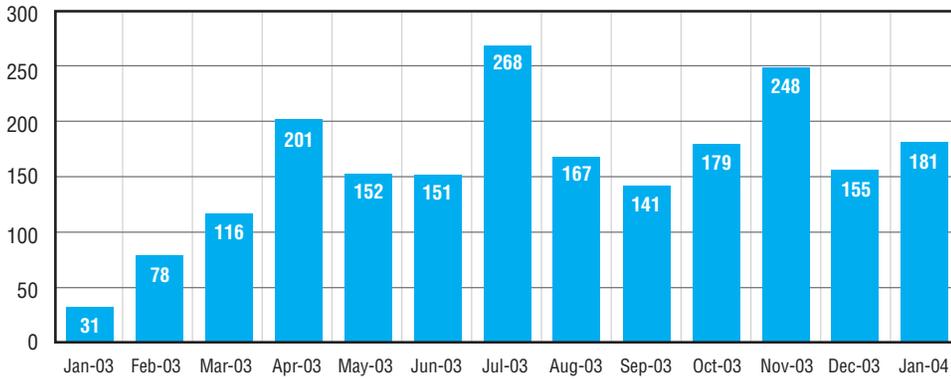
The total number of unique members for the virtual communities are: 2 068.
The total number of active members in the virtual communities are: 3 855.

1.2.7. **Communities - new**
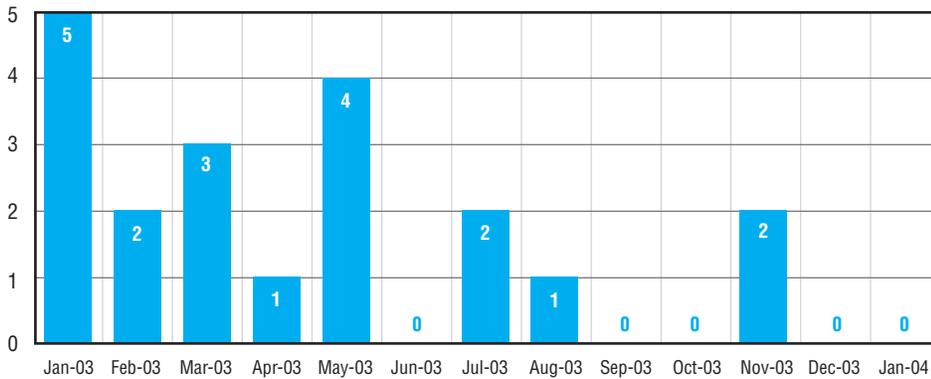
During the year, 20 virtual communities have been established.

ANNEX 1
62 **Cedefop visibility performance indicators,
publications and translation lists 2003**

1.3. Cedefop Virtual Communities Activity Report

Date	Members - new	Communities - new	Content	Page views - total
January 2003	31	5	139	5 127
February 2003	78	2	158	13 653
March 2003	116	3	282	20 354
April 2003	201	1	234	23 236
May 2003	152	4	236	31 849
June 2003	151	0	291	30 430
July 2003	268	2	217	34 772
August 2003	167	1	244	26 775
September 2003	141	0	275	33 643
October 2003	179	0	370	17 622
November 2003	248	2	375	45 066
December 2003	155	0	285	33 429
January 2004	181	0	210	46 111
TOTAL	**2 068**	**20**	**3 316**	**362 067**

1.4. Summary of ETV activity 2003

	2002	2003
Number of ETV registrants (break-down by EU and EEA, and ACs	total of 29 620	40 173
Number of successful hits for the entire website	13 912 668	15 252 318
Number of page views	2 929 144	2 529 687
Number of document views	1 748 060	1 500 417
Number of visits	340 722	502 943
Average number of hits per day	38 012	41 673
Average number of page views per day	8 003	6 174
Average number of visits per day	930	1 374

1.5. Summary of Cedefop website activity 2003

	2002	2003
Number of successful hits for the entire website (graph 1.1.1.)	9 459 340	20 323 484
Number of page views	1 130 124	1 927 103
Number of visits (graph 1.2.4.)	441 988	974 967
Average number of hits per day (graph 1.1.2.)	25 845	55 680
Average number of page views per day	3 087	5 279
Average number of visits per day	1 207	2 671

1.6. Glossary

Hit	An action on the website, such as when a user views a page or downloads a file.
Page views	Also called page impressions. Hit to HTML pages only (access to non-HTML documents are not counted).
User session	A session of activity (all hits) for one user of a website. A unique user is determined by the IP address or cookie. By default, a user session is terminated when a user is inactive for more than 30 minutes. This duration can be changed from general panel in the options, web log analysis dialog. Synonym: visit.
Visit	Commonly called user session. All activity for one user of a website.

ANNEX 1
64 **Cedefop visibility performance indicators,
publications and translation lists 2003**

Publications indicators

1.7. Summary of publications activity 2003

	2002	2003
Number of titles produced (non-periodicals) – for sale (graph 2.1.1.)	8	7
Number of titles produced (non-periodicals) – free of charge (graph 2.1.1.)	24	19
Free of charge publications (number of distributed copies upon request) (graph 2.1.2.)	8 809	9 805
Subscriptions to the *European journal vocational training* (free/paying) (graph 2.1.3.)	2 604	2 346
Cedefop Info subscriptions (languages) (graph 2.1.4.)	8 521	8 523

1.7.1. Number of titles produced (non-periodicals)
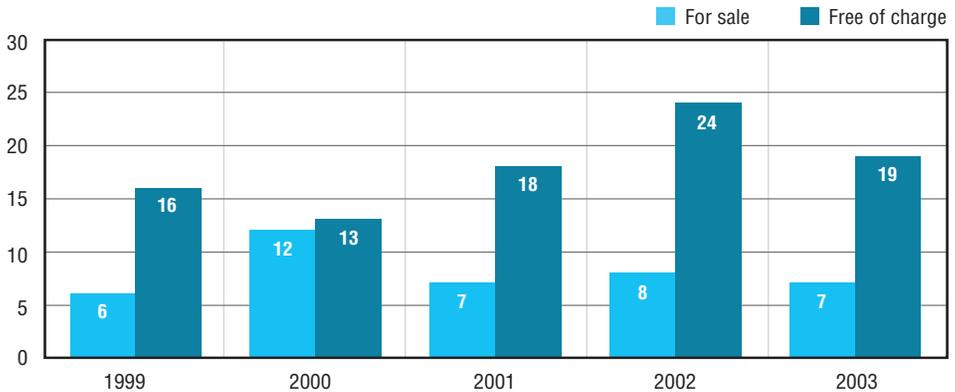
1.7.2. Free of charge publications (number of distributed copies)
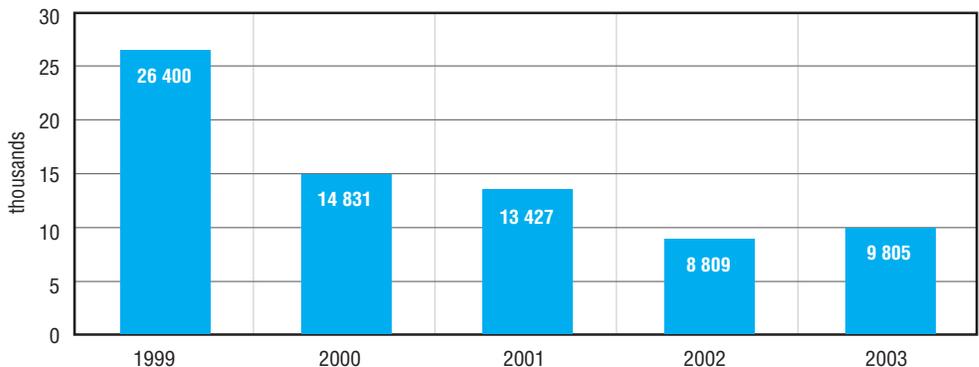
1.7.3. *European journal vocational training* subscriptions

Paying — Free

	1999	2000	2001	2002	2003
Paying	1 850	1 824	1 943	1 538	1 324
Free	1 103	1 044	1 172	1 066	1 022
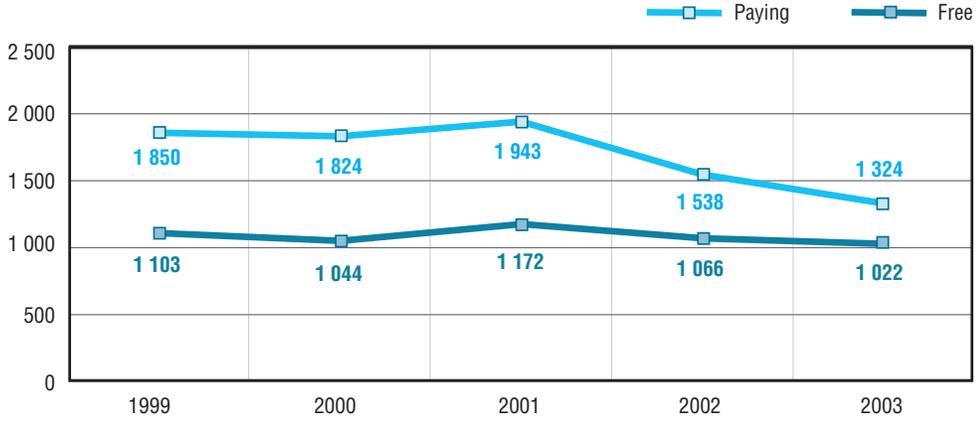
1.7.4. *Cedefop Info* subscriptions (by language)

2002 ■ 2003

	DE	EN	FR
2002	3 398	2 951	2 172
2003	3 357	2 991	2 175

ANNEX 1
66 **Cedefop visibility performance indicators,
publications and translation lists 2003**
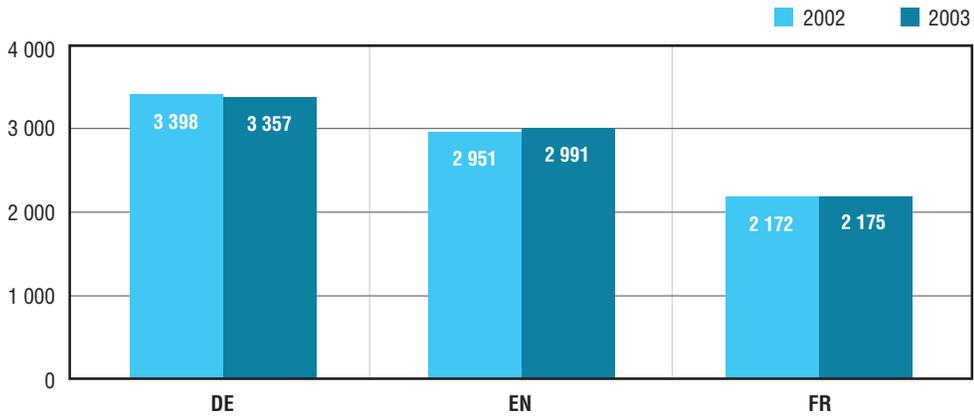
1.8. The following publication titles were translated in 2003 (* source language)

Work Programme 2003		EN*, DE, FR, EL
Annual Report 2002		EN*, DE, FR
Medium-term priorities		EN*, EL
Cedefop Financial Regulation and Implementing rules		EN*, DE, EL, FR
Vocational Training Journal, Issues 27, 28, 29		DE, EN, ES, FR
Cedefop Info Issues 1, 2+3/2003		DE, EN, FR
Agora IX		EN, PT
Agora X		DE, EN, IT
Agora XI		DE, EL, EN, FR
Agora XII		DE, EN, EL
Agora XIII		DE
Agora XV (Report)		DE*, EN, EL, FR
Agora XVIII (Report)		EL*, DE, EN, FR
OECD Reports on Information, Guidance and Counselling:	Greece Iceland Italy Sweden Portugal Luxembourg Belgium Synthesis Report	EL*,EN, FR; EN*, FR; IT*, EN, FR; EN*, FR PT*, EN, FR; FR*, EN FR/NL*, EN (in progress); FR*, EN
Innovations for integrating low-skilled workers into life-long learning and the labour market		DE*, EL
Lifelong learning: citizens' views		EN*, DE, FR
Facing up to the learning organisation challenge Vols I, II		EN*, FR
Terminology of vocational training policy – a multilingual glossary for an enlarged Europe		DE, EN, FR, CZ, HU, PO
Cedefop Thesaurus		DA, FI, NL SV (in progress)
Learning for Employment – Executive Summary, 2nd Policy Report		EN*, DA, DE, EN, ES, FI, FR, IT, NL, PT, SV, CS, ET, HU, LT, LV, MT, PL, SK, SL
Vocational education and training in Italy – Short description		IT*, DE, EN, FR
Contributions to Research Report		DE*, EN
Early recognition of skill requirements in Europe – Conference documents (various languages)		into EN

1.8.1. **Pages requested for translation 2003**

	EN	DE	FR	ES	EL	NL	DA	SV	FI	IT	PT	NO	IS
	2 866	2 401	2 370	1 008	529	396	393	358	356	175	145	13	4

	SK	CZ	PL	HU	ET	LV	LT	MT	SL	BU	RO	TK
	91	81	81	56	51	51	51	51	51	3	3	3

ANNEX 1
68 **Cedefop visibility performance indicators,**
publications and translation lists 2003
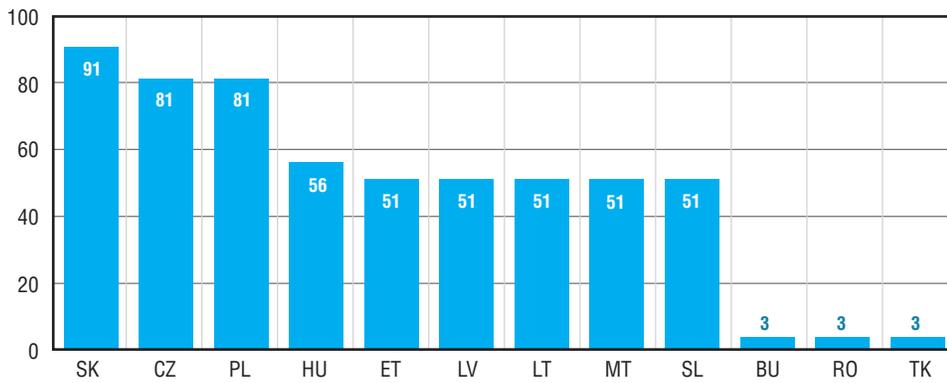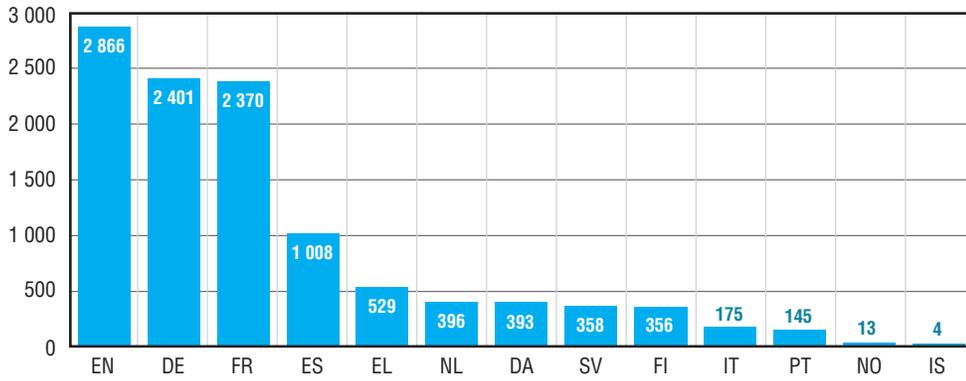
1.9. Titles of publications
produced in 2003

EN	Perspectives for European e-learning businesses
ES	La internacionalización y las nuevas cualificaciones necesarias en la pequeña empresa europea
FR	Internationalisation et évolution des besoins en compétences dans les petites entreprises européennes
EL	Καινοτομίες για την ένταξη ανειδίκευτων εργαζομένων στη διά βίου μάθηση και στην αγορά εργασίας
FR	Construire la société de la connaissance
EN	Future education: learning the future
EN	Quality of agricultural products and protection of the environment: training, knowledge dissemination and certification
EN	Facing up to the learning organisation challenge
EN	Early identification of skill needs in Europe
EN	EDEX. Educational expansion and labour market
EN	Internationalisation and changing skill needs in European small firms
EL	Ευρωπαϊκά πληροφοριακά κέντρα στην Ελλάδα
EN	Work programme 2003
DE	Arbeitsprogramm 2003
FR	Programme de travail 2003
EN	Medium-term priorities 2003-06
DE	Mittelfristige Prioritäten 2003-06
FR	Priorités à moyen terme 2003-06
EL	Μεσοπρόθεσμες προτεραιότητες 2003-06
EN	Key figures on vocational education and training

EN	Lifelong learning: citizens' views
DE	Lebenslanges Lernen: die Einstellungen der Bürger
FR	L'éducation et la formation tout au long de la vie: l'avis des citoyens
EN	Annual report 2002
DE	Jahresbericht 2002
FR	Rapport annuel 2002
EN	Learning for employment
DE	Beschäftigung durch Ausbildung
FR	Apprendre pour l'emploi
IT	Apprendere per l'occupazione
DE	Agora X
EN	Agora X
IT	Agora X
DE	Das Berufsbildungssystem in Griechenland
EN	Vocational education and training in Greece
FR	Le système de formation et d'enseignement professionnels en Grèce
ES	Ágora XII
FR	Agora XII
EN	Agora XII
DE	Agora XII
EL	Αγορά 12
ES	Ágora IX
DE	Agora IX
EN	Agora IX
PT	Agora IX
ES	Ágora VII
DA	Agora VII
DE	Agora VII
FR	Agora VII
EN	Agora VII
EL	Αγορά 7

IT	Sistema di istruzione e formazione professionale in Italia
EN	The vocational education and training system in Italy
DE	Das Berufsbildungssystem in Italien
FR	Le système de formation et d'enseignement professionnels en Italie
PT	Agora XI
FR	Agora XI
EN	Agora XI
DE	Agora XI
EN	Vocational education and training in Iceland
EN	Vocational education and training in the Netherlands
EN	The financing of vocational education and training in Greece
EN	The challenge of e-learning in small enterprises
EN	Lifelong learning bibliography: a European VET perspective
EN	Vocational education and training in the Netherlands
EN	Vocational education and training in Luxembourg

ANNEX 2
Human resources

Staff situation at 31 December 2003
There is a staff complement of 83 posts.

**On 31 December 2003 the Centre employed 79 staff
on the basis of the table of posts:**

34	A category staff	of whom 13 are officials and 21 are temporary (6 on indefinite contract),
18	B category staff	of whom 4 are officials and 14 are temporary (10 on indefinite contracts),
24	C category staff	of whom 10 are officials and 14 are temporary (11 on indefinite contracts),
3	D category staff	of whom 1 is official and 2 are temporary (on indefinite contracts).

Of a total of **51** temporary staff, 29 are employed on indefinite and 22 on fixed-term contracts.

Of the **28** officials, 14 were part of the Centre's staff in Berlin and 14 have been recruited in Thessaloniki.

There are also 6 auxiliary staff,
19 local staff,
9 national seconded experts and
7 trainees (6 in Thessaloniki and 1 in the Brussels office).

The Centre maintains:
- 9 service contracts: medical officer (one person present two afternoons per week), computer department (five persons), public relations (one person), documentation and library (two persons), kindergarten (one person).
- 12 interim agents: study visits (two persons), electronic media (two persons), legal and contract management (one person), support to experts (two persons), administration (one person) finance department (two persons), translation and publications departments (one person), KMS (one person).

- Also, when necessary, a specific service contract provides for one or two security guards to be at the disposal of the Centre 24 hours a day, in three shifts.

    On 31 December 2003 there were 111 staff working in the Centre, because one person was on CCP and another on secondment in the first six months.

Their composition can be categorised in a number of ways:

By nationality

L | 1%
I | 4%
B | 7%
UK | 8%
SW | 1%
IRL | 4%
E | 1%
NL | 2%
FIN | 2%
A | 2%
PL | 3%
PT | 2%
DE | 8%
IS | 1%
FR | 15%
CZ | 2%
RO | 1%
DK | 3%
EL | 33%
NO | 2%

By gender

MEN | 35%
WOMEN | 65%

By age

<30 | 18%
31-40 | 33%
51-60 | 20%
41-50 | 26%
>60 | 3%
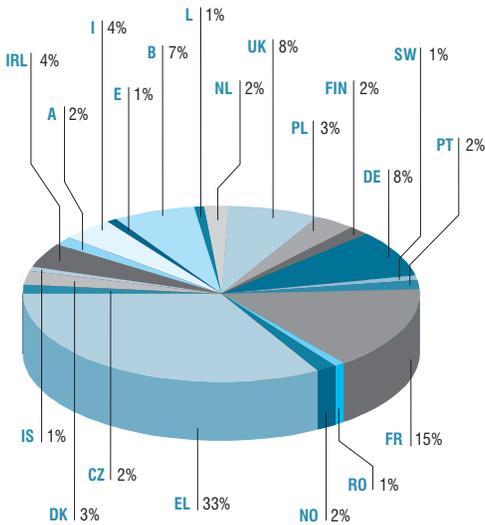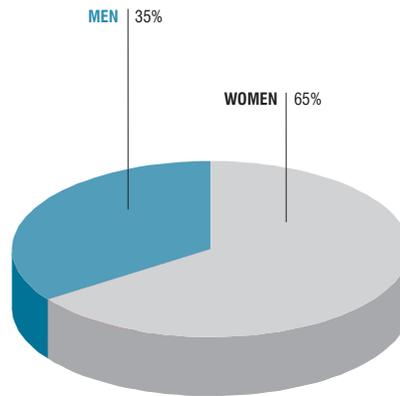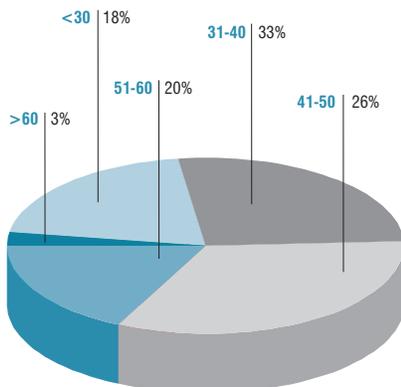
By years of service at Cedefop
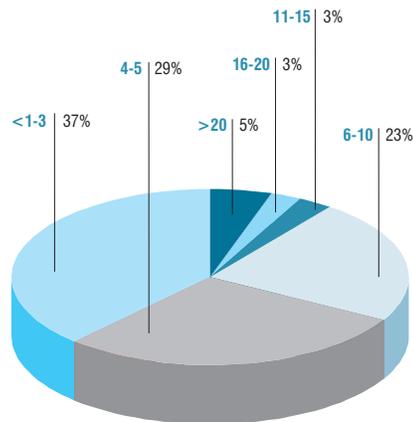
11-15 | 3%
4-5 | 29%
16-20 | 3%
<1-3 | 37%
>20 | 5%
6-10 | 23%

Internal staff allocation to areas (¹) in 2003

1. Directorate

Johan van Rens, *Director*
Stavros Stavrou, *Deputy director*
Werner P. Herrmann, *Senior advisor*
Colin Mc Cullough, *Assistant*
Ginette Manderscheid, *Assistant to the directorate*
Michèle Boucouvala-Ketterer, *Secretary*
Christine Sonzogni, *Secretary*

Staff Committee
Mara Brugia, *Chairwoman*
David Crabbe, *Deputy chairman*
Theodoros Abazis
Josephina Kiorpelidou
Anne Waniart

2. Area A: developing research

Area coordinator:
Manfred Tessaring

2.1. <u>Research cooperation</u> – Mette-Beyer Paulsen, Barry Nyhan, Manfred Tessaring, Petr Vicenik, Norbert Wollschläger
2.2. <u>Research reporting</u> – Pascaline Descy, Manfred Tessaring
2.3. <u>*European journal vocational training*</u> – Eric Fries-Guggenheim
2.4. <u>Agora Thessaloniki</u> – Norbert Wollschläger

Secretaries: Gundula Bock, Titane Delaey, Béatrice Herpin, Rauni-Helena Puurunen, Marena Zoppi

3. Area B: reporting and facilitating a concerted approach

Area coordinator: Mara Brugia

3.1. <u>Reporting in the Knowledge Management System</u> – Michael Adams, Sylvie Bousquet, Pascaline Descy, Sarah Elson-Rogers, Corinna Frey, Anne-France Mossoux, Eric Fries-Guggenheim, Julie Murray, Dora Stefansdottir, Eleonora Waltraud Schmid
3.2. <u>Promoting the implementation of lifelong learning</u> – Mara Brugia, Sarah Elson-Rogers, Anne-France Mossoux, Colin Mc Cullough, Burkart Sellin, Dora Stefansdottir, Jennifer Wannan
3.3. <u>Good examples of practice database</u> – Michael Adams, Mara Brugia, Colin Mc Cullough
3.4. <u>A concerted approach to an open area of VET</u> – Tina Bertzeletou, Mette Beyer-Paulsen, Mara Brugia, Burkart Sellin, Philippe Tissot, Jennifer Wannan

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(¹) Repetition of names reflects simultaneous involvement in two or more projects.

Secretaries: Marise Alberts**,** Gundi Bock, Agnieszka Kunat, Yvonne Noutsia, Christine Nychas, Caroline White.

4. Area C: exchange and supporting partners

Area coordinator: Marie-Jeanne Maurage

4.1. LdVII Study Visits Programme – Marie-Jeanne Maurage, Giorgos Kostakis
4.2. Integrating Candidate Countries – Raluca Brinza
4.3. Support and service to stakeholders – Thomas Janson, Bodil Ullestad Lovas
Secretaries: Maria Berkat, Alessia de Martino, Stéphanie Wehrheim

5. Area D: information, communication and dissemination

Area coordinator:
Steve Bainbridge – Marc Willem (May 2003)

5.1. Dissemination and publications: Michael Adams, Steve Bainbridge, David Bond, Sylvie Bousquet, Alison Clark, David Crabbe, Anna-Grethe Dolberg Schomburg, Isabel Dreyer, Ioanna Nezi, Corinna Frey, Michalis Tanakidis, Philippe Tissot, Amaryllis Weiler-Vassilikioti, Norbert Wollschläger, Marieke Zwanink
5.2. Raising visibility and use of the ETV: Theodoros Abazis, John Karamanis, Stella Papargeris, Nancy Toussaint

5.3. Databases and ReferNet within the KMS – Bettina Brenner, Carlos da Cruz, Prisca Giordani, Adriano Graziosi, Maïte Santos, Anne Waniart, Marc Willem
Secretaries and local staff:
Marise Alberts, Stephen Andrews, Joanne Basiakou, Madeleine Cazals, Zacharoula Fotopoulou, Herma Hayes, Vania Kanakoglou, Mary Karagiozopoulou, Maria Karamanoli, Liisa Kelloniemi, Danai Kosmidou, Maria Nikolaidou, Peter Seifert, Eva Smirli, Annie Tsaika, Ismini Vouyouka, Dagmar Wolny

6. Area E: administration, facilities and resources

Administration
Niall McHale, *Head of administration*
Trine Pedersen, *Training coordinator*
Effie Nabhan, *Social welfare*
Sophie Belin, *Secretary*
Ekaterina Tzolas, *Secretary*

Finance
Hélène Hamers, *Head of service*
Kalliope Dovas, *Imprest accountant*
Athanasia Kalpakidi, *Accountant*
Philippe Joureau, *Deputy accountant*

Legal and contract management
Pavlos Longinidis, *Head of service*
Bernadette Mouffe, *Assistant*
Alessandra Cerutti, *Assistant*

Technical services
Conference service
Vassilis Boucouvalas, *Technical support*
Despo Mourmouris, *Conference service*

**Inventory, maintenance
and security services**
Bernard Gayraud, *Maintenance*
Alexis Papadopoulos, *Inventory*

**EDMS - mail - switchboard
and drivers**
Lia Chatzitheodorou, *Switchboard*
Dimitris Dimakopoulos, *Driver*
Josephina Kiorpelidou, *EDMS*
Anastassios Markoglou, *Mail service*
Théodoridis Théodoros, *Switchboard*

Restaurant
Aris Deliopoulos, *Cook*
Dimitris Nikolaïdis, *Restaurant
    manager*
Dimitris Tanis, Cook

Day Nursery
Martha Kyparissa
Sarka Zaveska-Deligianni

IT Department
Lazaros Tossounidis, *Head of service*
Spyros Antoniou, *Communications
    specialist*
Isabelle Thomas-Kollias, *Fibus
    coordinator*
Théodoros Sakellariou, *System
    administrator*
Chryssa Zekou, *Secretary*

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Council decision of 6 March 2003 (OJ C 64, 18.03.2003)

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Council decision of 6 March 2003 (OJ C 64, 18.03.2003)

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Council decision of 6 March 2003 (OJ C 64, 18.03.2003)

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Communication OJ C 88, 25.3.2000

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ANNEX 5

Report to the EP (European Parliament) on implementating the action plan as follow-up to the external evaluation of Cedefop

This is the last note of its kind because the time period for actions has ended. For 2001 and 2002 similar notes were sent.

In view of the clear indications for action and output given in the action plan, this report follows the specific actions and highlights progress in implementation in bold. Supporting documents, decisions, etc. are available upon request.

7. Organisation and management structure

ACTION AND OUTPUT	TIME FRAME	PROGRESS
7.1. A new organisational plan and management system will be developed and implemented. This will aim at providing: (i) a clear structure and division of tasks; (ii) an improvement in the overall internal coordination within the organisation by: • fostering a system of management by objectives, mission statements, medium-term priorities, annual work programme, area plan and individual work plans; • installing an area coordinators team; • defining clearly the responsibilities of the Director and the Deputy Director, the area coordinators, areas' and project managers' competences.	Completed	**The ¢irector introduced these changes. The Management Board (MB) has approved the establishment plan.** **A new organisational structure was introduced. It is built around the basic tasks of Cedefop and is composed of areas with area coordinators. As from 2003 the cohesion between mission and tasks of Cedefop, the medium-term priorities, the work programme and internal organisation is given.** **The Court of Auditors in its comments for the exercise 2001 had also pushed for such an approach. The discharge resolution of the EP welcomes this development.**

ACTION AND OUTPUT	TIME FRAME	PROGRESS
7.2. The future management structure will follow the objectives of delegation, accountability and transparency. Staff will get more responsibilities and professional autonomy in improving quality and outcomes. Special emphasis will be placed on the implications both of the management and administrative reform as implemented in the Commission and of the new Financial Regulation. Objectives are: i. increasing efficiency, coordination and corporate spirit; ii. balancing tasks with resources; iii. streamlining and simplifying administrative and financial management; iv. promoting a culture of service and quality in the light of changing stakeholders' needs.	Overall plan 2002 Implementation 2003 Completed 2003	**In line with the new Framework Financial Regulation, Cedefop's MB adopted Cedefop's new Financial Rules (http://www.cedefop.eu.int/ download/in_brief/ Finance_en.pdf) during its March 2003 meeting. The MB also adopted the 'Standards for internal control within Cedefop's services' to which a timetable for implementation was attached.** **The sub-delegation of budget powers is being implemented gradually in parallel with the training of staff. Individual task assignments and job descriptions are defined on the basis of the work programme.**
7.3. Internal information and communication will be streamlined to ensure open vertical and horizontal communication channels. The relations between our electronic tools (Internet, Extranet, ETV and Cedefop website) will be (re)defined. If relevant and possible, services will undergo an ISO check (with external help).		**Streamlining is on track and includes a new Electronic Data Management System (EDMS), a revised intranet and more open communication lines with Coordination Team and expert meetings. Cedefop has launched a call for tender to find solutions for improved workflow between our electronic tools and databases. Implementation started in 2003. The library/documentation service underwent an ISO audit and will become a member of the European Quality Management Forum.**

2. Human resource development

ACTION AND OUTPUT	TIME FRAME	PROGRESS
8.1. An overall inventory of competences based on activities and tasks of each staff member will be completed and matched to current skills needs in the Centre (with external help).	Completed 2003 Initial report to the MB in March 2002.	**An initial report has been delivered. Job descriptions have been made. A competence mapping plan is being executed. Cedefop will follow the initiatives of the European Commission.**
8.2. The corporate training plan will be based on the skill needs identified for the organisation and for optimal functioning of its staff. Staff in managerial positions will undergo training as required in quality management, personnel and project management as well as quality assurance.	Ongoing Report to the MB annually	**The planning of training has been improved, an induction programme has been set up, the general training rules rewritten, time management training organised, and management training has started and teambuilding courses have been held.**
8.3. Meticulous attention will be given to ensuring adherence to statutory recruitment procedures as required by the Staff Regulations.	Ongoing	**The Commission and the agencies are reassessing staff policy and recruitment procedures in the agencies, including the possible use of the new European Communities Personnel Selection Office.**

9. Budgetary and financial issues

	TIME FRAME	PROGRESS
9.1. Budget procedures will be further decentralised. Within the context of the activity-based budget (ABB) a staff vade-mecum on budgetary procedures for all staff will be drafted (with external help).	November 2002 for decisions in MB	**The formal decisions on the start of the decentralised budget procedure and related procedures are being dealt with in the context of the new Financial Rules of Cedefop, which took considerable efforts to introduce in time.**
9.2. ABB and Activity-based Management will be introduced (with external help).	Parallel activity in line with the reform process within the Commission	**Cedefop follows existing practice in the budget and work programme. As suggested during the visit of the Court of**

ACTION AND OUTPUT	TIME FRAME	PROGRESS
		Auditors, Cedefop is considering streamlining the budget nomenclature and bringing the operational part more into line with our main activities.
9.3. Identification of additional sources of external funding and increasing own revenue from products and services to help to cover the increased demands for our products and services.	Report to the MB annually in relation to preparation of the draft budget	**The MB laid down the principles in March 2002. Publication prices went up; for certain conferences, participants have to bear their own travel and accommodation costs and even sometimes to pay conference fees. E-commerce and electronic subscriptions are still under consideration.** **A survey to assess the possibilities is under way.**

10. Quality and output indicators

The quality of Cedefop's products and services will be defined in view of the needs of stakeholders, target groups and clients. Quality and output indicators will be developed and monitored (e.g. subscription level).	Development 2002. Report to MB November 2002. Implementation 2003	**The medium-term priorities for the period 2003-06 contain clear obligations to develop output indicators. The annual work programmes 2003 and 2004 set – as far as possible – specific targets, results and outcomes.** **Cedefop has not yet found optimal solutions because, among other reasons, it is difficult to indicate what our effects on policy development could be. Efforts will continue in the coming years.**

11. Improving the Centre's visibility, its information, communication and dissemination strategy

ACTION AND OUTPUT	TIME FRAME	PROGRESS
11.1. Cedefop's products and services 11.1.1. To enhance visibility of Cedefop, a detailed strategy will be developed including: • an examination of procedures concerning external enquiries; • directing information at more specific target groups; • improving the dissemination of major reports. Elements will be drafted to raise visibility at national level, to target specific groups and to formulate indicators for measuring progress within this exercise. The new reference and expertise network will play a central role in this context.	A strategy paper will be presented to the MB in March 2002. Full implementation with the new medium-term priorities	**The MB approved the strategy paper and the Director executed the decisions. The new medium-term priorities make implementation possible. The Reference and Expertise network (ReferNet) has been set up and will play an important role in the EU decision on the concrete objectives in education and enhanced cooperation in VET. Virtual communities are being set up and will make our service and products more visible and better used. More synergy with the Leonardo da Vinci programme is under development.**
11.1.2. The optimal incorporation of the ETV into the overall strategies of Cedefop will be ensured by detailed and targeted actions. Cedefop will search for complementarity and synergy with the Commissions' electronic services. Databases on important outcomes of Community initiatives and programmes will be further developed jointly with the Commission services.	Ongoing	**In close cooperation with the Commission our stakeholders and partners in this field (ETF and Eurydice), Cedefop is developing a knowledge management system (KMS), which will provide comparable data in a thematic way. The interoperability of the different databases will have to improve. A database on good examples of practice is now on its way and will include results of the Leonardo da Vinci and other EU programmes. Links with the ETV and the ReferNet are organised more systematically.**
11.1.3. The visibility of the products and activities of the Centre will be enhanced through the use of the ETV. The conditions are laid	Progress will be reviewed annualy	**The KMS will push the ETV as an interactive electronic platform and support tool for enhanced cooperation in VET in**

ACTION AND OUTPUT	TIME FRAME	PROGRESS
to make the ETV 'the European platform' for electronic cooperation between all VET stakeholders, experts and practitioners. The target will be to increase the number of registered users in the coming years by at least 10 % per year.		**Europe. The target for an increase in subscribers was exceeded. At the end of 2003 the number of subscribers will be close to 40 000 (i.e. it will have doubled in two years).**
11.2. **Leonardo da Vinci** 11.2.1. The overall impact of the Leonardo da Vinci programme will be enhanced by making the LdV results more visible. Cedefop will contribute by analysing innovative practices and by providing relevant information in the ETV. More specific tasks for the ETV might arise as a result of the ongoing activities on valorisation and dissemination of the results of the LdV programmes.	Ongoing	**Innovative practices were analysed (e.g. in the field of transparency, quality and the training of trainers). Cedefop contributed to the valorisation process and initiatives of the Commission in fields like mobility and quality. The links with the programme will be reinforced over the coming years. The synergy between Cedefop and the programme will become more tangible (thematic and transnational networks).**
11.2.2. The further development of the study visits programme will concentrate on: • increasing links with the LdV programme; • extending management and survey tools for an efficient implementation of the study visits; • involving more strongly the Candidate Countries (CCs) in the programme; • facilitating the participation of groups such as the social partners for which no other Community programmes exist; • diversifying further the study visits especially in content in		**All the elements were prepared through a 'masterplan' and specific working groups (on participation of social partners, dissemination, end-of-visit reports and new technology), in close collaboration with the European Commission and the National Liaison Officers (NLOs). New software for electronic cooperation and better networking has been developed. The data are transferred and productivity and efficiency increased. The NLOs have direct access and the new software facilitates the running of the programme. One of the challenges in the coming**

ACTION AND OUTPUT	TIME FRAME	PROGRESS
order to meet the specific needs of the target groups and to develop the Community's education and vocational training policy priorities; • promoting networks of study visits participants.		**period will be to add depth to study visits.**
11.3. **European & international organisations** 11.3.1. The cooperation with Eurydice is long standing but needs new action in the changing context, not least to achieve economies in resources. This is the purpose of cooperation agreement with Eurydice. Better relations and an intensified collaboration will be sought with ILO, Unesco and OECD in areas of common concern.	Ongoing and reporting in the *Annual report*	**Cooperation with Eurydice developed well. The second research report covered research developments in other countries and at international level. On various occasions, the ILO, Unesco and the OECD were involved in our activities. Cedefop also contributed to their conferences. Considerable progress has been made in setting up a consortium of international organisations, which will contribute to cooperation on the European dimension and stimulate international exchange and access to EU information resources.**
11.3.2. Cooperation in the international field will be strengthened through: • joint projects, partnerships and networks; • activities in major policy fields such as the conference on social partners' involvement in 2002 in cooperation with ETF and ILO and an international conference on lifelong learning with the OECD in summer 2003.		**In guidance and counselling Cedefop used the OECD approach to collecting data. The funding of lifelong learning is a theme of common interest with the ILO. The international conference was held at the beginning of June 2003 and was a success.**

ACTION AND OUTPUT	TIME FRAME	PROGRESS
11.4. **Cooperation with ETF** Implementation of the Cedefop and ETF cooperation agreement. This will be an integral part of the Cedefop work programme 2002. Continuation of the familiarisation process with the CCs and gradual integration of the CCs into the activities of the Centre assuming resources are made available by the CCs themselves or by Phare programme.	Ongoing	**The cooperation agreement with ETF and familiarisating CCs made good progress (see separate report to the European Parliament) Cedefop is preparing for the integration of the acceding States and, together with ETF, will implement an entry/exit strategy for acceding countries.**

11.5. **Network and forum activities**
  11.5.1. Cedefop will:
    • encourage its MB members and stakeholders to be actively involved in 'their' agency through working parties and use of Cedefop as a platform and tool for actions;
 	
    • assess its own role regarding the need to develop various networks which can be instrumental in furthering the objectives of the Community's vocational education and training policy and lifelong learning strategy. Special attention will be given to the role and activities to be developed by ReferNet which will strengthen a concerted approach to LLL;
 	
    • support further the work of the transparency and quality forums in taking up the challenges of the
	Ongoing	**MB members are actively involved in our work (research and policy reports, study visits programme, conferences, etc.). An 'Extranet' for the MB is operational. The KMS support group is functioning well.**
		
		Cedefop contributed in practical terms and through technical groups (transparency, quality, credit transfer, guidance, etc.) to the concerted approach in the field of lifelong learning and enhanced cooperation. The Copenhagen declaration (November 2002) explicitly refers to the support of Cedefop. The ReferNet will play a central role in building networks (virtual communities). Cedefop's medium term priorities 2003-06 clearly define the contribution to the implementation of the Future Concrete Objectives and the enhanced cooperation.
		
		Results of the transparency (certificate supplements, national reference points, European CV format) and the

ACTION AND OUTPUT	TIME FRAME	PROGRESS
Commission's communication on lifelong learning		**quality forums (action lines for the coming years) had an impact and served our stakeholders. Working groups established by the Commission will take this work further in conformity with the agreed timetables.**
11.5.2. Cedefop will also: • strengthen the activities of TTnet especially in the field of e-learning and the upgrading of skills and competences of teachers and trainers.	Ongoing	**Progress was considerable. TTnet supported the Commission's e-learning action plan and developed new approaches for upgrading skills and competences of teachers and trainers. The MB assessed the development of the TTnet and concluded that three aspects require attention in the coming period:** **• extension of cover to all EU and EEA states;** **• integration of the acceding countries;** **• extension of the network to trainers in industry.**

12. The Management Board (MB)

12.1. **Present working methods of the MB** The MB will: • concentrate on the political and strategic issues of VET; • participate in steering the work programme (activities and projects of the Centre); • nurture closer links with the staff on work content; • delegate parts of its administrative power and function to the Bureau in conformity with the existing regulation;	An initial note to be drafted for the MB in March 2002 Completed 2003	**The MB considered this initial note at its March 2002 meeting and was closely involved in the new approach for the medium-term priorities 2003-06, on which it decided at its November 2002 meeting. The new Financial Regulations include decentralisation of administrative power to the Director. The MB reflected on its functioning and composition**

ACTION AND OUTPUT	TIME FRAME	PROGRESS
• establish a clear mandate for the Bureau; • ensure a systematic and regular flow of information between the Bureau and the MB; • facilitate EU-level decision-making through Cedefop's scientific and technical expertise.		**and delivered an opinion to the Commission (see also 12 below). The changes in the Founding Regulation, planned for 2003, will be taken as the basis for establishing the Bureau's mandate.** **The flow of information is mainly electronic (Extranet), but will be further improved via a virtual community.** **The expertise of Cedefop is well used in the political process and its role recognised in the Council Resolution on enhanced cooperation in VET and in the 'Copenhagen Declaration'.**
12.2. **Preparing for the future** The MB will: • use systematically information and communication technologies; • make use of management tools in order to steer the Centre's activities and enhance the external impact of the Centre.	Ongoing	**Major investment in new hardware and software was made. Training was delivered and equipment well used. The increased external use of electronic tools is shown in an annex to the Annual Report 2002 and regular updates are available on the use of Cedefop's products and services.**
12.3. **The consequences of EU enlargement** The MB will reflect the consequences of enlargement. Cedefop will seek concerted approach with other quadripartite agencies. It will inform the Commission of its opinion. Aspects to consider are: • composition of the MB; • suggestions for changes to the Founding and Financial Regulations as well as the internal rules of procedure and modes of functioning.	Start 2002 Completed	**The MB considered its opinion on the future composition and functioning of the MB in a concerted way with the Bilbao and Dublin agencies. The 3 agencies sent their opinion to the Commission, which intends to propose changes to Cedefop's Founding Regulation in line with the opinion.**

13. Linking medium-term priorities and work programmes

ACTION AND OUTPUT	TIME FRAME	PROGRESS
To improve effectiveness and transparency the work programmes will provide: • evaluation criteria to monitor fulfilment of the medium-term priorities; • progress reports and annual report in line with the annual work programme; • a better structured process of preparation (including participation of the MB members) and the links between the medium-term priorities and the work programmes.	Ongoing	**The basic conditions for monitoring and reporting can be found in the new medium-term priorities 2003-06, the work programme 2003 and the annual report 2002. Regular progress reports were made available on the MB Extranet. Performance indicators have been introduced but still need further development (see above point 4).**

14. New medium-term priorities and work programmes

	TIME FRAME	PROGRESS
14.1. The new medium-term priorities will: • fully consider current policy initiatives of the Community such as the communication on LLL and future objectives for education and training systems; • relate to clearly formulated objectives bearing in mind less could mean better; • provide for a system of monitoring progress and reporting against these objectives.	Completed	**Supported by the observations of the Court of Auditors (2001 financial year), Cedefop established a programme ranging from the Founding Regulation, to medium-term priorities, annual work programme, plans of the areas (which are organised in conformity with our Founding Regulation), to individual job descriptions and work plans. The medium-term priorities and work programme 2003 are based on the EU policy objectives, the social partners' framework of action and organised in such a way as to provide optimum support for the enhanced EU cooperation (see Council Resolution 12 November 2002 and the Copenhagen Declaration).**

ACTION AND OUTPUT	TIME FRAME	PROGRESS
14.2. Future work programmes will: • formulate clear and measurable activities for the objectives of the medium-term priorities and have clear output and possibly impact indicators developed; • provide quality assurance as a means of assessing both the quantitative and qualitative success of Cedefop's activities; • give the MB the tools to prepare and to follow the implementation of the work programme.	Start 2002 Ongoing	**The work programmes 2003 and 2004 have been structured on the basis of the plans and indicators. On the indicators, progress still is needed. One option considered was organising electronic surveys on the assessment of our work.** **The recently developed European policy framework will also help to guide our contributions.** **The MB will have a mid-term review of the medium-term priorities at the first meeting in which the new Member States will participate (in May 2004).**

Study visits programme

Choice of themes for 2003

In accordance with the principle of subsidiarity, the content of visits is the responsibility of host countries.

We focus on a limited number of themes, so it is easier to identify follow-up actions, such as synthesis seminars, comparisons between different countries, avenues to be explored at future visits, research, publications, etc.

In the priorities proposed by the Commission (Council Decision of 26 April 1999) for 2001-03, the proposed themes for 2003 are:

(a) vocational training of young people;

(b) vocational training of adults;

(c) SMEs and ICTs: training and/or training needs to keep pace with the increasing use of new information and communication technologies (e-mail/web/e-economy) in small and medium-sized enterprises;

(d) quality of vocational education and training (VET) systems: methodologies introduced for assessing the quality of the systems, and/or the mechanisms put in place for assuring the quality of the training;

(e) the transport sector, an example of the effects of the social dialogue on training at sectoral level;

(f) the role of universities in vocational training today. How to strengthen the links between training institutions and working life;

(g) equal opportunities for men and women;

(h) miscellaneous.

Distribution by themes (2003)

Quotas	Week	9	10	11	12	13	15	16	19	20	21	22	24	26	27	Week	36	37	38	39	40	41	42	43	44	46	47	48	49
European Union Countries																													
32	**A**						A									**A**							E						
16	**Bfr**							B								**Bfr**							A						
16	**Bnl**								A							**Bnl**								B					
75	**D**			B		A			B							**D**	A							C				F	
25	**DK**	B	A													**DK**					D								
66	**E**					A									A	**E**						A		B					
66	**F**							A				C				**F**							K	F			B		
25	**FIN**								B							**FIN**										D			
32	**EL**					B										**EL**								C					
66	**I**				D			F								**I**						A					H	A	
25	**IRL**					A		B								**IRL**								F					
8	**L**															**L**					B								
35	**NL**				B	H										**NL**				A							H		
32	**P**					A										**P**							A						H
32	**SE**		A						B							**SE**			C					F					
66	**UK**		A					H					B			**UK**						A		B				C	
Candidate Countries																													
3	**BG**								A							**BG**													
8	**CY**							A								**CY**													
6	**CZ**															**CZ**			A										
6	**EE**									A						**EE**													
6	**HU**			C												**HU**													
3	**LT**															**LT**													
3	**LV**															**LV**													
4	**MT**					A										**MT**													
20	**PL**										B					**PL**											D		
7	**RO**															**RO**													
6	**SI**							F								**SI**				B									
7	**SK**		A													**SK**													
Associated																													
2	**FL**															**FL**								A					
8	**IS**															**IS**					B								
25	**NO**										B					**NO**	B	A											
		9	10	11	12	13	15	16	19	20	21	22	24	26	27		36	37	38	39	40	41	42	43	44	46	47	48	49

Legend:

- **A** — Young people
- **B** — Adults
- **A** — Links and interactions between initial and continuing training
- **D** — Quality in VET
- **C** — SMEs and ICTs
- **E** — Effects of social dialogue (transport)
- **F** — A new dimension for vocationsl training
- **K** — Equal opportunities
- **K** — Miscellaneous
- German (DE)
- English (EN)
- French (FR)
- Cancelled

Cooperation between Cedefop and the European training foundation
Summary joint progress report – September 2003

Introduction

1. Following the decisions of their respective Management and Governing Boards, Cedefop and ETF have continued their cooperation which started in 1997 with the 'Memorandum' and which was consolidated in 2001 in the Framework for cooperation between Cedefop and ETF during the enlargement process (http://www.Cedefop.eu.int/download/current_act/Cedefop_etf_0601.doc).

2. Both agencies support the familiarisation of acceding and candidate countries (ACCs) with the Community's policy developments in education, training and lifelong learning. This has long been a priority of the ETF and one of Cedefop's main activities in promoting a European area of lifelong learning in an enlarged European Union.

3. The Cedefop/ETF joint working group met twice (March and July 2003) to evaluate progress and plan the roadmap to accession. This summary report includes a more detailed section (7b) and a document comparing the objectives and tasks of Cedefop and ETF (Section 7c).

Facilitating the involvement of acceding and candidate countries in enhanced European cooperation

4. Both agencies work closely together to support the Commission technically and scientifically in implementing enhanced European cooperation in vocational education and training (Copenhagen process) and its efforts to meet the future objectives and 2010 targets in vocational education and training. Cedefop and ETF complement each other in technical working groups (TWGs) set up by the Commission and share their expertise and experience with Member States, social partners and ACCs. Specifically, ETF provides input into the working groups on the basis of its know-how and information on the ACCs. It also stimulates discussion on the development of strategy and

informs the ACCs. Cedefop has a transversal role disseminating this information to all stakeholders through its networks and projects. Cedefop also prepares the ground for ACCs by involving their stakeholders in virtual communities established by Cedefop (http://cedefop.communityzero.com/).

5. Cedefop and ETF continue to work together in the following areas:

a) lifelong learning (LLL): creating a database of good examples of practice;

b) transparency of qualifications, including the validation of non-formal and informal learning (http://www2.trainingvillage.gr/etv/transparency/index.asp);

c) quality in VET: reporting on the outcomes of the Technical Working Group (http://www2.trainingvillage.gr/etv/quality/techn_group/techn_group.asp);

d) guidance and counselling: developing career guidance policy;

e) credit transfer: transferability and recognising qualifications and competences;

f) Standing group on indicators and benchmarks on lifelong learning;

g) work-related learning: making learning attractive and strengthening links to working life, research and society at large.

Social Dialogue

h) A conference on 'Lifelong development of competences and qualifications of the workforce; roles and responsibilities' was organised in Athens (May 2003)

under the auspices of the Greek Presidency.

Preparing ACCs for full participation in Cedefop activities by the time of accession

6. To be well prepared by the time of accession the following developments took place:

(a) Reporting

• Integration into ReferNet (the European network of reference and expertise) (http://www.cedefop.eu.int/directory.asp?refernet).

• ETF national observatories have started performing information and documentary activities for Cedefop as part of their preparation for possible participation in the ReferNet.

(b) Teachers and trainers

• Drafting an action plan for integrating the acceding countries into TTnet (http://www.trainingvillage.gr/etv/Projects_Networks/ttnet).

• Creating a framework for each acceding country (before launching national networks) based on:

• priority issues in teacher training in each country, checked against the priorities expressed by all countries; EU priority issues for teachers and trainers; and TTnet achievements and best practices on the above issues.

(c) E-learning

• Contributing to the Commission's

e-learning action plan
(http://www.trainingvillage.gr/etv/
Projects_Networks/Elearning).

**(d) Leonardo da Vinci study
visits programme**

- Reinforcing ACCs' participation in
study visits by using more ETF
contacts and sources.
(http://studyvisits.cedefop.eu.int).

**(e) Support for research
cooperation**

- ETF contribution to preparation
and dissemination of Cedefop's
Third European Research Report
and involvement in the fourth
report.
- Active participation of ACCs and
ETF in conferences on 'Early
identification of skill needs in
Europe' in 2002 and 2003.
- ACCs' involvement in Cedefop's
research work via the European
Journal
(http://www2.trainingvillage.gr/etv/
editorial/edcomm.asp).
- Participation in the Agora
conference 'Education, training
and economic performance-who
benefits?'
(http://www2.trainingvillage.gr/etv/
agora/default.asp).

Information, knowledge management and dissemination

7. In this field many new aspects can
be highlighted:
   (a) KMS (Knowledge Management
   System)
   (http://cedefop.communityzero.com/)
   (b) Two reviews of major current
   developments in VET on
   Cedefop and ETF websites.
   (c) Future contributions to *Cedefop
   Info*
   (http://www2.trainingvillage.gr/
   etv/publication/
   publications.asp?section=24).
   (d) ETF contribution to Cedefop's
   Policy Report
   (http://www2.trainingvillage.gr/
   etv/policyreport/policyreport.asp)
   with a chapter.
   (e) Cooperation with other
   European institutions on library
   issues, vocabularies, etc.
   (f) Glossary on VET policy in
   Europe.
   (g) Other joint events:
       i. 'Policy, practice, partnership
       – getting to work on lifelong
       learning' conference in
       Cedefop with considerable
       ACC participation.
       ii. Pre-conference day seminar
       'Europe grows up: making
       the transition from 15 to 25'.
       iii. Presentation of the role and
       common efforts of the two
       Agencies to ACC
       representatives at the March
       meeting of the Directors-
       General of Vocational
       Training.

Some additional details of joint reporting Cedefop/ETF 2003

Facilitating the involvement of ACCs in developing community education, training and lifelong learning policy before accession

a) **Lifelong learning (LLL):** A multi-labelling system for mapping good examples of practice. The database is expected to go on-line in the second half of 2003.
   The ETF will provide good examples of practice in the future Member States and Bulgaria, Romania and Turkey.

b) **'Transparency':** The acceding and candidate countries are involved through the ETF and its network of National Observatories, in establishing a European inventory of initiatives on the validation of non-formal and informal learning. In some future Member States (e.g. H, MT, SI) a national reference point (NRP) has been established entrusted with the task of providing access to information on their national VET systems and promoting the implementation and dissemination of the tools developed previously by the European Forum on Transparency of Vocational Qualifications. A

meeting of the Member States and acceding countries' national reference points will probably take place in 2003.
Cedefop and ETF are also involved in the European Commission's expert working group on the validation of non-formal and informal learning, the aim of which is to develop common principles so as to ensure greater comparability between approaches in different countries and at different levels.

c) **Quality in VET:** The ETF liaises with the ACCs by providing them with the results of the working group and structuring their input into the group.

d) **Guidance and counselling:** Cooperation on this topic has its origins in the review of policies for career guidance services endorsed by the OECD's Education Committee and its Employment, Labour and Social Affairs Committee in autumn 2000. Cedefop conducted studies in 7 Member States while ETF has carried out national surveys in 11 acceding and candidate countries as well as a cross-country synthesis report. A common dissemination event will be organised in December 2003 in one

of the acceding/candidate countries in order to release the results of these reviews and contribute to the exchange of knowledge and experience. Cooperation has also been furthered through their participation in and contribution to the European Commission's Lifelong Guidance Expert Group which was established in December 2002. The results in this field are intended to be taken up by the Irish Presidency.

e) **Credit Transfer:** to investigate how transferability and recognition of qualifications and competences can be developed by introducing, for instance, common reference levels and principles for certification of VET. The group is at present discussing common levels, modules, credits and units, workload and stakeholders.

Social Dialogue

In May, ETF, Cedefop and the Greek social partners organised a conference in Athens under the auspices of the Greek EU Presidency on 'Lifelong development of competences and qualifications of the workforce; roles and responsibilities'. This conference took place in the context of the framework of actions to promote the lifelong development of competences and qualifications agreed between the European social partners.
The conference was attended by 83 participants including social partner delegates and government officials from the 13 ACCs.
The discussions and presentations

allowed the sharing of information, experiences and good practice on the progress made by Member States and ACCs in developing their workforces' competences.

Preparing ACCs for full participation in Cedefop activities by the time of accession

(a) Reporting
Preparation has started on integrating the acceding and candidate countries into the ReferNet http://www.cedefop.eu.int/ directory.asp?refernet), which consists of official national consortia.

The National Observatories in the ACCs have been invited to start performing some documentary activities for Cedefop. Such documentary activities are new to the National Observatories and have been included in the scope of activities requested and funded by the ETF. They include the collection of information for Cedefop's bibliographical database and for Cedefop's institutional database as well as the supply of news items to Cedefop's information services.

The ETF provides financial support to BG, EE, LV, LT, PL, RO, SK, SI and TR for the production in 2003 of the contribution on the financing of vocational education and training in the same format required by Cedefop of the ReferNet members.

(b) Teachers and trainers

Cedefop, ETF and representatives of acceding countries have established a working group to draft an action plan for integrating the ACCs into TTnet from 2003 onwards. It was agreed that the process of associating acceding countries with TTnet activities will be gradual and on a case-by-case basis. In this connection, it was decided that, prior to launching networks in the acceding countries, a 'framework' for each country will be set up, in close cooperation between the two agencies.

(c) E-learning

Cedefop conducted a targeted on-line survey entitled 'The extent of e-learning in Europe' with the participation of approximately 300 people (ranging from policy-makers to practitioners), involved in the field of e-learning in the acceding and candidate countries. The ETF assisted in identifying the target group for this survey in the acceding and candidate countries. A report on the results of this survey will be published before the end of 2003.

(d) Participation of CCs in the Leonardo da Vinci study visits programme

In the first half of 2003, seven study visits took place in acceding and candidate countries (CY, BG, EE, MT, PL, H, SI) hosting 78 participants, while 39 participants from acceding and candidate countries participated in the programme.

In addition, preparations are under way for the organisation of a synthesis seminar in Bratislava at the end of 2003 on the reform of VET systems in Europe, at which the ETF will provide input.

(e) Support for research cooperation

Cedefop will release the third European Research Report in 2004. ETF contributed with a paper on 'Concepts and possible tools for evaluating vocational education and training systems using evidence from countries in transition – European Union donor's perspective'. ETF and ACCs will be involved in the dissemination of the report and in preparing the fourth report (to be published in 2007).

The conference on Early identification of skill needs in Europe was held at Cedefop in May and was attended by around 140 participants from 24 countries. The in-depth discussions dealt with best practices, including those of the future Member States and CCs. The ACCs' participants in this conference were proposed by the ETF. They will also take part in the upcoming network to be established in 2003.

The ETF and a representative of the acceding countries have been members of the editorial board of the *European Journal* for some years. Two new members of the Editorial Committee from the acceding countries are being selected. The ETF has also provided the names of potential authors for the Journal. An agreement has also been reached for producing a special issue on the acceding countries in early 2004. A marketing campaign is planned for 2003-04 in order to a) identify potential new subscribers to the Journal in the

EU-15 countries so far not targeted and b) to launch a publicity and a subscription campaign in the candidate countries and more specifically in the new accession countries.

Two experts – one from EE and another from SK – participated in the Agora conference (http://www2.trainingvillage.gr/etv/ agora/default.asp) in May, entitled 'Education, training and economic performance – who benefits?'. Experts from the acceding and candidate countries are systematically proposed by ETF.

Information, knowledge management and dissemination

(a) The Commission asked in June 2002 for the development of a Knowledge Management System (KMS) to facilitate the thematic collection of information on VET taking into account the increasing demand for transnational thematic information. Cedefop, ETF and Eurydice have agreed on a thematic structure for KMS, which is a prerequisite for interoperability.

(b) The two agencies agreed that before accession they will prepare two reviews of major current developments in VET for the meetings of the Directors-General of Vocational Training to be held in autumn 2003 and spring 2004, and that they will disseminate them through their websites. The part on Member States, IS and NO will be prepared by Cedefop and the part

on acceding countries will be drawn up by the ETF on the basis of articles submitted by acceding countries.

(c) The ACCs are invited to provide articles for the *Cedefop Info* issues. A specific dossier on enlargement will accompany a *Cedefop Info* issue in 2004 with contributions by ReferNet and Cedefop, as well as ETF and the National Observatories. The input of acceding and candidate countries will be supported financially by the ETF.

(d) The English version of the *Policy Report* will be available in September 2003. The first two chapters will be translated into CS, HU and PL, while the executive summary will be available in 23 languages.

(e) For the new version of the European Training Thesaurus, vocabularies from other European institutions (European Parliament, EUR-OP, Eurydice and the European Training Foundation) were used. Cedefop and the ETF continue to improve the sharing of resources and to make tools more compatible.
For new descriptors particular attention was paid to finding common terminology.
A call for tender was launched for the translation/revision/proof-reading in CS, HU, PL of a glossary '100 terms to understand the VET policy in Europe', the manuscript of which has been

prepared by Cedefop in EN, FR, DE. The call was launched through the ETF's networks in the countries concerned. The text has been finalised and is being printed. This glossary will also be disseminated in the acceding countries.

(f) Other joint events:
  • ETF provided a key speaker in the flagship conference 'Policy, practice, partnership – getting to work on lifelong learning' organised by Cedefop in June 2003. Among the participants of this conference were experts from the ACCs. They were all proposed by the ETF.
  • At the March 2003 meeting of the Directors-General of Vocational Training an afternoon session was organised for the representatives of acceding and candidate countries where the ETF and Cedefop explained the roles and common efforts of the two agencies in assisting those countries on the road to accession.

ETF-Cedefop – Cooperation and complementarity

Background

1. In Resolution 148/83 of 16 June 2003, the European Parliament expressed concern about a possible overlap between Cedefop and ETF. The Resolution called on the Commission and the two agencies to assess possible areas of overlap, and to propose appropriate solutions including a possible merger.
Different EU institutions have addressed this issue since ETF was set up in 1994. Most recently, in its Communication to the Council and Parliament on the external evaluation of ETF of 25 May 2003, the Commission concluded:
'The Commission has always insisted that no overlap or duplication exists between the work of the two agencies and has ensured that tools are in place for the agencies to achieve maximum synergy and complementarity'.

2. With this joint note, Cedefop and ETF would like to clarify:
   • The different objectives of the two agencies as defined in the Council Regulations;
   • The cooperation structures that have been set up to ensure that the Community benefits from the complementary expertise which the two agencies provide.

Comparing the legal bases of the two agencies

3. The more detailed comparison of the Council Regulations in annex clearly demonstrates that while the agencies are both involved in the vocational education and training sector, there is no functional overlap between their work. Table 1 summarises the key differences:

Complementarity and Cooperation

4. The two agencies have complementary expertise. As stated in the Communication cited above, 'the Foundation uses Cedefop as a resource for best practice in Member States in the field of vocational education and training and labour market in the context of third countries' economic reform'. The document goes on to state that Cedefop 'can benefit from the

Table 1

Functions	Cedefop	ETF
Field of expertise	Vocational education and training in EU and EEA countries	In the framework of the EU external policy aid Human Resource Development
Objectives	Promotion and development of vocational education & training	Support reform of partner country vocational training and employment systems
Tasks and activities	Development and coordination of research, support concerted approach, encourage exchange and exploit and disseminate information	Needs analysis; policy advice; programme design, monitoring and evaluation
Geographical responsibility	Inside EU and EEA	Candidate and third countries
Funding	Part A Commission Budget (Internal policy)	Part B Commission Budget (External Relations programmes)
Staffing	Partly Officials, temporary agents, SNEs, local staff	Temporary agents
Decision-making	Management Board (Tripartite- EC, MS governments and social partners)	Governing Board (EC and MS Governments)

Foundation's experience to date both in the candidate and in partner countries'.

5. This complementarity has generated a long history of cooperation between the agencies. As stated in the Communication, prior to the establishment of a firm timeframe for accession, the first phase of this cooperation began in 1997 and aimed at ensuring that the Foundation used Cedefop as a resource, for example on best practices in Member States. A second phase began in 2001, when the Commission and both the Management Board and the Governing Board agreed, in view of the accession process, a Framework for Cooperation between the two agencies. This sets out the scope, principles, priorities and modalities for their cooperation with a view to preparing countries for accession whilst also clarifying for them the role of each agency [2]. The Framework for Cooperation ensures maximum synergy and complementarity between the agencies. In this context, both agencies have developed the

[2] http://www.cedefop.eu.int/download/current_act/Cedefop_etf_0601.pdf

practice of annexing a common work plan to each annual Work Programme and issuing progress reports on the implementation of the work plan during the year.

6. The External Evaluation of Cedefop and of ETF concluded that cooperation between the agencies is largely adequate, but with some scope for improvement. Indeed,

Comparison of ETF and Cedefop Council Regulations

	ETF (1360/90 of 7/5/90 as amended by 1572/98 of 17/7/98
Aim objective	• To contribute to the development of vocational training systems of Phare, Cards, Tacis and Meda countries
Sector of expertise	• Vocational training including management training • Human resources development (1572/98)
Main Tasks	• Provide assistance in the definition of training needs and priorities through implement measures of technical assistance and cooperation with designated bodies in eligible countries • Clearing house to provide Member States and eligible countries with information on current initiatives and future needs in training, and

cooperation is due to intensify in 2004 in the context of accession. In 2004, ETF will be transferring to Cedefop the outcomes of its work in the 10 acceding countries, as

well as ensuring that where possible the two agencies capitalise on each other's investments and cooperate on thematic issues.

Cedefop 337/75 of 10/2/75	Comment
The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union. Created in 1975 with a tripartite management board, it provides services for the European Commission, the European Union Member States and the social partners as well as for the associated countries of Norway and Iceland. The candidate countries are also associated with its activities.	• ETF works to achieve the objectives of EU external relations policy; whereas Cedefop is part of EU internal policy to which the EEA countries are associated • ETF is a change agent with a direct and operational role in improving the human resource capacities in its partner countries; • Cedefop contributes to the development and promotion of vocational education and training policy in the EU through exchange of information and comparison of experience
As the European Union's reference centre for vocational education and training, Cedefop provides policymakers, researchers and practitioners with information to promote a clearer understanding of developments and so enable them to take informed decisions for future action. Cedefop assists the European Commission in encouraging, at Community level, the promotion and development of vocational education and training.	• ETF combines knowledge of partner countries, knowledge of good practice in human resource development and knowledge/experience of EU external aid policies and programmes. • Cedefop expertise is in vocational education and training systems, policies and developments at EU and national levels. • ETF provides technical assistance to Tempus programme, through which expertise on higher education reform in partner countries has been developed. • Since 1985, Cedefop has been managing the Leonardo study visits programme on behalf of the Commission
Tasks The main tasks of Cedefop as defined in its founding regulations are to: • compile selected documentation and analysis of data; • contribute to the development and coordination of research; • exploit and disseminate useful information;	• ETF tasks focus on project cycle – from needs through implementation and evaluation in each region. As a consequence ETF is structured along regional operational lines. • Cedefop tasks focus on providing information and promoting research. As a consequence Cedefop is structured along thematic lines in conformity with its main tasks

	ETF (1360/90 of 7/5/90 as amended by 1572/98 of 17/7/98
	provide a framework for channelling offers of assistance • Implement vocational training programmes at request of Commission or eligible countries • Assist in monitoring and evaluation of overall effectiveness of training assistance to eligible countries
Governing/ Management Board	• Member States, Commission (DG EAC, external relations services)
Budget	Line B of Community budget (external relations programmes)

Cedefop 337/75 of 10/2/75	Comment
• encourage and support a concerted approach to vocational training development issues; • provide a forum for a wide and diverse audience. *Medium-term priorities* One overarching objective guides Cedefop's medium-term priorities for 2003-06: promoting a European area of lifelong learning in an enlarged European Union. This encompasses the following strategic objectives: • improving access to learning, mobility and social integration; • enabling and valuing learning; • supporting networks and partnerships in an enlarged European Union.	• Possible overlap in ETF clearing house task – but also this task has project cycle implication which is substantially different from tasks of Cedefop • Cedefop supports enhanced cooperation and a concerted approach in EU; ETF transfers good practice from EU to partner countries and between partner countries and regions; ETF tests innovative schemes to support the reform process in the partner countries • Both organisations make use of networks. ETF has developed networks in partner countries (for example, Observatories, Advisory Forum); Cedefop has developed networks in EU (ReferNet, Cedra, TTNet and a large number of virtual communities related to the European training village)
• Quadripartite (Member States, EEA countries, social partners and EC)	• Governing Boards have different participation. Cedefop MB drawn from EU social partner approach; ETF GB mirrors external relations role
• From Line A of Community budget (Internal policy)	• Cedefop funded through Community budget as permanent function in EU. Participation by EU Member States in the work of Cedefop defined by Treaty. EEA countries are associated • ETF budget taken from external aid programmes. ETF financial existence dependent on priorities for EU external aid • ETF also manages development aid projects on behalf of EU Member States and international organisations

Annual report 2003

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