



2005

Annual report



Annual report 2005

Cedefop

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

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

Luxembourg:
Office for Official Publications of the European Communities, 2006

ISBN 92-896-0444-1

© European Centre for the Development of Vocational Training, 2006
Reproduction is authorised provided the source is acknowledged.

Designed by Colibri Ltd. - Greece
Printed in Belgium

The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies, research and practice. Cedefop was established in 1975 by Council Regulation (EEC) No 337/75.

Europe 123
GR-570 01 Thessaloniki (Pylea)

Postal address: PO Box 22427
GR-551 02 Thessaloniki

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

E-mail: info@cedefop.europa.eu

Homepage: www.cedefop.europa.eu

Interactive website: www.trainingvillage.gr

Virtual communities:

<http://communities.trainingvillage.gr>

Table of contents

1. Preface	4
2. Executive summary	6
2.1. Results and major developments in the work of Cedefop	6
2.2. Management and administration	9
2.3. Budget implementation and financial information	11
3. Developing research	12
3.1. Activity field 1: research cooperation	13
3.1.1. Cedefop research arena and the European research overview	13
3.1.2. Skillsnet - the network on early identification of skill needs	15
3.1.3. History of VET	16
3.1.4. Coordinating follow-up and review of the Maastricht priorities	16
3.2. Activity field 2: research reporting	17
3.2.1. The value of learning: evaluation and impact of education and training, third report on vocational education and training research	17
3.2.2. Preparation of the fourth research report 'Modernising VET'	18
3.3. Activity field 3: <i>European journal vocational training</i> (EJVT)	20
3.4. Activity field 4: Agora Thessaloniki	21
4. Reporting and facilitating a concerted approach	22
4.1. Activity field 1: reporting in the knowledge management system	23
4.1.1. National VET systems database (eKnowVet)	23
4.1.2. Policy reporting	25
4.1.3. Short descriptions	26
4.1.4. Directors-General for Vocational Training (DGVT)	26

4.2.	Activity field 2: promoting the practice of lifelong learning	26
4.2.1.	Lifelong learning (LLL)	26
4.2.2.	Skills development	26
4.2.3.	E-learning	28
4.3.	Activity field 3: good examples of policy and practice database	29
4.3.1.	The EU knowledge system for lifelong learning (EU-KSLLL)	29
4.3.2.	Training of trainers network (TTnet)	30
4.3.3.	Activity field 4: a concerted approach to an open area of VET	32
4.3.4.	Europass	33
4.3.5.	Guidance	33
4.3.6.	Credit transfer and the European qualifications framework	34
4.3.7.	Validation of non-formal learning	35
4.3.8.	Quality	36
5.	Exchange and supporting partners	38
5.1.	Activity field 1: Leonardo da Vinci II study visits	39
5.2.	Activity field 2: integrating acceding countries	41
5.3.	Activity field 3: support and service to stakeholders – sectoral approach	42
6.	Information, communication and dissemination	44
6.1.	Activity field 1: publications and dissemination	45
6.2.	Activity field 2: raising visibility and use of the European training village	47
6.3.	Activity field 3: ReferNet and library and documentation services	47

7.	Directorate, administrative and technical services	50
7.1.	Overview	50
7.2.	Annual activity report of the authorising officer for the year 2005	52
7.2.1.	Introduction	52
7.2.2.	Follow-up on 2004	52
7.2.3.	Follow-up on internal audits	52
7.2.4.	Follow-up on remarks in the 2004 discharge and the Court of Auditors' report	54
7.2.5.	Management and internal control system in 2005	56
Annexes		
1	Cedefop's Governing Board 2005	58
2	Cedefop visibility performance indicators	64
3	Human resources	79
4	Cedefop staff by area (31.12.2005)	82
5	Study visits calendar	84
6	ETF-Cedefop cooperation	85
7	Budget execution 2005	90

1. Preface

The year 2005 was important for Cedefop, the European Centre for the Development of Vocational Education and Training, celebrating its 30th anniversary and its 10th year in Thessaloniki. Founded in 1975, Cedefop was first located in Berlin and moved to Greece in 1995.

Together with the 20th anniversary of the study visits programme, Cedefop celebrated these anniversaries first with a large conference in June on the history of the study visits programme and the value of mobility, and then with a high-level event in September on the past and future of vocational education and training.

The September event was combined with the farewell to **Johan van Rens**, who had managed Cedefop as Director for 11 years, and under whose direction the difficult but successful move from Berlin to Thessaloniki took place. Cedefop's contribution to the Maastricht conference in December 2004, the review of the Copenhagen-Bruges process and the resulting Maastricht communiqué were proof that Cedefop was successfully fulfilling its mission: contributing to the development of vocational education and training in the European Union.

The same event also provided an opportunity to welcome **Aviana Bulgarelli**, the new Director, who took up her duties in October. Ms Bulgarelli, formerly Director-General for VET in the Italian Government, with considerable experience as a researcher and manager in VET, was no stranger to Cedefop: she had already been a member of Cedefop's Governing Board and of the Editorial Committee of the Journal.

In spring, **Stavros Stavrou** left Cedefop. Deputy Director for more than 10 years, he successfully managed the construction of Cedefop's premises in Thessaloniki and helped to revitalise Cedefop in Greece. His successor **Christian Lettmayr** took up his duties in April.

These were not the only departures and arrivals in 2005; the Centre also owes a debt of thanks to all the others who left and had contributed to Cedefop, for example Norbert Wollschläger, who is not only a renowned VET expert, but who was also the driving force behind the Centre's cultural programme, and to Mette Beyer Paulsen, who led the project on the history of European VET for many years.

Cedefop also owes thanks to **Peter Thiele** for his commitment and support as Chair of the Governing Board, as well as to all those members of the Governing Board who either left the Board or whose term of office came to an end. Cedefop welcomes all the new members of the Board, and in particular its new Chairman, **Peter Rigney**.

2. Executive summary

2.1. Results and major developments in the work of Cedefop

Cedefop successfully implemented the annual work programme 2005, which was based on Cedefop's mission as laid down in its founding regulation, the medium-term priorities 2003-06 and the political priorities of the Maastricht communiqué. Those priorities were also part of the revised Lisbon strategy and the 2010 objectives and inspired the new medium-term priorities 2006-08, which were adopted by Cedefop's Governing Board in autumn 2005.

Through its many activities, research and policy analysis, scientific expertise and guidance and close contacts, Cedefop provided input for the major stakeholders in VET, and in particular the European Commission's Directorate-General for Education and Culture (DG EAC), the meeting of the Directors-General for VET (DGVET), the Advisory Committee on VET (ACVT) and the Education and training 2010 coordination group (ETCG).

Within the framework of the Education and training 2010 strategy, Cedefop, in close cooperation with the European Commission, made a substantial contribution to most of the working groups and new clusters, which were set up by the DG EAC. These activities reflect on the important role of education in general and vocational education and training in particular for the successful implementation of the Lisbon strategy. Of the expert and technical working groups set up to enhance cooperation

in VET, Cedefop made an important contribution to the groups on quality assurance in VET, credit transfer, validation of non-formal learning, transparency, lifelong guidance, and teachers and trainers in VET.

Further developments in the European qualifications framework and the European credit transfer in vocational education and training will have an important impact on European and national VET policies. Their development and dissemination have been facilitated by and based on the work of Cedefop experts.

The Europass was launched in all Member States. It contains five instruments, the European curriculum vitae, the language passport, the report on mobility, the diploma supplement and the certificate supplement. There has been already a great demand for these tools, which have been developed to a large extent by Cedefop in support and cooperation with the respective Commission services and national Europass centres. The central Europass website is hosted by Cedefop. Its rapid growth and frequent use as well as the large number of downloads and completed documents reflect the interest of citizens. It has great practical value and is a tool to promote transparency and mobility. Since its launch in February 2005, and as of January 2006, more than two million visits were recorded (900 000 individual visitors) and 300 000 CVs or language passports were completed online. Three million documents (templates and instructions) were downloaded. The number of visitors increases regularly (currently

approximately 10 000 visitors a day). Thus, use of Europass is likely to become common practice and will contribute to the further development of a European labour market.

Through its reporting activities, Cedefop provided up-to-date information on ad hoc issues as well as in-depth descriptions of the different VET systems to simplify comparisons and mutual understanding. Such information helps both national and European policy-makers and other stakeholders to monitor current developments and plan future policy.

In 2005, Cedefop published and disseminated the third report on vocational training research in Europe; *The value of learning*. It investigates the impact of education and training and its evaluation from various viewpoints such as methodology, underlying concepts and from a European perspective. The impact analysis part of the report discusses the contribution of education and training to economic growth and development, and also considers non-material benefits and other external effects. On a micro-level, VET's contribution to company performance is discussed. Last but not least 'impact' has been also investigated in relation to the benefits for the individual.

Preparation of the fourth report, which will explore the modernising of vocational education and training, has started. It also relates to policy reporting and supports the work of the follow-up to the Copenhagen/Maastricht process and preparation for the Helsinki conference in 2006.

The *European journal vocational training* has become part of the *Réseau européen des disseminations en éducation comparée* (Redcom). With input from the editorial committee, major steps have been taken to increase the journal's attractiveness and define better its focus, which will guide work in the future.

Other Cedefop publications in 2005 are the reports on *Identifying skill needs for the future*, *European perspectives on learning at work*, and *The learning continuity: European inventory on validating non-formal and informal learning*. Other regular titles are the short descriptions produced for the EU presidencies, and *Cedefop info* (three issues). All are examples of Cedefop's high-quality publications which were well received by stakeholders.

In pursuing its mission, one of Cedefop's major activities is to provide and manage platforms for cooperation and exchanging experience. Through cooperation and input from partners in Cedefop's major networks, such as ReferNet and TTnet, or databases such as the European research overview (ERO) that Cedefop is able to report on recent developments and specific themes of different Member States' VET systems and to enlarge the knowledge base on VET. ReferNet is a network consisting of Cedefop and national reference institutions. TTnet is the training of trainers network.

As in previous years, Cedefop cooperated closely with the European Training Foundation (ETF) and with many other European and international organisations. It stepped up cooperation with the OECD, mainly for preparing the fourth research report and preparatory work on the Helsinki Conference in 2006. First steps were also taken to increase cooperation with the European Foundation for the Improvement of Living and Working Conditions which will be followed up in 2006.

The study visits programme, a peer learning activity which is part of the Leonardo da Vinci programme, was successfully managed. More than 65 study visits, peer-learning workshops and several conferences and activities to develop a sectoral approach, are also areas where Cedefop has cooperated closely with the social partners.

With persistently high unemployment rates, high youth unemployment, an ageing labour force and fast technological change, there is an increasing need to align VET to the needs of the European labour market and to implement better lifelong learning strategies. This is not only a challenge for the social partners; it is also a challenge for Cedefop in fulfilling its mission, namely to support policy-makers and social partners in their search for adequate VET policies based on sound analysis.

In response to a growing need for quantitative information, Cedefop began to develop a statistical unit, which will be further developed and will help to respond better to these challenges. This unit cooperates closely with Eurostat, Unesco/Unevoc and OECD as well as with the newly founded unit CRELL at ISPRA and the corresponding services at the European Commission.

In 2005, Cedefop continued to host many conferences and workshops, for example the Agora conferences in Berlin on teachers and trainers in VET and in Thessaloniki on the future of VET.

2.2. Management and administration

In 2005, Cedefop's directorate changed. In April Mr Lettmayr took up his function as Deputy Director and Ms Bulgarelli assumed her function as Director in October. Following the first audit by the Internal Audit Service the Centre received the first internal audit report in July 2005. The final summary report of the audits in 2005 was expected by April 2006. Overall, Cedefop was subjected to eight weeks of audits by the IAS and the Court of Auditors.

The audits indicated serious weaknesses in the internal control system, management of human resources, and procurement procedures.

In response, the Directorate has established an action plan and implemented, especially in the last quarter of 2005, appropriate actions especially where the audits had identified risks which could harm the interests of the organisation.

In fine-tuning the work programme 2006 and preparing the work programme 2007, work has been streamlined to strengthen the core areas of Cedefop's mission and to distribute the human and financial resources accordingly. Organisational measures were introduced to reflect these priorities and to increase the efficiency of the administrative services, in particular the human resource management and the finance and procurement services. These measures are reflected in delegations to middle management, introduction and redesign of procedures, improvements of internal controls and reporting tools. Further action will be taken in 2006.

On human resource management, a dedicated service was created. The transition of local staff to contract agents was concluded. Measures were introduced to ensure vacancies are widely publicised and genuine competition takes place. Training sessions on better application of procedures especially good administrative behaviour, observation of internal control standards and the financial regulations took place. This is an ongoing process which will continue in the future.

On procurement procedures, internal controls have been tightened and steps have been taken to improve filing and registration of documents.

Finally, it was decided to appoint an internal auditor.

For more detailed information, see Section 7 of this report.

2.3. Budget implementation and financial information

In 2005, the Centre spent 91.4 % of its budget. Underspend concerned mostly technical support services, studies and projects, and publications. In part, this was the consequence of the tightened rules on procurement procedures.

For more detailed information, see Section 7 and Annex 7 of this report.

The following sections 3 to 6 provide a detailed overview of the activities and results achieved in the four operational areas of Cedefop.

3. Developing research

Experts:

Mette Beyer-Paulsen, Pascaline Descy, Éric Fries Guggenheim, Patrycja Lipinska, Martin Mulder, Barry Nyhan, Manfred Tessaring, Petr Vicenik, Norbert Wollschläger, Alena Zukersteinova.

The visibility and dissemination of Cedefop's research results in 2005 were increased by several important research publications, networking and more intensive cooperation with our stakeholders ⁽¹⁾.

Major work was undertaken in the European research overview (ERO) to enable the pooling of research-related information and resources. ERO databases and ERO call provide information and communication services for the European research community and for policy-makers and practitioners. ERO national research reports, submitted by ReferNet members, have proved to be a valuable source of information on current VET research in Member States and are compiled in ERO map.

Cedefop's research arena (Cedra), which promotes interactive and collaborative networking among VET researchers to develop, disseminate and share knowledge, continued to support projects dealing with, for example, older workers, lifelong learning and learning regions.

The early identification of skill needs and its network 'Skillsnet' became an appreciated tool for both research and policy, at both European and national levels. Activities included skill needs in the emerging field of nanotechnologies and the feasibility of a European approach towards forecasting occupational skill needs in the medium and long term.

Research on the history of VET is

⁽¹⁾ After each project report, its performance is indicated with reference to the performance indicators in the work programme 2005.

important for understanding the different VET systems in Europe and for a future-oriented shaping of education and training in a lifelong learning perspective. Cedefop's activities in this field are gradually being phased out and will be handed over to the University of Padua. In 2005, a publication was released and a major conference organised on national VET systems and the role of Cedefop. In autumn 2005, the DASA in Dortmund, Germany, hosted the updated exhibition on the history of VET in Europe.

Cedefop's third research report, *The value of learning*, addresses the contribution of education and training to a knowledge-based society. It identifies the material and non-material benefits of learning for individuals, enterprises and society as a whole. It also discusses ways of improving the design and implementation of education and training by purposeful evaluation.

Preparation of the fourth research report on modernising VET has started.

The quality of articles for the European Journal has improved and it has become a member of the Redcom network of journals on comparative education.

In its Agora conferences, Cedefop provides a forum for the discussion of VET issues among different actors. It promotes cutting-edge debates on research results between researchers and our policy and practice stakeholders. Three conferences were organised in 2005 (one of them on the occasion of the 30th anniversary of Cedefop).

Area A contributed to various Commission and Member States activities, including participation in working groups, conferences and evaluations of activities as well as input for the Education and training 2010 interim report. There were also many activities conducted in cooperation with the European Training Foundation, the OECD and other organisations.

3.1. ETF-CEDEFOP ACTIVITY FIELD 1: research cooperation

Activities included collaborative networking and research work in various fields as well as scientific coordination of follow-up activities on achievement of the Lisbon goals.

3.1.1. Cedefop research arena and the European research overview

Cedefop's research arena (Cedra) promotes networking among VET researchers to develop and share knowledge on work-related learning. It also acts as a forum for identifying issues on which Cedefop may wish to conduct or commission studies and reports, and for considering the implications of research-based knowledge for VET policy and practice in Europe. The European research overview (ERO) is Cedefop's tool for pooling research-related information and resources. Through integration with ReferNet in developing Cedefop's knowledge management system (KMS), ERO provides valuable

information and communication services for the European research community, policy-makers and practitioners.

In 2005, Cedra moderated two networks dealing respectively with 'learning together for local innovation – the promotion of learning regions' and 'older workers and lifelong learning'. Each network gathered knowledge and research material for a 'reader', to be published and disseminated in 2006. The learning region study will mainly feature case studies from 12 countries. The older workers' book contains reviews, policy and 'practice' papers, covering 11 countries.

Cedra played a key role as the scientific chair at the VET research strand (VETNET) of the European conference on education research (ECER) held in Dublin in September. Cedra also supported a seminar on setting a European VET research agenda.

Throughout the year Cedra provided expert assistance to the European Commission (Group H technical working group 'Making learning attractive'). A presentation on 'promoting work-based informal learning' was made to the Luxembourg meeting of the Directors-General (DGVT) in April.

The ERO (European research overview) was substantially strengthened.

3.1.1.1. *ERO base*

ERO base a database providing information on research projects – was finalised technically. A special ERO event on 'European research networks'

was organised in Dublin (ECER, September 2005).

3.1.1.2. *ERO ENRRs (national research reports) – short reviews of research taking place within a country*

The ERO national research report was received positively by ReferNet members. By the end of 2005 most countries had submitted their reports.

3.1.1.3. *ERO map (monitoring, analysing and promoting)*

The 'map' provides European reviews and commentaries on current research based on the ERO national research reports and other sources, and examines future trends.

3.1.1.4. *ERO call – a mailing list allowing researchers to exchange information and cooperate with one another*

ERO call has become a communication tool for researchers in VET and human resource development. Participants use it to exchange news and views on research events, projects and publications. Subscribing to and participating in ERO call is managed voluntarily. At the end 2005, there were 425 subscribers.

Performance - In 2005, the coverage and functioning of Cedra/ERO networks improved considerably and they are accepted by the research community. This also applies to the project-related networks on older workers and learning regions, where two major publications were prepared (in print). The ERO database

and the establishment of relations between ERO base and eKnowVet were finalised and provide added value to Cedefop's information and dissemination role. A successful start has been made on input from ReferNet members on national research overviews, with continuous checks being made on quality.

3.1.2. Skillsnet – the network on early identification of skill needs

The Skillsnet network focuses on the early identification of skill needs in Europe and beyond to detect, anticipate and monitor new and changing skill needs in enterprises and society. Particular attention is paid to skill needs in regions, sectors, companies, occupations and target groups. The international network, established in 2004, aims at fostering cooperation and exchanges between countries and between social partners on methods and results, and particularly at transferring findings to policy and practice.

Skillsnet organised two workshops in 2005. The first, 'Emerging technologies: new skill needs in the field of nanotechnology', took place in July (Stuttgart). It was organised jointly with the German Federal Ministry of Education and Research, the Fraunhofer Institute for Industrial Engineering and the Institute of Structural Policies and Economic Development. Contributions to the workshop and an analytical review of the 'Identification of skill needs in the nanotechnology sector' will be published on the ETV and in hard copy.

The second workshop focused on the feasibility of a 'European system for skill needs forecasting' (Cyprus, October). It was coorganised by Cedefop, the Human Resource Development Authority of Cyprus and the Research Centre for Education and the Labour Market (ROA), the Netherlands. A review of methods, data and classifications for European-level skill needs forecasting was prepared by ROA, while participants prepared national reviews. A hard-copy publication will be released in 2006.

The publication 'Trends and skill needs in the tourism sector' appeared in August 2005. Skillsnet sector flash, a two-page summary of the main trends in the sector, will be published after each sector-oriented workshop. In October 2005 the first issue, focusing on tourism, was published (also available electronically on the Skillsnet website). The first issue of the Skillsnet newsletter will be published in early 2006.

The information platform on Skillsnet, which has been operational since January 2004 in the European training village, has been continuously updated and new working papers, publications and other information made accessible to Skillsnet members and the public. Specific information requests from Skillsnet members and ETV visitors are handled continually. Further, information on Skillsnet has been given to a wider public at several conferences and meetings, and by other means of dissemination, thus increasing the visibility and significance of this network for European and national policies on education, training

and human resource development.

Performance - The network is functioning effectively and is accepted both by researchers and policy-makers, including the Commission. However, there are still too few members of Skillsnet (also due to the ETV registration procedures) and the number must be increased. New and challenging themes have been tackled and provide a clear value to the ongoing policies of the EU and the Member States. However, the human resources available in-house are not sufficient for the continuous follow-up of these various themes. Conference proceedings and background studies have been published or are in print. To improve the dissemination of results, a newsletter and sector flashes have been prepared and will be issued regularly.

3.1.3. History of VET

Berufliche Breitenausbildung in Europa, Erste Industrielle Revolution, a Panorama prepared under Cedefop's history project, was published. A round-table discussion on 'the history of VET and the future of lifelong learning' was organised in the special Agora celebrating 30 years of Cedefop and 10 years since its arrival in Greece. The exhibition, which was first shown in Thessaloniki in 2004, was adapted and hosted by the DASA in Germany in autumn 2005. Finally, a research seminar was organised in November in cooperation with the University of Padua on the types of national VET systems and the role of VET and Cedefop in the construction of the EU.

Performance - Two events were successfully organised, and proceedings are in preparation. This project will be phased out in 2006 and preparation has started on the handover to University of Padua.

3.1.4. Coordinating follow-up and review of the Maastricht priorities

From 2004, Cedefop took over the scientific coordination and monitoring of a study on the contribution of vocational education and training systems to achieving the Lisbon goals. The results of this study will be the basis for follow-up in the coming years. The issues addressed in this study are part of a coherent reporting on policy and research carried out in cooperation with ReferNet, stakeholders and the research community.

Information is being gathered to prepare input for the Finnish Presidency's ministerial meeting to review the Copenhagen-Maastricht priorities. Apart from work being done at Cedefop, two studies were commissioned: 'Demographic perspectives and implications for VET' and 'VET policies in competitor countries'. A project website in the ETV is being designed and several bibliographical profiles are currently being tested.

DG EAC received support for preparing the Education and training 2010 joint interim report and a call for tender for a major study which will feed into the ministerial meeting in December 2006.

Performance – Work started in summer 2005 on preparing the second review of progress on the Copenhagen objectives by gathering information and research, statistical work, launching studies and providing intensive support for the Commission. These activities provided significant value to ongoing EU policies in VET and their assessment.

3.2. ACTIVITY FIELD 2:

research reporting

Cedefop research reports appear every three years and are complemented by background and focus papers related to the theme of the report. The aim is to provide a state-of-the-art review and analysis of VET research in Europe including, if appropriate, candidate and non-European countries. The reports explicitly identify implications for policy and practice; therefore their audience goes beyond the research community. The themes for each report are defined through close cooperation between Cedefop, the research community and Cedefop's stakeholders.

3.2.1. The value of learning: evaluation and impact of education and training, third report on vocational education and training research

The third research report (background report, three volumes, synthesis report) on *The value of learning: evaluation and impact of education and training* was published in 2005 in English; publication of the synthesis report in French and German will follow in 2006. The research report discusses the evaluation of measures, programmes and reforms at regional, national and European levels. Further topics include the material and non-material impacts of education, training and skills at societal, company and individual levels.

The following dissemination activities were completed in cooperation with the publication and dissemination service:

- an announcement and a banner were placed on the ETV front page; a promotional e-mail was sent to all ETV registrants (+/- 53 000); online ordering via the bookshop; the research laboratory was updated to promote the report;
- an announcement was circulated to the ERO call mailing list, evaluation companies, the ACVT and other selected recipients (OECD, ILO, etc.);
- 18 research and evaluation journals were contacted about flyers (+/- 4 500 flyers distributed);
- an article (currently under review) was written for the European Journal and flyers were inserted in issue No 33;
- an advert was placed in *Cedefop info* and the research report was included in the new publications list of *Cedefop info* 1/2005;
- background reports, synthesis reports and/or executive summaries were distributed free of charge to ReferNet, DGVTs, Governing Board members, Ministers for Education and Labour of 32 European countries, authors of the reports and other selected recipients (Commission, OECD, ILO, etc.);
- ReferNet was asked to undertake specific promotional activities for the research report. Specific activities were reported in Belgium, the Czech Republic, Germany, Portugal and the UK;
- flyers and sample copies of the report were placed on display at

several events;

- results from the report were presented at various events and conferences;
- an inter-service group meeting with representatives of various Directorates-General of the European Commission and other Community services was organised to present and discuss the report.

3.2.2. Preparation of the fourth research report 'Modernising VET'

In 2005, Cedefop also started preparing the fourth research report, to be published in 2007/08. Its themes are closely coordinated with policy reporting. The topics and issues addressed relate to the Copenhagen/Maastricht processes and have been discussed with Cedefop experts and policy and research stakeholders, notably in the light of the overarching VET objectives and goals for 2010 and beyond.

The fourth research report will address current and future priorities for VET from a research point of view. A brainstorming session was organised in early March with renowned researchers, representatives of international organisations, colleagues from Cedefop and the Commission to discuss possible themes.

An open call for tender to contribute to the background report was published in the Official Journal in May. As a result, 13 proposals were selected. A memorandum of understanding will be signed with the OECD to prepare two additional contributions to the report. Further, several Cedefop colleagues

will draft contributions. A launch conference with the authors was organised in Brussels in early November.

The issues to be discussed in the fourth research report are:

- system innovation and evolution in European VET: 20 cases compared over time and state;
- geographical mobility;
- social mobility and VET;
- the role of education and training in enhancing social cohesion;
- skills shortages;
- recognition of non-formal and informal learning as a tool to modernise the vocational education and training system;
- qualification frameworks as a tool to modernise the vocational education and training system;
- qualification frameworks: what tools for what systems' modernisation;
- the private benefits of vocational training: a new framework;
- older workers and lifelong learning;
- VET and higher education;
- the workplace as a learning environment;
- impact of lifelong information, advice and guidance;
- VET teachers and trainers;
- innovation in teaching and learning;
- the impact of European strategies and priorities;
- new emerging issues beyond 2010;
- sectoral approaches in LLL.

Two additional issues will be dealt with in 2006:

- low-skilled people on the European and global labour market;
- improving the image and attractiveness of VET.

Performance – The third research report gathered 20 research papers from European VET experts as well as a comprehensive synthesis report. All papers have been published and made available on the ETV. The research report provides a substantial added value for achieving the Lisbon goals and assessing the contribution of education and training. Articles were submitted to the *European journal vocational training* and to *Cedefop info*. Dissemination has been reinforced through several channels, including presentations to policy-makers and stakeholders. The research themes of the fourth research report have been defined in close consultation with stakeholders and are in line with the Copenhagen-Maastricht priorities. Assessment of the quality of input will be carried out in 2006, after delivery of the final reports.

3.3. ACTIVITY FIELD 3:

European journal vocational training (EJVT)

Cedefop founded this periodical, which has become a recognised Europe-wide forum for the presentation and critical discussion of empirical studies, theoretical analyses and the policy/practice applications of research findings. An independent editorial committee supervises the journal's content and ensures the high quality of articles in a double-blind review. It is assisted by a secretariat responsible for administration, editing and associated support activities, including dissemination and promotion. The new Member States are represented both in the editorial committee and the secretariat. An editorial advisory board was created in 2005 and will start functioning 1 January 2006.

In 2005, the following issues of the European journal were published: No 32 - 2004/II (special issue - History of VET), No 33 - 2004/III (special issue - VET in the new Member States) and No 34 - 2005/I).

Issues No 35 - 2005/II (special issue - integrated articles selected by the Redcom network), and No 36 - 2005/III will be released early 2006. Publishing deadlines are expected to be met from issue No 37, which will be published in B5 format with a new graphic design.

Various actions continuously improve the production cycle, quantity and quality of articles and cost-effectiveness of the European Journal:

- to avoid bottlenecks, several companies were selected for producing the layout;
- the editorial committee, secretariat and advisory board were mobilised to seek out new authors and quality articles;
- the EJVT became a member of the *Réseau européen de dissémination en éducation comparée* (Redcom);
- free subscriptions were significantly reduced; from 963 to 267 copies. Past free subscribers were encouraged to opt for a paid subscription at a preferential rate;
- a call for tender for a marketing study to explore ways of increasing the number of paid subscriptions in all Member States was published in the Official Journal in September.

Performance - The quality of articles has improved considerably, mainly because of the strict criteria applied by the editorial committee. The Journal was included in some international citation indexes; the inclusion in others is planned. Issues 34-36 were published or are in print; in 2006, publication will be on schedule. Unpaid subscriptions have been reduced considerably, but paid subscriptions have not yet increased as planned for various reasons.

3.4. ACTIVITY FIELD 4:

Agora Thessaloniki

Agora Thessaloniki conferences offer a stimulating broad-based forum in which VET researchers and policy stakeholders, including social partners and practitioners, can meet to exchange views with opinion-shapers in the arts, the media and civil society. The conferences promote forward-looking and in-depth debate on future challenges and innovative responses to a wide range of topics relevant to VET.

Three Agora conferences were organised in 2005:

- (1) 'Innovation in enterprises through VET' took place in Thessaloniki (28 February and 1 March);
- (2) a special Agora conference 'The future begins in the past' took place on 8 September to commemorate the 30th anniversary of Cedefop and its 10 years presence in Greece and to mark the change of Director;
- (3) 'New challenges for teachers and trainers in VET', organised in collaboration with the BIBB, took place in Berlin (3 and 4 November).

Discussions within Area A on the future design, objectives and target groups for Agoras took place in 2005. As from 2006, a new concept will be applied and a project manager will be recruited.

Performance - Participation in the three Agoras, partly on issues covered by the research report and Maastricht study, received considerable attention from stakeholders. The number of self-paying participants increased (exception: special Agora event) and contributed to a reduction in costs.

4. Reporting and facilitating a concerted approach

Experts:

Tina Bertzeletou, Jens Bjornavold, Sylvie Bousquet, Mara Brugia, Sara Elson-Rogers, Franz Gramlinger, Eila Heikkila, Gyorgy Ispanki, John McCarthy, Colin Mc Cullough, Katja Nestler, Irene Psifidou, Eleonora Schmid, Burkart Sellin, Philippe Tissot, Jennifer Wannan.

The activities carried out by Area B during 2005 focused on three main fields:

Reporting on VET developments.

Work concentrated on three key aspects. First, consolidation of the eKnowVet database by developing a comparable thematic presentation at the same time as continuing to stock the database (results are available online in the ETV). Second, short descriptions of Member States' VET systems produced in hard copy for the EU Council presidency countries. Third, a review of major current VET developments in the Member States and the remaining candidate and EEA countries for the DGVT meeting held during the Luxembourg Presidency.

Support for promoting lifelong learning focused on four key aspects. First, assisting the Commission in preparing the joint Education and training 2010 report 2006. Second, playing an active role in evaluating the implementation of the Maastricht priorities and their review. Third, an online prototype of the knowledge system for LLL (KSLLL) was produced in close cooperation with the European Commission and other relevant stakeholders. Fourth, expert support was provided on the special Eurobarometer survey 'Lifelong learning' in the 10 new Member States.

Providing horizontal assistance to promote a concerted approach to an open area of VET focused on three key aspects. First, a high level of technical and scientific support to the Commission's groups – clusters, networks, ad hoc and standing groups – for implementing the Education and training 2010 agenda, including the priority themes of the Copenhagen resolution on enhanced cooperation in VET (i.e. quality assurance, transparency, guidance, credit transfer, validation of non-formal and informal learning, the European qualifications framework, teachers and trainers and e-learning). Second, easing communication and cooperation of these groups, including developing 14 virtual communities (with over 6 000 users) for relevant and interested stakeholders at all levels. Third, Cedefop, mandated by the Commission, developed the Europass website which was launched in February 2005 and is now available in 13 languages.

4.1. ACTIVITY FIELD 1:

reporting in the knowledge management system

4.1.1. National VET systems database (eKnowVet)

Three types of input are made into the eKnowVet database: *thematic overviews* (one per country per year from ReferNet), *detailed thematic analyses* (one per country per year from ReferNet as well as additional input on other themes from other sources) and *comparative analyses* (for 2005: three in progress).

Detailed thematic analyses for EU-15 (+ Iceland and Norway)

- Continuing vocational education and training (Theme 5): reports have been published for Austria, Denmark, Finland, France, Ireland, Norway, Portugal, Spain and Sweden. Reports for the Netherlands and the UK are being finalised. First submissions have been received from Belgium, Germany and Italy, and three reports remain outstanding for completion in 2006.
- Initial vocational education and training (Theme 4): six country reports were published in 2004 and 11 remained for 2005. Of the 11, reports have been published for Austria, Italy, Norway and Sweden, and a revised draft from Ireland was received. Six reports remain outstanding for completion in 2006.
- Training VET teachers and trainers (Theme 6): seven reports undertaken by external contractors were

published in 2004, and 10 remained for 2005. Of the 10, reports for Belgium, Denmark, France, the Netherlands, Norway, Portugal, Spain, Sweden and the UK were published.

- Institutional framework (Theme 3): first draft submissions were received from Austria, Portugal, Spain and the UK. Revised reports were published for Denmark, Finland and Italy. The remaining 10 countries should submit their reports in 2006.
- Accumulating, transferring and validating learning (Theme 8): the template was developed in spring 2005. First submissions were received from Denmark, Finland and Italy.

Updated thematic overviews

- Third edition thematic overviews (EU-15 + Iceland and Norway): reports were received, commented upon and published for Austria, Denmark, Finland, France, Germany, Ireland, Italy, Netherlands, Norway, Portugal, Spain and Sweden. Five reports were not published but should be resubmitted for the fourth edition of the overview.
- First edition thematic overviews: reports were received, revised and published for Cyprus, the Czech Republic, Estonia, Latvia, Lithuania, Poland, Slovakia and Slovenia. Two reports were not published but should be resubmitted for the second edition.

Detailed thematic analysis for new Member States

- Initial vocational education and training (Theme 4): reports were published for Cyprus and Estonia. Revised drafts were received from Latvia and Lithuania. First drafts were received and commented upon from the Czech Republic, Hungary, Poland, the Slovak Republic and Slovenia.
- Continuing vocational education and training (Theme 5): first drafts were received for Estonia and Malta.
- Training VET teachers and trainers (Theme 6): contracts with external contractors for nine countries (a new call for tender is needed for Poland) were agreed in autumn 2005. The deadline for receiving interim reports was November 2005. Reports were received for Cyprus, the Czech Republic, Estonia, Latvia and Lithuania. Final reports are due for submission in January 2006.

Comparative analyses

A comparative presentation of the detailed thematic analyses for Themes 10, 6 and 4 are in various phases of work and completion.

- For Theme 10, the presentation was prepared on 11 countries and is ready for the prototype section of the eKnowVet database.
- For Theme 6, the comparative presentation (with an overview comparative report) was prepared based on detailed thematic analyses for 16 countries. The final reports were submitted in November 2005 and will be placed on the prototype section of the eKnowVet database in

2006 after editing. The remaining countries will be included in this work during 2006 (except for Poland).

- For Theme 4, a call for tender will be relaunched at the beginning of 2006.

Developing new templates

Two new templates were developed in 2005 in consultation with Eurydice and the European Training Foundation.

- a new edition of the thematic overviews (September 2005);
- detailed thematic analysis for Theme 8 (May 2005).

Work has continued on stocking the database with information and continuing its development.

- eKnowVet now uses Livelink as its extranet link to the database. All common announcements are made in Livelink.
- Evaluation: a thorough evaluation of the project has been postponed until the end of 2006, but in preparation for this, work started on restructuring the themes within the database.
- A prototype for the comparative analysis was developed and will be put on the ETV in the first half of 2006.
- A workshop was held with ReferNet to discuss progress and to present the new developments on the database.

4.1.2. Policy reporting

In May 2005 the Governing Board agreed to Cedefop's proposal that policy reporting would be done within the framework of 'Maastricht progress reporting' in line with the streamlined reporting procedure adopted for the Member States. In this connection, the following activities have been carried out:

Joint Education and training 2010 report 2006

The joint Education and training 2010 report 2006 will follow the streamlined reporting procedure and bring together information on progress in all types and at all levels of education. Cedefop's policy reporting team was asked to support the Commission in preparing the report. The task was to comment on summary information from 27 country reports and the draft synthesis with a focus on VET-related aspects. The work was accomplished as a joint activity with Area A.

Evaluating the implementation of the Maastricht priorities and their review

Preparation for this work has commenced. Cedefop's policy reporting team assisted DG EAC in preparing the technical specifications for a study which will feed into the ministerial meeting in December 2006 under the Finnish Presidency. The work was completed in two stages: July/August and, following the unsuccessful call for tender, December 2005.

Following the decision to initiate Cedefop studies that would complement the one launched by DG EAC, technical specifications were

drafted for a study (to be launched by Area A in 2006) on: 'Tapping the potential within – Inclusive education and training policies – how can VET contribute to increase the social and labour-market integration of immigrants and their descendants?'

4.1.3. Short descriptions

In 2005 Cedefop continued to publish in hard copy and make available online short descriptions of VET systems for the EU Presidencies:

The *Short description Luxembourg* was published in February (FR) and in March (EN and DE) (6 000 copies). The *Short description United Kingdom* was published in EN, FR and DE at the beginning of July (6 000 copies). Work on the *Short description Austria* was more or less completed and will be published in 2006.

The short descriptions were disseminated mainly during Presidency events and meetings and sent out on request to organisations and individuals. They are also regularly consulted online.

4.1.4. Directors-General for Vocational Training (DGVT)

A report covering the period from November 2004 to February 2005 was prepared, translated and distributed in three languages (EN, DE and FR) for the meeting of the Directors-General for Vocational Training (DGVTs) held in Luxembourg in April. The electronic EN version was published on the ETV: <http://www2.trainingvillage.gr/etv/vetsystems/overview/index.asp>.

A second meeting of the DGVTs was held in July 2005.

Preparation for the next report to be provided for the DGVT meeting during the Austrian Presidency (March 2006) commenced. In this connection, a new design for these reports was agreed; the reports will inform the Directors General on: current issues relating to vocational education and training and human capital development within the Lisbon framework; recent VET policies and initiatives in EU Member States; the latest available statistics. For these tasks, Cedefop will draw on in-house activities, resources and input from the Member States.

4.2. ACTIVITY FIELD 2:

promoting the practice of lifelong learning

4.2.1. Lifelong learning (LLL)

A special Eurobarometer survey 231 'Lifelong learning' was carried out in spring 2005 in the 10 new Member States.

In May 2005, DG EAC (Unit A1) and Cedefop produced a joint publication based on the survey report which was made available at the beginning of September 2005 from the Commission's external contractor. Cedefop coordinated the joint publication which will be published in February 2006.

4.2.2. Skills development

The work undertaken by Cedefop concerns two issues:

- developing a European ICT skills framework in close cooperation with the European Standardisation

Organisation CEN/ISSS in Brussels;

- cooperation with the European Commission in the area of e-skills (DG Enterprise).

This also contributed to the sector's approach to skill and competence development, which became a major theme of the UK Presidency and led to a resolution at the end of 2005 (see Education Council of 14 and 15 November 2005 on 'the role of the development of skills and competences in taking forward the Lisbon goals').

Substantial progress was made on both issues.

The work on a European ICT skills framework was highly appreciated by the European qualifications expert group (see below) as a good illustration of a concrete application of the forthcoming EQF in one important segment of the labour market.

The second phase of the CEN/ISSS ⁽²⁾ workshop on ICT skills, with the main focus on developing a European ICT skills competence framework, was launched and successfully completed; the final version of the CEN workshop agreement is available online for consultation ⁽³⁾.

The second phase of the ICT skills workshop was based on a new business plan. The inventory of qualification systems and frameworks as well as first proposals for level descriptors and options were finalised. The need to realign the project on the EQF and on the Directive for recognition of professional

qualifications (approved in the meantime by the Council and the EP) was acknowledged. The CEN member organisations are national standardisation bodies. The work is financially supported by the European Commission (DG Enterprise and Industry). Work in the next phases of the project (to be launched in March 2006) will focus on the consolidation of an ICT skills/competence or qualifications framework and on other issues such as certification and quality insurance within skill training for ICT practitioners in Europe.

4.2.1.1. *e-skills*

Building on the conclusions of the e-skills conference 2004 in Thessaloniki, Cedefop's work concentrated on the following aspects in 2005:

- technical and scientific support for DG ENTR on 'supply and demand of e-skills in Europe' to improve data availability and establish foresight scenarios;
- expert support and dissemination of results at major conferences (i.e. E-challenges 2005 (Ljubljana), Online Educa (Berlin), etc.);
- publication of four studies (Panorama series) on ICT practitioner skills and training as well as a final synthesis report on 'ICT and e-business skills and training in Europe';
- support for a study on 'e-skills certification in Europe', carried out by CEPIS and work disseminated online in the virtual community for discussion and comments;

⁽²⁾ Comité Européen de Normalisation, Information Society Standardisation System.

⁽³⁾ <ftp://ftp.cenorm.be/PUBLIC/CWAs/e-Europe/ICT-Skill/CWA15515-00-2006-Feb.pdf>

- editing and dissemination of issues 3 and 4 of the e-skills newsletter;
- development of a new website at <http://eskills.cedefop.eu.int>

4.2.3. E-learning

In 2005 work concentrated on the following main aspects:

- support for the Commission (DG EAC) in e-learning policy development through active participation in inter-service meetings, ICT cluster meetings and the DG EAC and DG Joint Research Centre/Institute for Prospective Technological Studies (IPTS) workshop on 'the future of ICT and learning in the knowledge society in 2020';
- conducting online surveys and pilot studies. Using in-house expertise, Cedefop coordinated the design of a European survey on e-learning in five languages targeted at teachers and trainers. The objective was to determine how e-learning is perceived by teachers and trainers in terms of views and values, and also how the target group perceives the future outlook. The survey was launched in April 2005 using the ETV user database. It gathered a total of 600 responses, which were then analysed in a report which will be published both electronically and in hard copy;
- a study on the current state of e-learning in the lifelong learning context was launched. The final report is available and will be published online;
- a study on services relating to preliminary research and networking with EU Member States in relation to e-learning observatory and forum functions at Cedefop was launched, and the final report will be made available electronically;
- support for the Commission in e-learning programme initiatives through participation in project development (e.g. Helios, eTTCampus, etc.);
- an ETV online survey on the accessibility of e-learning was conducted to gather data for the first thematic survey of the project. Around 2 000 stakeholders (ETV registered users) participated in the survey. The validation seminar of the Helios project on accessibility was held on 13 April in Brussels. The first report on learning and accessibility is available at: <http://www.education-observatories.net/helios/reports/>;
- the second online survey on employability was carried out on ETV website in May and June 2005. There were 815 responses to the thematic survey from registered ETV users. The validation seminar and Helios project meeting was held at the EDEN Helsinki conference on 21 June 2005. The report on e-learning and employability is available at <http://www.education-observatories.net/helios/reports/>;
- the third survey on e-learning and personal development and citizenship was carried out on the ETV in November. There were 808

responses to the survey and the draft report was discussed at a project seminar on 12 December 2005. The final report will be available online;

- there were a total of 4 223 responses to the four electronic surveys carried out on the ETV in 2005;
- an observatory atlas and a knowledge repository with documents provided by experts are available from the e-learning observation system (Cedefop's virtual community)
<http://communities.trainingvillage.gr/observatory/>;
- in addition, Cedefop supported the observatory work by organising, through ReferNet, a survey on the current implementation of e-learning strategies in 16 national contexts;
- as follow-up to Cedefop's support for the eTTnet project under the European Commission's e-learning action plan, Cedefop, throughout 2005, provided support for the eTTCampus project, which aims to provide online collaborative tools for the teaching and training community;
- active contribution to the European discussion on e-learning in major conferences and European forums (e.g. the Commission e-learning conference on 19 May 2005, EDEN Conference from 20 to 23 June 2005, Educa Online 2005).

4.3. ACTIVITY FIELD 3:

good examples of policy and practice database

4.3.1. The EU knowledge system for lifelong learning (EU-KSLLL)

At the request of the European Commission, Cedefop developed a draft template for a database of best practices in the area of lifelong learning (EU-KSLLL). The template was presented and discussed with various stakeholders, for example the Commission, representatives of Member States, some of the former national LLL coordinators and the Commission Education and training 2010 coordinators. The template was finalised in September and a draft version of an online prototype was also completed. The online prototype was presented at a meeting of the Commission's cluster on teachers and trainers (October). Together with a virtual community it will support the cluster's peer-learning activities.

At the first meeting of the education and training coordination group (ETCG) in December 2005, the concept was presented and positive feedback was received by representatives of the Member States and the Commission. It was concluded that the EU-KSLLL should be seen as a key tool to inspire the development of LLL policies at national and EU levels; support the implementation of the Education and training 2010 agenda; consolidate the results of the Commission's peer-learning activities through its peer-

learning facilities. The Commission will ask Member States to appoint national interlocutors for the EU-KSLLL, and at the end of 2006 the system will be assessed and corrective actions implemented.

The system can be seen online:
<http://kslll.trainingvillage.gr>.

4.3.2. Training of trainers network (TTnet)

To contribute to the professional development of VET teachers and trainers and to implementing the priorities set by the Maastricht communiqué for VET teachers and trainers, TTnet work in 2005 concentrated on two key aspects:

- (a) support for the Commission in the implementation of the Copenhagen and Maastricht priorities for VET teachers and trainers. TTnet supported the Commission by contributing to the activities of the cluster on 'Teachers and trainers', which met three times in 2005 (April, October and December). In addition, support was provided in defining the Commission's strategy for VET teachers and trainers, which was presented at the November ACVT meeting. The strategy includes close cooperation between the Commission and TTnet in implementing the Maastricht priorities for VET teachers and trainers;
- (b) cross-country thematic projects. TTnet works on several themes recognised as priorities by national networks and which are in line with the EU policy framework for VET teachers and trainers.

Thematic project 1: identification and validation of non-formal and informal learning for VET teachers and trainers. A TTnet study was carried out with the aims of: providing a review of the approaches implemented at national level (nine countries involved: Belgium, Denmark, France, Italy, Lithuania, Slovakia, Finland and the UK); analysing 30 examples of practices collected from the countries involved; and identifying common transnational issues and recommendations to inspire policy-makers. The study's final report was discussed at the TTnet annual conference (8 and 9 December 2005) and comments from TTnet networks are being incorporated in the final version to be made available in 2006.

Thematic project 2: defining VET professions in line with the EQF. On the political priority attached at European level to developing a European qualifications framework, a wide consultation of all TTnet national networks and the Commission took place. As a result, a pilot project was launched in October 2005 to analyse the roles, responsibilities and competences of VET professions and to identify the main development trends. This should increase mutual understanding and transparency of VET teachers' and trainers' competences and qualifications and foster the development of a coherent framework to support the career development and training of teachers and trainers through common agreement on a set of qualifications and competences. Five clusters of countries (Belgium, the Czech Republic, Denmark, Germany, Estonia,

France, Italy, Lithuania, Malta, Portugal, Slovakia, Finland and the UK) were set up to analyse the following professional profiles: heads of VET institutions that provide initial VET qualifications; IVET teachers recruited from among skilled workers; IVET trainers in apprenticeship/work placements; adult trainers; and training managers. Preliminary results were presented at the TTnet annual conference (8 and 9 December 2005).

Thematic project 3: identification of learning needs of VET teachers and trainers. As a specific contribution to the Commission's subgroup that addressed the Copenhagen priority of the learning needs of VET teachers and trainers within quality assurance (subgroup 3 of Group A), TTnet finalised a report on common quality criteria and methodologies for identifying learning needs of VET teachers/trainers. This work builds on the common quality assurance framework (CQAF) endorsed by the Council in 2004 and includes analysis of 19 good examples of practice collected from 10 TTnet networks (Belgium, Denmark, France, Ireland, Italy, Malta, the Netherlands, Portugal, Finland and the UK). The draft final report – which includes quality criteria and approaches to the identification of learning needs of VET teachers and trainers – is available and was presented at the TTnet annual conference ⁽⁴⁾.

To extend TTnet, and to increase its representative nature and efficiency, the following activities were carried out:

(a) additional countries were included.

The launch seminar of TTnet-Germany was organised in November at an Agora conference on 'new challenges for VET teachers and trainers'. The conference was attended by 80 participants from EU countries, plus Ethiopia, India, Romania and Switzerland and prominently featured TTnet activities. Conference documents are available online ⁽⁵⁾.

In addition, national coordinators for Cyprus, Greece and Latvia were selected.

(b) the function and role of national networks were assessed. A questionnaire was sent in October to coordinators of TTnet national networks to assess their composition, representative nature, priorities, achievements, and the main difficulties encountered. The outcomes of the survey were discussed at the TTnet annual conference and are available online ⁽⁶⁾.

To optimise flow of information and communication within the network, the TTnet virtual community (launched in March 2004) was further strengthened to stimulate debate on key issues related to the professional development of VET teachers and trainers.

⁽⁴⁾ Conference documents are posted on the TTnet site: http://www.trainingvillage.gr/etv/projects_networks/ttnet/Work/WP.asp?workID=74&Annual=1 This document is available (paper copy) upon request to ttnet-info@cedefop.europa.eu

⁽⁵⁾ <http://www.trainingvillage.gr/etv/news/default.asp?idnews=986>

⁽⁶⁾ http://www.trainingvillage.gr/etv/projects_networks/ttnet/Work/WP.asp?workID=74&Annual=1

Currently, the virtual community has a total of 1 283 members. In addition to the TTnet virtual community, the TTnet site on the ETV has been updated with recent publications on projects, studies and workshops carried out within TTnet activities and new good examples of practice collected by TTnet networks.

4.3.3. Activity field 4: a concerted approach to an open area of VET

In 2005, many of the technical working groups (TWGs) were streamlined. Cedefop provides support for work on all the priority themes of the Copenhagen resolution on enhanced cooperation in VET (i.e. quality assurance, transparency, guidance, credit transfer, EQF, teachers and trainers, validation of non-formal and informal learning, e-learning). A new group was created (the European qualifications framework expert group) and others have been transformed (the transparency TWG has been replaced by the Europass implementation group, made up of national Europass centres; the working group on quality in VET was replaced by the European network on quality assurance in VET). In 2005, over 20 expert group meetings took place. New support mechanisms provided by Cedefop included preparing and following-up peer learning and cluster meetings (e.g. for quality assurance in VET and teachers and trainers). In addition to support for meetings and scientific input provided by Cedefop staff, several studies were commissioned (e.g. TTnet report on 'analysis of good examples of practice of identification of learning needs of

VET teachers and trainers', comparative study on output standards for quality assurance in VET, comparative research on indicators and benchmarks for guidance provision, experience of Member States with ECVET and a typology of knowledge, skills and competences). Cedefop published key documents in hard copy (e.g. books on 'European inventory on validating non-formal and informal learning', on reference levels, credit transfer, and a booklet on guidance reference tools) and/or by making them available online. Greater use has been made of subgroups and virtual communities (VCs). A new VC on the EQF was created, and several other VCs and related web pages on the ETV are being refocused to make them more effective to support European tools (e.g. Europass) and to underpin peer learning activities. Membership of the VCs is growing and their use as a platform for exchange of experience and views is deepening. Cedefop developed the Europass website launched in February 2005 and it is now available in 13 languages. Cedefop also actively promotes Europass and has taken part in several European-level events and meetings of national Europass centres. Cedefop has participated in many European conferences on TWG themes, has also been involved in LdV thematic monitoring activities and has improved cooperation with European and international partners (e.g. ETF, ILO and OECD).

4.3.4. Europass

Since its launch on 1 February 2005 in Maastricht, the Europass portal (<http://europass.cedefop.eu.int>) has been further developed. The second phase of development has been completed, including the uploadable xml format for the European CV and the Europass language passport (ELP). The third phase of development is underway as is development of an electronic tool for Europass mobility. Support has been provided to the national Europass centres, especially for the national launch conferences. The virtual community has been restructured into a transparency VC and an Europass VC, access to which is limited to national Europass centres, Cedefop and the Commission.

Cedefop effectively contributed to Europass by developing and translating the Europass portal (13 languages online on 31 December 2005). Almost two million users have visited the site since February 2005. Cedefop also supported the Commission in setting up national Europass centres (technical support for developing national Europass websites, use of the Europass documents and participation in launch events).

4.3.5. Guidance

To contribute to strengthening policies, systems and practices on information, guidance and counselling, to promote the implementation of the Council resolution on lifelong guidance and develop the contribution that guidance can make to the five benchmarks for education and training, Cedefop supports the Commission and Member States through the lifelong guidance expert group. In 2005, Cedefop made the following specific contributions to these goals:

- Cedefop assisted in the preparation, organisation, management and follow-up of two meetings of the expert group and provided support on lifelong guidance to Education and training 2010 working groups, the Education Committee, LLL learning regions, LDV dissemination and thematic monitoring, and other European events organised by Member States as well as to the two joint actions programme of European networks of lifelong guidance stakeholders;
- in accordance with the Maastricht communiqué, which calls for awareness-raising and encouragement of using common European instruments, in April Cedefop published a booklet in English entitled: *Improving lifelong guidance policies and systems using common European reference tools*. This promotes the tools developed by the expert group in 2004 and is intended to help guidance stakeholders at national, regional and local levels use the common reference tools for guidance as

- benchmarks in reviewing and developing existing provision in line with the recommendations of the Council resolution. The French and German versions of the booklet were published in September. The booklets are being widely disseminated via European and national guidance networks and associations. The electronic versions of the publication are available on the ETV's guidance web pages;
- in February Cedefop organised a conference to raise awareness of the common European reference guidance tools among national liaison officers hosting study visits on guidance. A peer-learning dimension using the tools was incorporated into the study visits on guidance planned for 2005, and a new report template was adopted to take better account of the insights gained through the study visits;
 - since March, Cedefop has been a member of an informal steering group to prepare the Finnish Presidency conference on guidance scheduled for November 2006;
 - a preliminary European study on indicators for guidance was carried out early in 2005, short country reports were produced in September (clarifying the availability of national statistical data and research evidence to support the development of European level indicators), and a related peer learning meeting was held in October;
 - in November a call for tender for a study was launched on approaches in the EU to career guidance provision to support workforce development.
- 4.3.6. Credit transfer and the European qualifications framework**
- Cedefop provided technical and scientific support for the technical working group (TWG) on credit transfer in VET by:
- organising, moderating and animating a virtual community on credit transfer;
 - providing content-related input by commissioning and disseminating studies on relevant issues;
 - assisting the Commission in the preparation, organisation, management and follow-up of working group meetings.
- The 2004 study on reference levels and zones of mutual trust was published and disseminated. The outcomes of the study have been widely used by the thematic working group and the expert group on a European qualifications framework. The descriptors for learning outcomes were used by the EQF group to define respective qualification levels. A further study on 'European approaches to credit (transfer) systems in VET' and credit transfer schemes in Member States was published in English in the Cedefop Dossier series. The outcomes of the study were used to establish technical specifications for testing schemes and for a forthcoming additional consultation document.

The study on a typology of knowledge, skills and competences was exploited by the working group and the expert group on EQF and has been in print since the end of 2005. Cedefop also assisted the European Commission in preparing a study on principles for certification.

Cedefop actively contributed to the work of the expert group on a European qualifications framework set up by the European Commission in November 2004. Cedefop established a special virtual community on EQF to support the deliberations and collaboration of experts within the Commission and Cedefop. Cedefop ensured coherence with parallel and former work on credit transfer and a qualification levels framework. The virtual community was used to obtain first reactions from individual experts and stakeholders, and it thus complements the formal consultation process.

Both activities, credit transfer and EQF, are priorities of the European Union which were effectively advanced through the technical and scientific support that Cedefop delivered to the European Commission and the technical working (or expert) groups. Its dissemination activities, through publications and virtual communities, allowed faster progress and promotion of Europe-wide consultations with Member States, candidate and acceding countries and the social partners.

4.3.7. Validation of non-formal learning

The technical working group was discontinued and further development will take place in the framework of the new 'thematic clusters'. Efforts have been made to develop a 'peer-learning methodology' allowing Member States systematically to exchange experiences. A first peer-learning action was organised in Norway in 2005.

The work on validation of non-formal and informal learning relates to the common principles adopted by the Education Council in 2004. The objective has been to make Member States, the social partners and other stakeholders (for example the youth sector) aware of these principles and support their dissemination. Several Member States have reported that the common principles have influenced developments in national validation systems.

The dissemination and further development of the common principles will be greatly improved by developing the European qualifications framework. The supporting virtual community (close to 1 000 members) has been instrumental in supporting the establishment and cooperation of LdV pilot projects to experiment with and test the common principles in practice. The virtual community has also been used to support work on the European inventory, thus improving the quality of the descriptions of activities in Member States.

A first version of the European inventory was published by Cedefop in September under the title: *The learning continuity: European inventory on validating non-formal and informal learning*. The Commission contracted out a second, online version of the inventory to Ecotec and this is now available at: <http://www.ecotec.com/europeaninventory/2005.html>. The inventory will be updated and further developed during 2006.

4.3.8. Quality

The main priority was to promote European cooperation on quality assurance in VET among the Member States. To achieve this, activities focused on consolidating the results obtained so far within the technical working group on quality in VET under the 'Copenhagen process 2003-04'.

On the Maastricht communiqué of December 2004, particular attention was paid to the design and implementation of concrete actions in the quality field.

Cedefop participated in preparations for the conference on 'Quality in VET: building sustainable European cooperation' held in Dublin on 3 October 2005. This conference took place at the initiative of the Further Education and Training Awards Council (FETAC), with the support of the European Commission (DG EAC) to promote sustainable cooperation and voluntary networking among Member States to improve quality assurance in VET in the EU. Cedefop presented a proposal for a network on quality, which served as a background document for preliminary discussions in March 2005.

Cedefop launched a survey on models for the quality assurance of VET providers, with particular reference to patterns of quality assessment/accreditation in Member States. The results will provide background information on specific accreditation topics, an issue not yet covered by the previous cooperation platform, which could be exploited by the new European network on quality in VET.

Cedefop also launched a comparative study on the various national output standards in use in Denmark, Germany, France, Ireland, the Netherlands and the United Kingdom, with particular reference to their application and their strengths and weaknesses. This critical analysis identified the various output standards and formulated proposals for further work.

Two peer-learning visits were held: one in Rome and another in Lillehammer. The reports and the national contributions are available in the virtual community.

Cedefop is part of the quality assurance in VET/HE steering group and participated in its two meetings of 25 April 2005 and 12 September 2005. It is Austria's intention to organise the first joint quality-network conference for higher education and VET in Europe, in cooperation with the European Commission.

Cedefop established working relations with the Hellenic Banking Association and the Inter-Balkan Forum of Bank Associations to disseminate the common quality assurance framework, a quality model, and promoting its implementation by the training services of banks. A meeting took place in November in Athens, which was organised in close cooperation with the ETF and the Phare programme.

A new section on achievements was created in the virtual community where interested readers can find more information on national developments.

5. Exchange and supporting partners

Experts:

Raluca Brinza, Koen Bois d'Enghien,
Jose Manuel Galvin Arribas, Irina Jemeljanova,
Marie-Jeanne Maurage.

Area C provides a forum for Cedefop's partners and other stakeholders responsible for VET in Europe. It encourages and supports exchanges, debate and mutual learning on subjects of common interest at the EU level among policy-makers and in particular the social partners. It is also responsible for coordinating the smooth integration of candidate countries into the VET policies of the EU.

In 2005, activities were implemented in three main fields:

- management of the Leonardo da Vinci study visits programme on behalf of the European Commission,
- familiarisation of candidate countries,
- support and service to social partners and development of a sectoral approach.

Experts cooperate to ensure concerted implementation of the work programme and, consequently, add value to the overall results of individual projects.

Activities targeted various groups of VET stakeholders: national and regional public authorities, representatives of unions at national and sectoral levels, representatives of employers' organisations, researchers, heads of vocational training centres and organisations, training providers, town councillors, regional and local administrators, local development agencies, company training officers, human resource officers, managers of SMEs, representatives of chambers of commerce, industry, crafts, etc.

5.1. ACTIVITY FIELD 1:

Leonardo da Vinci II study visits

On behalf of and in close collaboration with the European Commission and the national liaison officers, Cedefop continued to manage the study visits of the Leonardo da Vinci II programme. The study visits team invested in improving the quality of the programme by providing support to develop study visits content and documentation and through training and evaluation. The study visits team continued to apply electronic management tools to implement study visits more efficiently.

In 2005, 66 study visits were organised for 762 participants from 32 countries, including 147 participants from new Member States and 15 participants from candidate countries. Study visits were hosted by 26 countries. The new Member States hosted nine and one was hosted by Bulgaria.

Study visits covered the following framework themes, which correspond to the Copenhagen/Maastricht and Leonardo da Vinci priorities:

- making vocational training more attractive to young people,
- increasing adult participation in training,
- guidance and counselling,
- quality assurance mechanisms for training,
- sectoral approach: banking and finance and agri-food,
- role of higher education in vocational training,
- recognition of formal, non-formal and informal learning,
- challenges for teachers and trainers,
- helping older workers find and keep jobs,
- combating social exclusion,
- developing entrepreneurship among young people,
- the European year of citizenship through education,
- presentations of national systems.

Cedefop administered the programme daily: collecting applications, constituting the groups, calculating and paying grants to participants, etc.

Cedefop continued to support enhanced cooperation working groups and researchers. In cooperation with national liaison officers, the study visits team worked on diversifying content by making it more focused on specific groups and extending use of the programme to peer learning activities. Linked to working groups conclusions on enhanced cooperation and the Maastricht communiqué, study visits were used for peer-learning activities to support the Commission and Member States.

Two themes, guidance and counselling and recognition of formal, non-formal and informal learning, were pilot themes for peer learning.

Cedefop organised a preparatory seminar for organisers of study visits on guidance and counselling (Krakow, February – March, 2005).

Representatives of Cedefop and expert members of Working group H 'making learning more attractive' provided support for study visits on recognition of formal, non-formal and informal learning in Copenhagen and Marseilles. Results of the discussions were disseminated in the working group.

The conclusions and observations were summarised and presented to national liaison officers, the Governing Board and Directors-General for Vocational Training.

The annual meeting of national liaison officers and technical support agencies was held in Thessaloniki, on 22 and 23 May 2005. Based on analysis of the results of 2004, and considering current priorities at EU level, it was decided that study visits

would continue to be used for peer learning and would invest in exploring the themes from the sectoral perspective.

One of the major events of 2005 was the 20th anniversary of study visits. On 25 May the conference 'A moving experience for Europeans' was held in Thessaloniki. The conference was an international event with participants and delegates from almost every European country and explored the practical, cultural and emotional side of mobility in Europe, focusing on the results of the programme since its establishment and its future prospects. Prominent writers, journalists, 'founding fathers' of the programme and former participants shared their reflections on the educational and cultural significance of travelling abroad.

Being the only European programme of this kind available for the social partners, study visits provided a good opportunity for them to participate in exchanges; representatives of the social partners accounted for 259 participants (34 % of all study visit participants).

Study visits contributed to the sectoral approach to vocational training policies: 11 covered the sectors of banking and finance, and agri-food. Two training seminars were organised by Cedefop for NLOs and coordinators of study visits on VET in the agri-food sector (Prague, January 2005) and the banking and finance sector (Frankfurt, October 2005). The purpose of the seminars was to contribute to effective preparation and implementation of sector-related study visits by providing an overview of the sectors and VET

developments and challenges and sharing knowledge and information among experts and organisers.

Cedefop has started preparing the new generation of study visits programmes within the framework of the new integrated lifelong learning programme 2007-13. The study visits team discussed with DG EAC the possibilities and conditions for creating synergy between the Cedefop and Arion study visits programmes. Cedefop participated in the DG EAC stakeholder group G on Europass, Euroguidance, Ploteus, NARIC, Arion and Cedefop study visits. Cedefop also launched an advisory group on the future study visits programme comprised of national liaison officers, Governing Board members and experts. Area C representatives took part in LdV meetings and in the Socrates and Leonardo da Vinci information, communication and valorisation network.

Cedefop has published catalogues and flyers on the visits programme in all EU official languages, and distributed a vademecum for organisers; these materials were distributed to organisers of study visits and other stakeholders involved and to professional and sectoral networks.

Articles were regularly published in *Cedefop info* on participants' impressions, the past and present of the programme with a view to the future and, on the occasion of the programme's 20th anniversary, the origins of the programme.

Study visit participants are encouraged to become involved in and use virtual communities and other

Cedefop services and products. Networks of former participants and virtual communities were also used for implementing special calls for applications for sector-related study visits.

5.2. ACTIVITY FIELD 2:

integrating acceding countries

With financial support from the Phare subsidy, and in close cooperation with the ETF, Cedefop continued to support familiarisation of new Member States and candidate countries with EU VET policies and Cedefop activities and services. The activity is coordinated by the ETF-Cedefop joint working group that meets twice a year to discuss the joint work programme and annual joint progress report prepared and delivered to the European Parliament.

The Phare contract for Bulgaria and Romania was approved in April 2005. It will support implementation of the new project 'Familiarising remaining candidate countries with Cedefop's activities'. The project will contribute to the countries' smooth accession into the EU by assisting the principal VET stakeholders to develop their VET policies and it will be implemented jointly with the ETF.

Cedefop and the ETF, in close liaison with the Commission, drew up a familiarisation programme for the two remaining candidate countries, Croatia and Turkey. The activity will be implemented with financial support from the Phare subsidy.

The cycle of familiarisation seminars for Cedefop staff was completed with three on the reforms and challenges in VET policies in the new Member states: Cyprus (February, 2005), Hungary (May, 2005) and Lithuania (June, 2005). In cooperation with the Embassy of Cyprus in Athens, an exhibition was also prepared for Cyprus day.

Cedefop continued to strengthen its cooperation with the ETF. In accordance with the ETF-Cedefop work programme for 2005, two knowledge-sharing seminars took place. They were aimed at familiarising Cedefop staff and ETF with each other's products, services and activities.

In cooperation with the ETF and Eurostat, Cedefop organised a workshop on lifelong learning-related statistics for candidate countries' representatives in Thessaloniki in September 2005. The objectives of the workshop were to familiarise candidate countries with VET developments at EU level and to identify common issues and challenges to progress reporting at national level.

Cedefop provides expertise to stakeholders from acceding countries, when required. In 2005, Cedefop hosted an information session for two Bulgarian delegations. They met Cedefop experts to discuss Cedefop's activities and VET policies at EU level. One Cedefop expert participated in the conference on 'EU entry and the vocational integration of young people in Bulgaria, Romania and Turkey' organised by BBJ, a German consultancy firm, to support and

provide expertise on VET and youth policies in Bulgaria and Romania.

Results were disseminated through *Cedefop info*. An article, 'Policy learning rather than policy copying', on ETF-Cedefop peer learning cooperation with acceding and candidate countries, was published in 2005.

A brochure, *Vocational education and training in the new European Member States and candidate countries: short introduction* was prepared based on results of familiarisation seminars and activities. The brochure will be in English, with a summary in Bulgarian, German, French, Romanian, and Turkish.

5.3. ACTIVITY FIELD 3:

support and service to stakeholders – sectoral approach

In response to a request from the Advisory Committee on Vocational Education and Training (ACVT), Area C supports exchanges and debate on diverse themes among policy-makers responsible for VET matters in Europe, and in particular the social partners. Area C provides support to the social partners through the regular collection and analysis of data.

This focused on two main tasks: support for the social partners and the social dialogue, and support for and development of a sectoral approach.

Social dialogue and support for social partners

On social dialogue, Area C aimed at strengthening links with and providing support for the partners, extending cooperation with the European Foundation for the Improvement of Living and Working Conditions (Eurofound) in Dublin and the European Agency for Safety and Health at Work in Bilbao to serve better the needs of the social partners, especially in new Member States.

Cedefop entered into dialogue with Eurofound to establish a common framework of cooperation, especially on sharing resources on the sectoral approach and collective bargaining for lifelong learning at enterprise level. Territorial and national levels will be explored in specific follow-up.

A review of available sources and new developments in 2003-05 was carried out. The resulting report, 'Social partner achievements in VET and VCT (vocational continuous training): state of the art of information sources', was used for updating the social partners house in the ETV, a reference point for social partner activities in vocational education and training.

In cooperation with the Portuguese branch of CEEP, Area C started preparing a seminar for the social partners on the role of social dialogue and lifelong learning as tools for managing the current restructuring and relocation process at European level. The seminar will take place in 2006.

Sectoral competences and qualifications

Area C has made a concerted effort to improve analysis and development of qualifications and competences at sectoral level.

A paper examined the sectoral approach to lifelong learning and prepared the theoretical background and provisional typology of sectoral approaches. It also analysed sectoral strategies in seven European countries. The paper will be published in 2006 and will target policy-makers, researchers and stakeholders developing skills and competences at sectoral level.

Supporting the request of the ACVT on sectoral competences and qualification, the structure of the forthcoming online database on sector-specific training projects and initiatives has been finalised.

Cedefop experts continued to establish contacts with EU sectoral federations in banking and finance, textiles, metal, automotive industry, etc., to present the concept of sectoral approaches as well as sectoral training developments in different EU countries. Information on sectoral approaches was presented at various meetings, a shipbuilding seminar in Trieste in October 2005 and a meeting with the Romanian sectoral committees in Bucharest in October 2005.

Cedefop also cooperates with DG Enterprise of the European Commission to exploit synergies in analyses of economic sectors.

6. Information, communication and dissemination

Experts:

Steve Bainbridge, David Bond, Sylvie Bousquet, Jesus Bustamante, David Crabbe, Anna-Grethe Dolberg Schomburg, Isabel Dreyer, Corinna Frey, Ioanna Nezi, Amarylis Weiler-Vassilikioti, Marc Willem

In 2005 Area D contained various services, first fulfilling the central function of the documentation and library services and, second, being responsible for the production of publications and managing editing and other publishing functions, both for hard-copy or electronic media. Area D, by managing the ReferNet, the language support services and record management, also provides crucial horizontal services for Cedefop.

In 2005, the Library, documentation and archive service enhanced its products and services in order to provide current and user-friendly information. The bibliographic database VET-Bib has been increasing its database at a rate of about 400 new entries per month. The Reference service answered more than 2 000 queries from our external and internal stakeholders. The library prepared a visibility study of Cedefop and its products, which presents the state of the art of Cedefop's visibility.

The ReferNet network, covering 27 European countries, has become the main data collection and reporting mechanism for Cedefop. Particularly at European level, ReferNet activities are important for the visibility and profile of VET and the improvement of European cooperation on VET issues, both of which are political priorities.

The publication service produced 60 publications and periodicals in various languages in 2005. As part of Cedefop's PR activities, it shares a stand with DG EAC at various trade fairs and conferences. The presence at such exhibitions and events promotes a general awareness of Cedefop and helps to disseminate specific publications. Cedefop attended 16 events in 2005, including seven in new Member States or candidate countries, to raise Cedefop's profile. The publications unit is also responsible for Cedefop's corporate image, and after developing a style manual for hard-copy publications, has begun to extend its activities to other media.

The European training village (ETV) is Cedefop's main website for disseminating VET-related publications, news, and own publications in electronic form. During 2005, ETV website registrations increased by 20 %. In December 2005 the ETV had 60 000 community members. Nevertheless, it was decided to improve access by allowing visitors entry without registration in future.

6.1. ACTIVITY FIELD 1:

publications and dissemination

Cedefop's publications and dissemination service is responsible for the technical production of Cedefop's publications. It also coordinates Cedefop's presence at conferences, trade fairs and exhibitions, and supports promotional activities for specific publications and events. The tasks for 2005 and the outcomes are outlined below.

In 2005, Cedefop published 60 publications, 39 of them new titles. They included the English versions of the Cedefop research report synthesis, the executive summary and the three background volumes. Overall some 4 200 hours of editing in English were required to prepare the texts for publication.

In addition, four issues of *Cedefop info* (3/2004, 1/2005, 2/2005 and 3/2005) were published and four issues of the *European journal vocational training*.

The production process for non-periodical publications was revised. A publications review board (PRB) was foreseen to improve planning. A new design was developed for the European Journal to improve its presentation. It is foreseen that the new design will be introduced for issue 37, the first journal for 2006.

Paid subscriptions to the European Journal are expected to increase soon because of the increasing attractiveness of the publication and marketing activities.

To improve dissemination and accessibility of Cedefop's products and services, and in cooperation with the ETV, an electronic mailing list for all Cedefop's free publications is being implemented. All those on the mailing list will receive a link allowing them to download Cedefop's new free publications directly from the Cedefop bookshop. An option will also be provided for people to order hard copies.

Cedefop planned a series of conferences and events to be attended in conjunction with DG EAC to promote and raise awareness of Cedefop's products and services. Cedefop attended 16 events in 2005, including seven (Vilnius (LT), Riga (LV), Ljubljana (SI), Prague (CZ), Tallinn (EE), Plovdiv (BG), and Istanbul (TR)) in the new Member States or candidate countries. Events in London (HRD conference) and Brussels (Employment week), both in April, were used to promote the Cedefop research report.

A list of journalists responding to the call for expressions of interest for journalistic support launched last year has been established. Some ReferNet members replied in response to a request to nominate the most important newspapers and journals in their countries for education and training to establish a network of journalists to work with Cedefop.

6.2. ACTIVITY FIELD 2:

raising visibility and use of the European training village

The European training village (ETV) is an interactive platform bringing together policy-makers, social partners, practitioners, researchers and all those with an interest in VET. Established in 1998, the ETV has become an expertise community of more than 60 000 registered members. The ETV website's registrations increased from 50 000 in December 2004 to 60 000 in December 2005, an increase of 20 %. The increase in registrations from new Member States and the remaining candidate countries has been higher, at approximately 23 %.

The ETV provides up-to-date information on VET in Europe. The website features four main areas: ETV news, information resources, projects and networks and exchange of views. It also provides access to Cedefop's eKnowVet, a database which structures and presents information on VET systems in 27 countries in Europe (EU Member States plus Iceland and Norway). The ETV also has areas for cooperative working where users can make contacts and exchange information. It also hosts several virtual communities supporting developments in policy and research. They provide a platform for members to engage in dialogue, publish documents, share bookmarks and access news (see also statistics in Annex 2).

6.3. ETF-CEDEFOP ACTIVITY FIELD 3:

ReferNet and library and documentation services

The ReferNet network was launched in April 2002 as a natural continuation of the documentary information network that had existed for more than 12 years. In each country, one organisation becomes national coordinator building up a national consortium of key organisations in VET. The main aim is to improve cooperation at national level to ease the collection of information and thematic analyses in all fields. To date, ReferNet covers 27 European countries. All national consortia, with the exception of Luxembourg, were represented at the last two meetings, the plenary meeting in May 2005 and the technical meeting in October 2005.

The network also supports Cedefop's library's principal objective: to acquire, process and disseminate printed and electronic materials on VET; and to update a series of databases, the major one being VET-Bib containing over 50 000 references to published and electronic material on VET. To improve overall management of the network and enhance the communication and relations between the Centre and network members, a new web-based application has been deployed (OpenText Livelink).

ReferNet activities fit well with the Copenhagen process as they raise the visibility and profile of VET and improve European-level cooperation on VET issues, e.g. the Maastricht study and its follow-up in country reports. In Member States, ReferNet consortia have been recognised as 'unique platforms' of key organisations. Meetings of the consortia bring together national representatives of European networks (e.g. LdV national agencies, Eurydice unit, Europass, Euroguidance, etc.).

The library, documentation and archive service is continuously improving its products and services to provide up-to-date and user-friendly information. In 2005, the bibliographic database VET-Bib grew by a monthly rate of 400 new entries. With 55 000 entries, VET-Bib is the largest bibliographic database of education and training related material in Europe. The online catalogue of Cedefop's library was consulted about 2 000 times a month.

In 2005, the library purchased over 400 new VET-related publications and had over 300 subscriptions representing 15 daily newspapers and 278 specialist periodicals. The library's two monthly mailing lists increased their number of subscribers in 2005: the ETV newsletter (3 162 subscribers); the new acquisitions list (400 subscribers).

For the institutional database VET-Instit, a restructuring plan was developed and the redesign is underway.

During 2005, library staff answered around 2 000 professional queries from staff members and external users. The British Standards Institute (BSI) carried out two assessments of the library's quality management system (BS EN ISO 9001:2000), as a result of which continuing certification of the system was confirmed.

The task of updating the European training thesaurus in all EU official languages within Cedefop has been completed for Dutch, Estonian and Finnish. The thesaurus is an important instrument to ensure interoperability among all databases and information services. *Harmonisation of vocabularies: CEN workshop agreement 15453* was published with input from Cedefop. Cedefop is acquiring the thesaurus management software MultiTes 2005.

The library prepared a visibility study of Cedefop and its products, which presents the state of the art of Cedefop's visibility. It analyses and lists all sources in the wider field of social sciences in which Cedefop or its products are currently described. The service has concluded agreements with the major database producers in social sciences, especially the databases covering 'education and training' (ERIC, FRANCIS, IBSS, British Library, national libraries, etc.).

7. Directorate, administrative and technical services

7.1. Overview

The change of Directorate in 2005 was accompanied by reassessment of the efficiency of administrative and technical services. The audits of Cedefop by the Court of Auditors and the Internal Audit Service of the European Commission have resulted in several important recommendations which concern the internal control system, weaknesses in the management of human resources, and weaknesses in procurement procedures.

In response to the recommendations, the Centre implemented organisational changes, recruitment of an internal auditor (to be completed in 2006), stepped up training, and adapted several administrative procedures, in particular procedures on procurement, recruitment and management of human resources. Based on an action plan, drawn up in response to the audit results, this process began as early as spring 2005 but accelerated in the last quarter of 2005 and will continue in 2006. Important measures were already implemented in 2005 with support of the Governing Board and good cooperation of the staff and the services concerned.

A specific human resource service was established and transition of local staff to contract staff was concluded. Representation in the case of absence was clarified and discussions with the Staff Committee began on delegation, working hours at Cedefop, sensitivity of jobs and implementing guidelines for the career development review process. Recruitment procedures were realigned for greater transparency, encouraging openness and competition, and ensuring high selection standards.

Despite a growing need to increase the number of offices, no decision to enlarge the building was taken, but arrangements were made to use the available space more effectively. Nevertheless, in view of enlargement, needed repairs and maintenance, and the time requirements of construction, a decision on enlargement of the building will be necessary in the near future.

The rules of procedure of the Governing Board were adapted to the new situation after enlargement. Thus, the Governing Board of Cedefop will, as in 2005, meet only once each year, but the Bureau will meet six times per year and the Bureau will be enlarged for issues concerning strategic and annual planning.

The terms of reference for an extensive external evaluation of Cedefop have been drawn up by a wider working group under the guidance of the Commission and the external evaluation will be conducted in 2006/07. As the focus in 2005 was on redesigning internal procedures, plans to introduce quality management were postponed.

Annex 7 provides information on the budget implementation and execution. The overall figures show that 91.4 % of the budget was spent. Underspend concerned mainly Titles 2 and 3, for which the budget execution amounted to 84.4 % and 85.6 % respectively. Underspend in Titles 2 and 3 reflect measures taken by the Directorate in the last quarter of 2005 which tightened internal control on procurement procedures. Annex 7 also provides budget execution information by area and by type of expenditure. The underspend concerned mostly technical support, studies and projects, and publications.

The various anniversaries – 30 years of Cedefop, 20 years of study visits and Cedefop's 10 years in Greece – were celebrated by conferences, an exhibition and a publication – *Ten years in Greece - one day in pictures*. The photographs taken by Andreas Sfiridis give an impression of the work at Cedefop.

7.2. Annual activity report of the authorising officer for the year 2005

7.2.1. Introduction

In compliance with Article 40 of the Framework Financial Regulation applicable to the Community bodies referred to in Article 185 of Council Regulation No 1605/2002, the authorising officer presents an annual activity report together with financial and management information to the Governing Board.

The annual activity report 2005 has been prepared by the respective administrative services and follows the guidelines of the Commission. An effort will be made in 2006 to follow the suggested structure more closely. It should be noted that the annual report 2005 and its annexes provides a review of the operational activities and resources. The annual accounts with conclusions in Section 2.3 provide additional information.

7.2.2. Follow-up on 2004

On follow-up to the declaration of 2004, material progress on implementation of the financial regulation and the statute was achieved. For several reasons, namely the measures which became necessary in response to the audit reports, the burden put on the administrative services by over eight weeks of auditing in 2005, the organisational changes and personnel fluctuations in the administrative services, and the limited capabilities and capacity of the administrative services in an agency with a staff of about 130, it was not possible to complete implementation. This process will continue in 2006.

It should also be noted that Cedefop does not have as large support services as the Commission. Many of the related tasks such as adaptation of DGEs (*dispositions générales d'exécution*) are complex and time consuming.

7.2.3. Follow-up on internal audits

Cedefop did not have an internal audit capability in 2005. The audit report of the Internal Audit Service (IAS) on the year 2004 became available in July 2005 and was followed up by an action plan which was accepted by the IAS and presented to the Governing Board. Implementation of the action plan will continue in 2006. A report on the audits in 2004/05 was presented to the European Parliament. The annual internal audit report for 2005 will be available in April 2006 and will guide further actions in 2006.

The above action plan was presented to Cedefop's Governing Board on 21 October 2005. It responded to the recommendations of the IAS and immediate actions were taken to implement them. The following list shows actions already implemented.

- A guide on good administrative behaviour was produced and distributed to all personnel.
- Training on this issue as well as integrity and the 24 internal control standards was made a part of the obligatory training programme. In particular it was incorporated in the induction course for new personnel. Confidentiality declarations for all staff and declarations on the absence of conflicts of interests for members of selection and evaluation panels were introduced and applied.
- The regular update of job descriptions and inclusion of substitute functions where necessary was made part of the CDR process. Steps were taken to define sensitivity of posts and to consider the appropriate control mechanisms to control any associated risks.
- To avoid bottlenecks in the CDR process appropriate delegations were put in place.
- The function of human resource management was separated from coordination of administrative services.
- Recruitment procedures were reassessed, decisions for wider publication of posts, and of publishing posts in an open competition as a matter of principle were taken and draft guidelines for recruitments produced.
- Policy was put in place limiting the use of interims.
- A training programme was set up with support from the Commission for several obligatory sessions, for example, the payment cycle, procurement and internal control standards.
- A record manager was employed to improve filing and archiving systems and record management. Mail registration was adapted and re-enforced. A new programme for mail registration will be introduced in future to improve cost-efficiency of procedures in place.
- A decision was taken to create an internal audit capability and the selection procedure was started with the support of the IAS.
- Controls on procurement procedures were tightened by clarifying the roles and procedures and introducing control points by the relevant services and the authorising officers by delegation.
- The Deputy Director was made responsible for implementing the recommendations and coordinating the administrative services.

In response to the recommendations of IAS and the observations of the Court of Auditors corrective measures were implemented: several framework contracts were not renewed and payments for three contracts were suspended subject to results of further investigations. The more general response to the weaknesses in procurement procedures was the already mentioned tightening of procurement controls. These measures were taken to foster competition and to define clear procedural steps (opinion of the Court of Auditors, item 10).

7.2.4. Follow-up on remarks in the 2004 discharge and the Court of Auditors' report

The budget 2006 presents properly the differentiated appropriations. For the budget 2005 this was not possible for technical reasons outside the domain of the Centre (compare item 7 in the discharge 2004).

Measures were introduced to improve monitoring of the staff canteen and data were included in the annual accounts (opinion of the Court of Auditors, item 8 and discharge 2004, item 9).

Measures concerning the contract award procedures, more specifically the role and procedures of evaluation committees, as well as measures regarding tendering specifications and observance of competition rules were put into place (discharge 2004, item 10).

Recruitment procedures were improved to increase the openness, fairness and transparency of procedures and draft guidelines on recruitment procedures were produced which will be finalised in 2006 (discharge 2004, item 11).

As mentioned above, full implementation of the financial regulations and the provisions of the statute, in particular establishing accompanying measures such as implementing rules, guidelines, and templates were not completed in 2005. These are tasks in addition to the day-to-day work which require careful consideration and validation procedures. This does not mean that the financial rules and the statute are not applied, but absence of some accompanying instruments bears some risks. The process will be finalised in 2006. The organisational measures taken will, on completion of the necessary recruitment procedures, ensure that a stable and good level of internal control can be achieved and maintained (discharge 2004, items 12 and 13).

There is a good level of experience exchange and cooperation between the agencies, although there are limits to concerted action because of the geographical distances and differences in size and type of organisation. Cedefop uses FIBUS as software for financial reporting and human resource information. Following the suggestions of the Court of Auditors and the IAS no immediate change of software is intended. Modifications are introduced in FIBUS to comply with requirements but introducing a new reporting and management system will be considered in the mid-term (2008) (discharge 2004, item 15).

7.2.5. Management and internal control system in 2005

Cedefop adopted the new financial regulation and internal control standards in March 2003.

Cedefop's organisational structure contained four operational areas and one administrative area. In 2005 decisions were taken to reorganise the administrative area and to strengthen the management function of the heads of area. Reorganisation of the administrative area strengthened the human resource service and led to the creation of an integrated service for finance and procurement. In addition, ICT resources have been concentrated in the ICT department. A wider system of delegation has been developed to strengthen the heads of areas and to distribute functions more efficiently. The process of reorganisation was started in late 2005 and will be completed in 2006. Organisational changes and recruitment of an internal auditor will also allow development of a more comprehensive system of internal control in 2006.

Internal control standards can be grouped into five key control components.

On the first, control environment, Cedefop made major progress in 2005, especially on ethics and integrity (standard 1), mission, role and tasks, staff competence and staff performance (standards, 2, 3 and 4) and delegation (standard 6). On sensitive functions, risks appear to be reasonably well controlled, although drafts for the inventory of sensitive functions, need to be further improved and adopted (standard 5).

On the second key component, performance and risk management: in revising the planning and reporting process, objective setting was discussed and efforts made to improve the formulation of objectives (reference: action plan, work programme 2007 in preparation) (standard 7). The multiannual programme for the period 2006-08 was adopted as well as the work programme for 2006 (standards 8 and 9). Progress was made to include meaningful objectives and indicators in the annual work programme. However, further progress is needed to develop an annual management plan (standards 9 and 10). The internal audit reports provided a good analysis of the risks and appropriate management decisions were taken to contain the risks. Internal risk analysis and risk management (according to guidelines) (standard 11) need further improvements and will be dealt with by the internal auditor.

The third key component refers to information and communication. Major improvements were achieved on systematic mail registration and filing, especially on staff issues, procurement and contract management. Also on adequate management information, improvements were made to regular information on budget implementation, procurement and recruitment (standards 12 and 13). In both cases, IT capacity needs to be improved which requires programming and further developments mainly to inform project managers and middle management. Further steps are planned for 2006. On reporting irregularities, a file for recording and documenting exceptions to rules or mistakes has been established and staff are encouraged to report irregularities or wrongdoing to the management and OLAF. Staff have been assured that such actions will not carry any risk of retaliation (standards 18 and 14).

In the domain of control activities (fourth component), work progressed on documentation of procedures but further work needs to be done and will extend well into 2006 and possibly 2007 (standard 15). Segregation of duties was fully implemented (standard 16). This also applies to supervision and continuity of operations. Substitutions have been revised and now reflect the organisational structure and delegation of powers (standards 17 and 19).

On the fifth and last key component, audit and evaluation, major progress was also achieved, not least because of the IAS reports (standard 21). A decision was taken on establishing an internal audit capability which will further help improve internal control and also record internal control weaknesses (standards 22 and 20). No progress was made on the internal evaluation function, which can only be implemented in 2006/07 (standard 23). Review of internal control arrangements has become a regular activity. On financial procedures, checklists were reintroduced and in procurement new checklists were developed and are regularly applied (standard 24).

Results of the various analyses and reports provide the basis for the attached declaration by the authorising officer and Cedefop's Governing Board's opinion.

Cedefop's Governing Board 2005

1. Key decisions

The Governing Board met on 26 and 27 May 2005 in Thessaloniki. The meeting was chaired by Mr Peter Thiele.

The Governing Board:

- adopted a shortlist of three candidates and submitted it to the European Commission for the appointment of the new Director; consequently Ms Aviana Bulgarelli was appointed Director of Cedefop by the European Commission;
- adopted the draft budget 2006 and establishment plan by written procedure;
- adopted the medium-term priorities 2006-08;
- agreed to the procedure for preparing the work programme 2006; consequently adopted the work programme 2006 by written procedure;
- noted Cedefop's contribution to implementation of the Maastricht communiqué;
- elected its Chair, Mr Peter Rigney (Workers' Group), and Vice-Chairs, Mr David Coyne (European Commission), Mr Juan Menéndez (Employers' Group), Mr Peter Thiele (Governments' Group) for a two-year period and decided on the composition of the Bureau;
- adopted the 2004 financial accounts and mandated the Centre to forward the annual accounts and the Governing Board's opinion on the Centre's 2004 accounts to the European Parliament, the Council, the Commission and the Court of Auditors;
- adopted the annual report 2004;
- revised its rules of procedure and approved them by written procedure; these revised rules of procedure were transmitted to the European Commission for submission to the Council;
- approved the proposed allocation of grants in 2006 for the study visits programme;
- appointed the members of the steering group on the external evaluation of the Centre;
- for transparency reasons, asked the Internal Audit Service of the Commission to check all public procurement contracts awarded in 2004 through a tendering procedure;
- amended the budget 2005;
- noted the results of the evaluation of cooperation with Iceland and Norway.

2. Cedefop Governing Board (as at 31 December 2005)

An updated list can be found on Cedefop's website:
<http://www.cedefop.europa.eu/>

2.1. Participating in the Bureau meeting

Chair Employee organisations' representative	Mr Peter Rigney Irish Congress of Trade Unions
Vice-Chair European Commission	Mr David Coyne Directorate General Education and Culture Director DG EAC/A
Vice-Chair Representative of Employers' organisations	Mr Juan Menéndez Confederación Española de Organizaciones Empresariales - CEOE
Vice-Chair Government representative	Mr Peter Thiele Bundesministerium für Bildung und Forschung
Representative of Employees' organisations	Ms Jessica Mann TCO Sweden
Government representative	Ms Franki Ord Joint International Unit - Department for Education and Skills
European Commission	Ms Marta Ferreira-Lourenco Directorate General Education and Culture Head of unit A3
European Commission	Mr Peter Baur Directorate-General Education and Culture
Coordinator, Employers' Group	Ms Jeanne Schmitt UNICE
Coordinator, Employees' Group	Mr Joël Decaillon Confédération Européenne des Syndicats
Observer EEA Representative	Ms Kristin Evensen Royal Ministry of Education, Research and Church Affairs

2.2. Cedefop Governing Board Members ⁽¹⁾

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
BE	–	Mr Justin Daerden ⁽²⁾ Confédération des Syndicats Chrétiens	Mr Jan Delfosse ⁽³⁾ F.E.D.I.S.
CZ	Mr Miroslav Kostka Ministry of Labour and Social Affairs	Mr Radovan Langer Czech-Moravian Confederation of Trade Unions	Ms Denisa Neuwirthová Dalkia Morava a.s.
DK	Mr Villy Hovard Pedersen Undervisningsministeriet	Mr Erik Schmidt ⁽⁴⁾ Salaried Employees and Civil Servants Confederation (FTF-DK)	Mr Henrik Bach Mortensen ⁽⁵⁾ Dansk Arbejdsgiverforening
DE	Mr Peter Thiele Vice-Chair Bundesministerium für Bildung und Forschung	Mr Hans-Detlev Küller ⁽⁶⁾ Deutscher Gewerkschafts- bund - DGB	Ms Barbara Dorn Bundesvereinigung der Deutschen Arbeitgeberverbände
EE	Mr Kalle Toom Estonian Ministry of Education and Research	Ms Kaja Toomsalu Confederation of Estonian Trade Unions	Mr Tarmo Kriis Estonian Employers' Confederation
EL	Mr Athanasios Avramopolulos ⁽⁷⁾ Formation professionnelle S.A.	Mr Georgios Dassis G.S.E.E.	Mr Evangelos Boumis Titan Cement Company S.A.
ES	Mr Alfredo Liébana Collado Instituto de Empleo	Ms Mar Rodriguez Torres UGT	Mr Juan Menéndez Vice-Chair Confederación Española de Organizaciones Empresariales - CEOE
FR	Mr Pierre Le Douaron Ministère des affaires sociales, du travail et de la solidarité	Mr Jean-Claude Quentin Force Ouvrière - F.O.	Mr Bernard Falck ⁽⁸⁾ Mouvement des Entreprises de France - MEDEF

⁽¹⁾ OJ C 64, 18.3.2003 and
OJ C 116, 30.4.2004, p. 14

⁽²⁾ OJ C 35, 11.2.2006

⁽³⁾ OJ C 176, 16.7.2005

⁽⁴⁾ OJ C 88, 12.4.2005

⁽⁵⁾ OJ C 264, 25.10.2005

⁽⁶⁾ OJ C 35, 11.2.2006

⁽⁷⁾ OJ C 264, 25.10.2005

⁽⁸⁾ OJ C 317, 22.12.2004

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
IE	Mr Eamonn Darcy Training and Employment Authority FÁS	Mr Peter Rigney Chair Irish Congress of Trade Unions	Mr Pat O'Toole CEEP Ireland
IT	Mr Andrea Montanino ⁽⁹⁾ Ministry of Labour and Social Affairs Directorate General for Training Policies (UCOFPL)	Mr Pietro Gelardi CISL	Mr Claudio Gentili ⁽¹⁰⁾ Confindustria
CY	Mr Michael Physentzides Human Resource Development Authority Ministry of labour and social insurance	Mr Nicos Nicolaou Cyprus Workers' Confederation SEK	Mr Leonidas Paschalides Cyprus Chamber of Commerce and Industry
LV	Mr Gunars Krusts Ministry of Education and Science	Ms Beata Jakubova Free Trade Union Confederation of Latvia - LBAS	Ms Elina Egle ⁽¹¹⁾ Latvian Employers' Confederation
LT	Mr Romualdas Pusvaskis Ministry of Education and Science	Ms Tatjana Babrauskiene Lithuanian Trade Union Confederation	Ms Laura Sirvydiene Lithuanian Confederation of Industrialists
LU	Mr Gilles Estgen Lycée technique Joseph Bech	Ms Renata Santini IFES/CGT-L	Mr Ted Mathgen † (November 2005) Chambre des Métiers du Grand Duché du Luxembourg
HU	Mr Janos Jakab Ministry of Education	Ms Gabriella Lipka Baski MKSZSZ	Mr Gábor Solti ⁽¹²⁾ Ipartestületek Országos Szövetsége (IPOSZ)
MT	Mr Charles Mizzi Ministry of Education, Youth and Employment	Mr Joseph P. DeGiovanni Malta Union of Teachers	Mr Emanuel Said Malta Federation of Industry

⁽⁹⁾ OJ C 35, 11.2.2006⁽¹⁰⁾ OJ C 88, 12.4.2005⁽¹¹⁾ OJ C 33, 8.2.2005⁽¹²⁾ OJ C 33, 8.2.2005

	Government representatives	Employees organisations' representatives	Employers organisations' representatives
NL	Ms Rinette Julicher ⁽¹³⁾ Ministerie van Onderwijs, Cultuur en Wetenschappen	Mr Bart Bruggeman Christelijk Nationaal Vakverbond (CNV)	Mr Jan Boersma
AT	Mr Peter Kreiml Bundesministerium für Bildung, Wissenschaft und Kultur	Mr Alexander Prischl Österreichischer Gewerkschaftsbund - ÖGB	Mr Gerhard Riemer Industriellenvereinigung
PL	Mr Krzysztof Kafel Ministry of National Education and Sport	Mr Bogdan Olszewski NSZZ Solidarnosc	Mr Josef Jacek Hordejuk The Chamber of Craftmanship and Enterprise
PT	Mr José Carlos Frias Gomes ⁽¹⁴⁾ INOFOR	Mr Augusto Praça CGTP-IN	Mr José Sanchez Ramirez
SI	Mr Gorazd Jenko Ministry of Labour	Ms Metka Roksandic Association of Free Trade Unions of Slovenia - ZSSS	Mr Janez Dekleva Chamber of Commerce and Industry of Slovenia
SK	Mr Juraj Vantuch Ministry of Education	Mr Dusan Harvan Confederation of Trade Unions of the Slovak Republic - KOZ SR	Mr Daniel Hrdina Association of Employers of Transport, Post Offices & Telecommunications of the Slovak Republic
FI	Ms Tarja Riihimäki ⁽¹⁵⁾ Ministry of Education	Mr Jari-Pekka Jyrkänne Central Organisation of Finnish Trade Unions - SAK	Mr Manu Altonen Confederation of Finnish Industry and Employers - TT
SE	Ms Carina Lindén Ministry of Education and Science	Ms Jessica Mann TCO Sweden	Mr Gert Assermark Almega
UK	Ms Franki Ord Joint International Unit - Department for Education and Skills	Mr Paul Mackney NATFHE	Mr Neil Bentley ⁽¹⁶⁾ Confederation of British Industry - CBI

⁽¹³⁾ OJ C 186, 6.8.2003⁽¹⁵⁾ OJ C 33, 8.2.2005⁽¹⁴⁾ OJ C 100, 26.4.2003⁽¹⁶⁾ OJ C 176, 16.7.2005

2.3. European Commission representatives ⁽¹⁷⁾

	Mr Nikolaus van der Pas Directorate General Education and Culture Director-General		
	Mr David Coyne Vice-Chair Directorate General Education and Culture Director DG EAC/A Life Long Learning: Education and Training Policies		
	Ms Marta Ferreira-Lourenco Directorate General Education and Culture – Head of unit A3 Vocational Training and Adult Education		
	Mr Peter Baur Directorate General Education and Culture		
	Government representatives	Employees organisations' representatives	Employers organisations' representatives

2.4. Coordinators

		Mr Joël Decaillon Confédération européenne des Syndicats	Ms Jeanne Schmitt UNICE
--	--	--	-----------------------------------

2.5. Observers

IS	Ms Krístrun Isaksdóttir Ministry of Education, Science and Culture		
NO	Ms Kristin Evensen Royal Ministry of Education, Research and Church Affairs	Mr Helge Halvorsen Confederation of Norwegian Business and Industry	Mr Per Syversen Norwegian confederation of Trade Unions

⁽¹⁷⁾ OJ C 88, 25.3.2000

ANNEX 2

Cedefop 'visibility' performance indicators

1. Electronic media indicators

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 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.

1.1. Cedefop website

1.1.1. Summary of Cedefop website activity 2005

Number of successful hits for the entire website	18 833 390
Number of page views	4 496 527
Number of visits	1 331 294
Average number of hits per day	51 598
Average number of page views per day	12 319
Average number of visits per day	3 647

1.2. European training village (ETV)

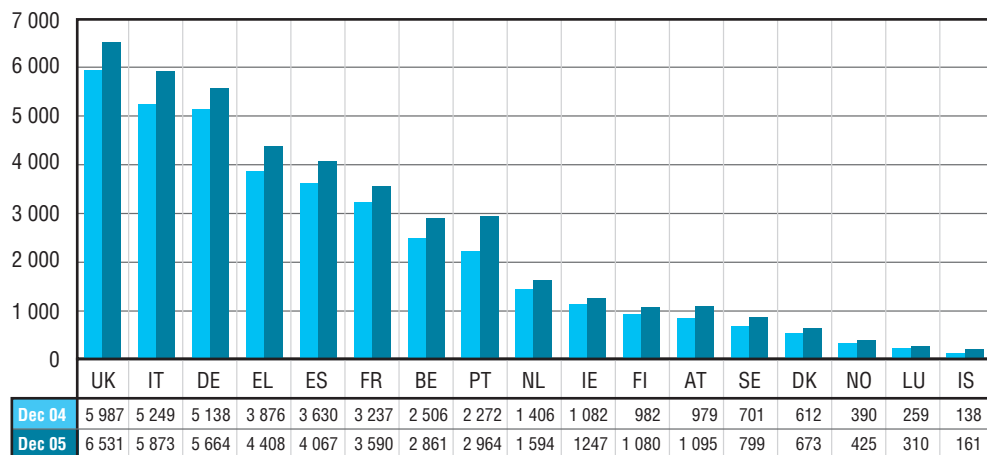
1.2.1. Summary of ETV activity 2005

	2004	2005
Number of ETV registrants	53 167	60 440
Number of successful hits for the entire website	19 482 241	17 979 907
Number of page views	3 306 920	3 366 490
Number of visits	650 251	715 007
Average number of hits per day	53 250	49 260
Average number of page views per day	9 035	9 223
Average number of visits per day	1 776	1 958
ETV Newsletters' subscription	2 427	3 160

The number of successful hits for the entire ETV website decreased from 2004 to 2005 due to the removal of the transparency section in the ETV website. The logo and hyperlink of the Europass website is now provided on the ETV front page.

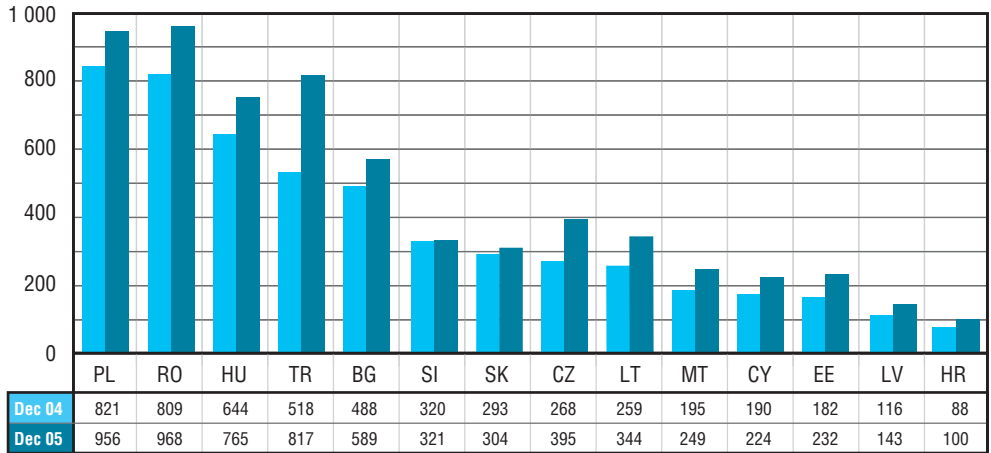
Nevertheless, the average number of visits (users sessions) per day remains steady. This is due to improvement of the ETV news items database. Users have access to news items updated daily.

1.2.2. ETV users in the old EU Member States and the EEA (December 2004 and 2005)



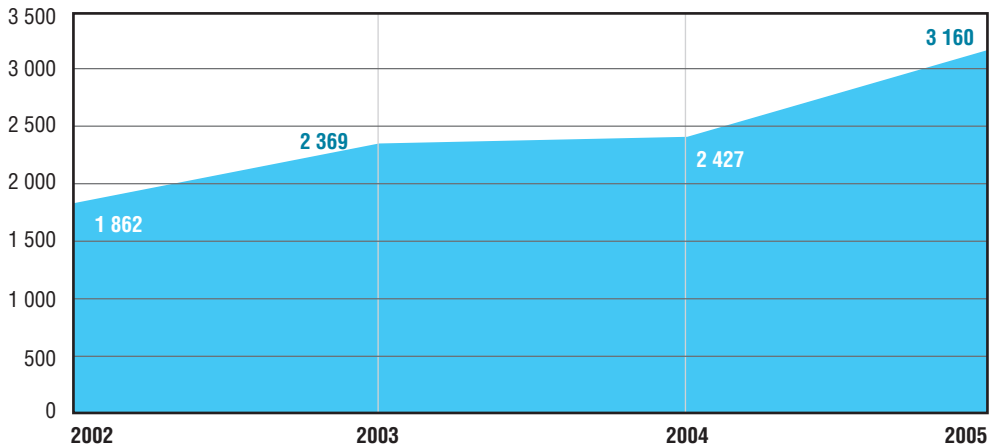
The total number of ETV registered users in the old EU Member States and EEA increased from 38 444 in December 2004 to 43 324 in December 2005; an increase of approximately 13 %.

1.2.3. ETV users in new Member States and candidate countries (December 2004 and 2005)



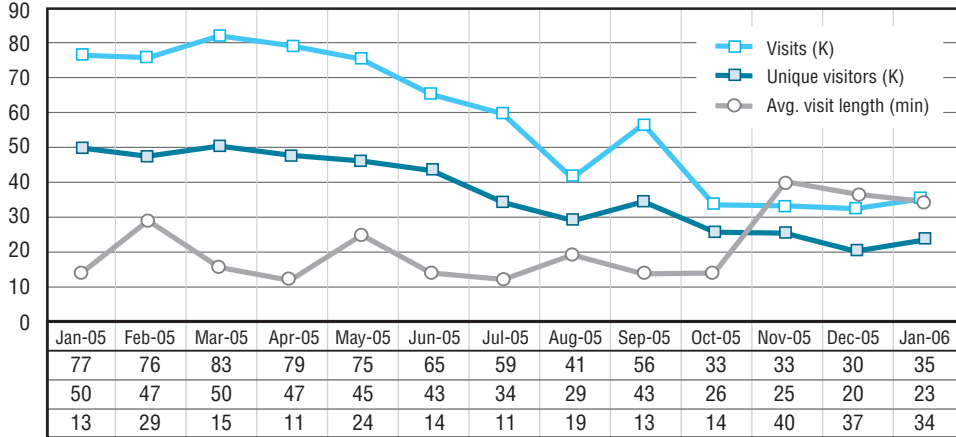
The total number of ETV registered users from the 10 new Member States and the remaining candidate countries increased from 5 191 end of 2004 to 6 407 in December 2005; a significant increase of approximately 23 %.

1.2.4. ETV newsletter



The content of the electronic awareness service (ETV newsletter) is retrieved dynamically from the re-structured ETV news items database. Subscriptions to the ETV newsletter increased from 2 427 in December 2004 to 3 160 in December 2005; a significant increase of 30 %.

1.2.5. *Visitors trend*



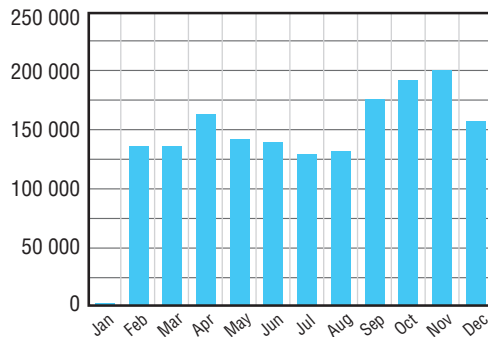
While the number of visits and one-time (unique) visitors decreased steadily from December 2004 to December 2005, the average visit length increased dramatically. This was largely due to improvement of the ETV front page in general, and the news section in particular. More valuable information is visible on one page encouraging users to stay longer on the ETV website.

1.2.6. *Europass web resource*

Statistics for 2005 ⁽¹⁾

Successful hits for the entire website	98 910 381
Page views	2 354 512
Number of visits	1 771 499
Average number of hits per day	270 987
Average number of page views per day	6 450
Average number of visits per day	4 853
Total downloads (templates, examples, instructions, etc.)	2 982 947
Online generated documents	300 000

Visits trend



The Europass web resource was launched (January 2005) in two languages (English and French). German was put online in April, and other languages were progressively added (15 languages on 30 December). In September 2005, new features were added, including:

- upload and update of CV/ELP,
- faster CV/ELP generation engine;
- CV/ELP templates in OpenOffice format.

⁽¹⁾ The Europass website was launched on 31 January 2005.

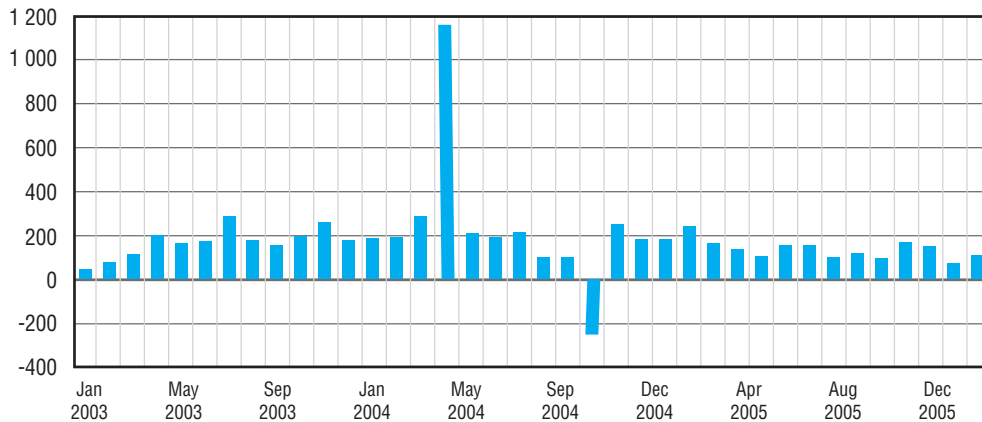
1.4. Cedefop virtual communities

1.4.1. Cedefop virtual communities activity report

January 2003 to 30 January 2006

Date	Members - new	Communities - new	Content	Page views - total
January 04	181	0	210	46 111
February 04	175	0	270	49 843
March 04	267	1	273	49 023
April 04	1 163	2	307	83 270
May 04	211	-1	310	54 152
June 04	198	0	273	43 507
July 04	217	1	153	46 895
August 04	95	0	150	31 534
September 04	103	0	171	38 370
VC/ETV	-247	0	0	0
October 04	246	0	185	36 870
November 04	182	0	197	56 058
December 04	183	0	212	46 951
January 05	241	1	153	51 169
February 05	151	0	162	43 963
March 05	134	1	203	51 185
April 05	104	-3	161	32 231
May 05	140	1	123	39 124
June 05	142	1	130	31 646
July 05	104	-2	148	25 541
August 05	107	-1	96	23 284
September 05	97	0	81	23 312
October 05	168	0	209	42 830
November 05	152	0	183	30 375
December 05	80	0	154	24 637
January 06	107	-1	114	55 058
TOTAL	6 588	20	7 734	1 372 895

1.4.2. Members - new



The total number of one-time (unique) members for the virtual communities is **6 588**.

The total number of registered members in the virtual communities is **7 553**.

At the end of 2005, Cedefop was providing support for 20 virtual communities.

Periodic reviews of the activity of members can lead to corrective action such as denial of access. When the single-sign-on procedure for the ETV and virtual communities was deployed in September 2004 (single log-in and shared content across both platforms), a major review of the activity of VC members was conducted and led to the removal of 247 members who had been inactive over the previous 12 months.

2. Publications indicators

2.1. Summary of publications activity 2005

	2002	2003	2004	2005
Number of titles produced (non-periodicals) – for sale	8	7	3	7
Number of titles produced (non-periodicals) – free of charge	24	19	28	32
Free of charge publications (number of distributed copies upon request)	8 809	9 805	10 293	8 582
Subscriptions to the <i>European journal vocational training</i> (free/paying)	2 604	2 346	2 034	2 462
<i>Cedefop info</i> subscriptions (languages)	8 521	8 523	8 460	8 543

2.2. Cedefop publications in 2005

2.2.1. Reference series

- Beschäftigung durch Ausbildung. Zweiter Bericht zur Berufsbildungspolitik in Europa, (DE)
- European perspectives on learning at work. The acquisition of work process knowledge, (EN)
- eLearning per insegnanti e formatori. Pratiche innovative, professionalità e competenze, (IT)
- Impact of education and training. Third report on vocational training research in Europe. Background report, (EN)
- Identifying skill needs for the future: from research to policy and practice, (DE, EN, FR)
- Learning by leaving. Placements abroad as a didactic tool in the context of vocational education and training in Europe, (EN)
- The foundations of evaluation and impact research. Third report on vocational training research in Europe. Background report, (EN)
- Evaluation of systems and programmes. Third report on vocational training research in Europe. Background report, (EN)
- The value of learning: evaluation and impact of education and training. Third report on vocational training research in Europe: synthesis report, (EN)

2.2.2. Panorama and other free series

- Cedefop in brief. Promoting a European area of lifelong learning, (EL, EN)
- Se mettre à l'œuvre pour une formation tout au long de la vie: politique, pratique, partenariat. Rapport de synthèse de la conférence, (DE, FR)
- Rapport annuel 2003, (DE, FR)
- Work programme 2005, (DE, EN, FR)
- Lebenslanges Lernen: Die Einstellungen der Bürger in Nahaufnahme. Ergebnisse einer Eurobarometer-Umfrage, (DE)
- Cedefop 2005. Publications catalogue, (Multi)
- Vademecum. Das gemeinschaftliche Studienbesuchsprogramm, (DE)
- The value of learning: Evaluation and impact of education and training. Third report on vocational training research in Europe. Executive summary, (EN)
- Work programme 2005. Summary, (DE, EN, FR)
- Cedefop's products and services: report 2005, (EN)
- Improving lifelong guidance policies and systems. Using common European reference tools, (DE, EN, FR)
- Study visits catalogue 2006. Volume I, (Multi)
- Study visits catalogue 2006. Volume II, (Multi)
- Annual report 2004, (DE, EN, FR)
- Vocational education and training: key to a better future. Cedefop's

- medium-term priorities for 2006-08, (EN)
- Code of good administrative behaviour. Relations with the public, (EN, EL)
 - European reference levels for education and training. Promoting credit transfer and mutual trust, (EN)
 - ICT practitioner skills and training: automotive industry, (EN)
 - ICT and e-business skills and training in Europe. Towards a comprehensive European e-skills reference framework. Final synthesis report, (EN)
 - ICT practitioner skills and training solutions at sub-degree and vocational level in Europe. Guidelines for ICT training and curriculum development, (EN)
 - Strategien zur Bildungs- und Berufsberatung. Trends, Herausforderungen und Herangehensweisen in Europe. Ein Synthesebericht des Cedefop, (DE)
 - Disadvantaged groups in transnational placement projects, (EN)
 - Mass vocational education and training in Europe. Classical models of the 19th century and training in England, France and Germany during the first half of the 20th, (DE,EN)
 - Vocational education and training in the United Kingdom. Short description, (DE, EN, FR)
 - Vocational education and training in Luxembourg. Short description, (DE, EN, FR)
 - Trends and skill needs in tourism, (EN)
 - Quality in e-learning. Use and dissemination of quality approaches in European e-learning. A study by the European Quality Observatory, (DE, EN)
 - The learning continuity: European inventory on validating non-formal and informal learning. National policies and practices in validating non-formal and informal learning, (EN)
 - Lifelong learning bibliography: a European VET perspective. No 7-8 January - December 2004, (EN)
 - Photo exhibition 'Sfiridis', 11/2004. Catalogue, (EN/EL)
- 2.2.3. *Periodicals*
- Cedefop info Nos 3/04, 1/2005, 2/2005, 3/2005
 - European journal vocational training Nos 32, 33, 34

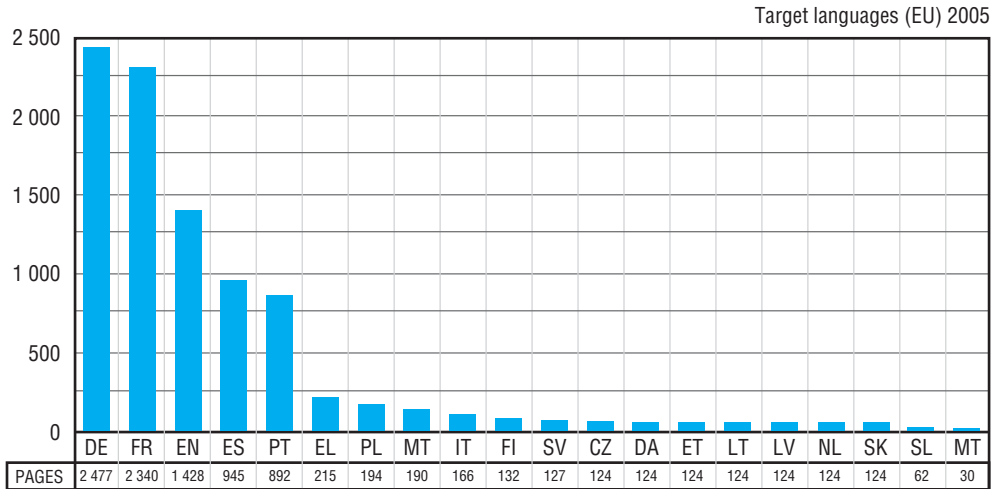
3. Translated publication titles in 2005

3.1. List of publications translated during 2005

- Work programme 2006 (DE, EN*, FR,)
- Annual report 2004 (DE, EN*, FR)
- Medium-term priorities 2006-2008 (DE, EN*, FR)
- Code of good administrative practice (EL, EN*, FR)
- European journal vocational training, Issues 34, 35, 36, 37 (ES, DE, EN, FR, PT)
- Cedefop info, Issues 1, 2+3/2005 (EN, FR, DE)
- European training thesaurus (DA, ET)
- The value of learning: evaluation and impact of education and training - 3rd report on vocational training research in Europe: synthesis report (DE, EN*, FR)
- The value of learning: evaluation and impact of education and training - 3rd report on vocational training research in Europe: Executive summary (DE, EN*, FR)
- Vocational education and training in Luxembourg (DE, EN, FR*)
- Vocational education and training in the United Kingdom (DE, EN*, FR)
- Mass vocational education and training in Europe (DE*, EN)
- Quality in e-learning. Use and dissemination of quality approaches in European e-learning (DE*, EN, FR)
- European reference levels for education and training: promoting credit transfer and mutual trust (DE, EN*, FR)
- Innovative practices in the field of training and related professional development issues (EN, FR*)
- A European guide on self-assessment for VET providers (EN*, FR)
- Internationally comparable statistics on education training and skills: state of the art and prospects (DE, EN*, FR)
- Terminology of vocational training policy: multilingual glossary (EL version)
- Europass documents and website texts (25 languages in progress)

* Source language.

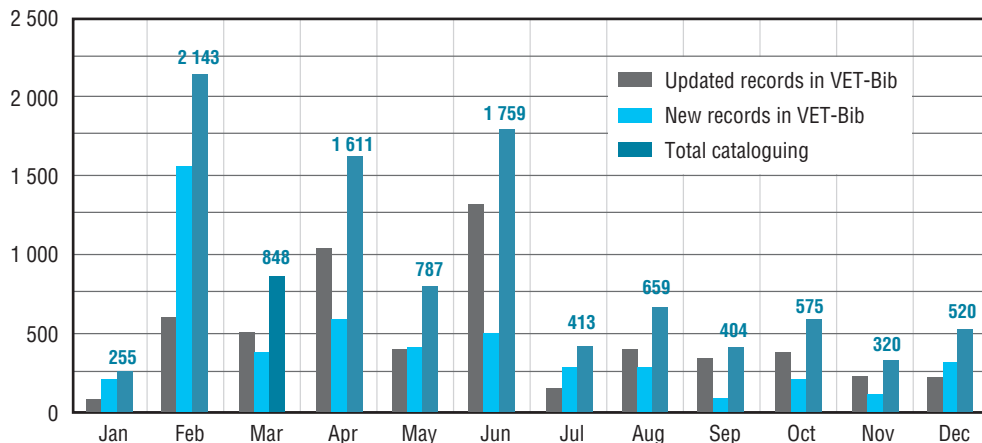
3.2. Pages requested for translation 2005



4. Library and documentation

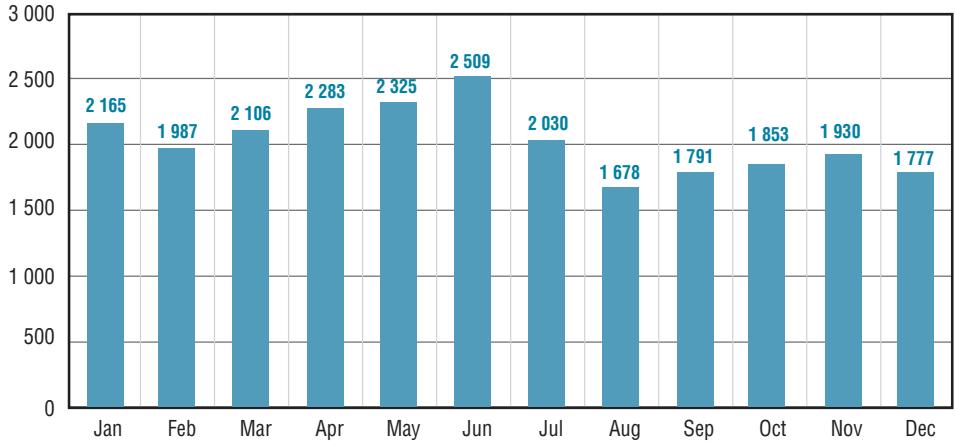
Library statistics

4.1. VET-Bib cataloguing statistics 2005 – new and updated records



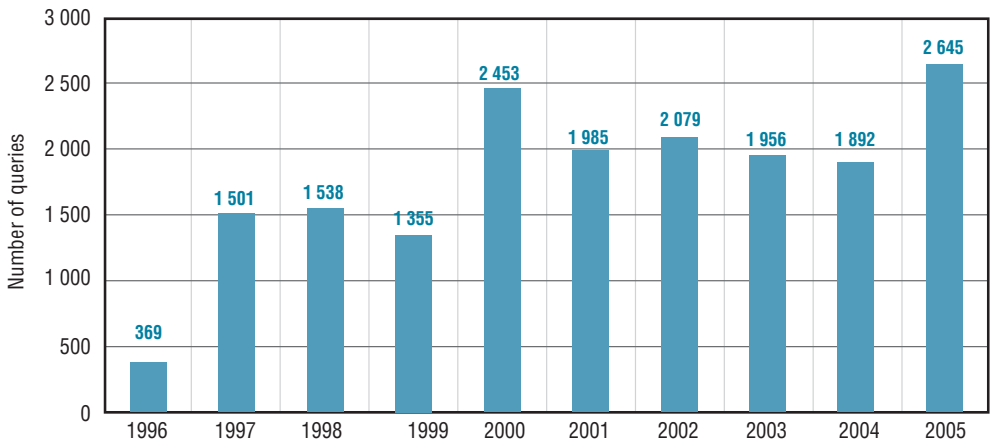
This chart shows the quantitative development of Cedefop's bibliographic database. It includes both bibliographic data submitted to VET-Bib by ReferNet or by Cedefop documentalists. New records are records added to the VET-Bib database each month. Updated records are existing VET-Bib records that have been revised or updated.

4.2. OPAC web statistics – visitors to library online catalogue 2005



WebTrends Unique visitor: number of individuals who visited the site during the report period. If someone visits more than once, they are counted only the first time they visit.

4.3. Library reference desk progress report 1996-2005 - queries answered



5. ReferNet

5.1. List of national coordinators

AT

Mr **Peter Schlögl**
OEIBF – Österreichisches
Institut für
Berufsbildungsforschung
Biberstrasse 5/6
A -1010 Vienna
Austria
T (43-1) 310 33 34
F (43-1) 319 77 72
M peter.schloegl@oeibf.at
W www.oeibf.at
R www.abf-austria.at

BE

Ms **Sigrid Dieu**
LE FOREM – Office wallon de
la Formation professionnelle et
de l'Emploi
Boulevard Tirou 104
B-6000 Charleroi
Belgium
T (32-71) 20 61 67
F (32-71) 20 61 74
M sigrid.dieu@forem.be
W www.leforem.be
R www.refernet.be

CY

Mr **Yiannis Mourouzides**
Human Resource Development
Authority of Cyprus
2 Anavissou Street, Strovolos
P.O. Box 25431
CY-1392 Nicosia, Cyprus
T (357-22) 39 03 67
F (357-22) 42 85 22
M y.mourouzides@
hrdauth.org.cy
W www.hrdauth.org.cy
R www.refernet.org.cy

CZ

Ms **Vera Czesana**
NVF – Národní vzdělávací fond
Opletalova 25
CZ-110 00 Prague 1
Czech Republic
T (420-2) 24 50 05 40
F (420-2) 24 50 05 02
M czesana@nvf.cz
W www.nvf.cz
R www.refernet.cz

DK

Mr **Svend-Erik Povelsen**
CIRIUS – Center for
Information og Rådgivning om
International Uddannelses-og
Samarbejdsaktiviteter
Fiolstræde 44
DK-1171 Kopenhagen K
Denmark
T (45-33) 95 70 00
F (45-33) 95 70 01
M sep@CiriusMail.dk
W www.ciriusonline.dk
R www.refernet.dk

EE

Ms **Katre Savi**
INNOVE – Elukestva Õppe
Arendamise Sihtasutus
Liivalaia 2
EE-10118 Tallinn
Estonia
T (372) 699 80 86
F (372) 699 80 81
M katre.savi@innove.ee
W www.innove.ee
R www.innove.ee/refernet

FI

Mr **Matti Kyrö**
OPH – Opetushallitus
Hakaniemenkatu 2
P.O. Box 380
FI-00531 Helsinki
Finland
T (358-9) 77 47 71 24
F (358-9) 77 47 78 69
M matti.kyro@oph.fi
W www.oph.fi
R www.oph.fi/info/
refernet/english/index.html

FR

Ms **Henriette Perker**
Centre INFFO – Centre pour le
développement de l'information
sur la formation permanente
4, avenue du Stade de France
FR-93218 Saint Denis de la
Plaine Cedex
France
T (33-1) 55 93 91 14
F (33-1) 55 93 17 28
M h.perker@centre-inffo.fr
W www.centre-inffo.fr/
R www.centre-inffo.fr/
maq100901/europe/refer.htm

DE

Ms **Ute Hippach-Schneider**
BIBB – Bundesinstitut für
Berufsbildung
Robert-Schumann-Platz 3
D-53142 Bonn
Germany
T (49-228) 107 16 30
F (49-228) 107 29 74
M hippach-schneider@bibb.de
W www.bibb.de
R www.refernet.de

GR

Mr **Argyrios Protopapas**
 OEEK – Organismos
 Epaggelmatikis Ekpaideysis kai
 Katartisis
 Ethnikis Antistasis 41 and
 Karamanoglou
 GR-14234 Athens
 Greece
T (30-210) 277 22 08
F (30-210) 271 49 44
M tm.t-v@oEEK.gr
W www.oEEK.gr

IE

Ms **Margaret Carey**
 FAS – Training and
 Employment Authority
 P.O. Box 456
 27-33 Upper Baggot Street
 IRL-Dublin 4
 Ireland
T (353-1) 607 05 36
F (353-1) 607 06 34
M margaretm.carey@fas.ie
W www.fas.ie
R www.fas.ie/refernet

LT

Ms **Giedre Beleckiene**
 PMMC – Methodological
 Centre for Vocational Education
 and Training
 Gelezinio Vilko g. 12
 LT-2600 Vilnius
 Lithuania
T (370-5) 212 35 23
F (370-5) 249 81 83
M giedre@pmmc.lt
W www.pmmc.lt
R www.pmmc.lt/refernet

HU

Mr **Tamas Köpeczi-Bocz**
 OMAI – Oktatási Minisztérium
 Alapkezelő Igazgatósága
 P.F.: 564
 Bihari János u.5
 HU-1374 Budapest
 Hungary
T (36-1) 304 66 23 91
F (36-1) 301 32 42
M kopeczit@omai.hu
W www.nive.hu
R www.refernet.hu

IT

Mr **Colombo Conti**
 ISFOL – Istituto per lo sviluppo
 della formazione professionale
 dei lavoratori
 Via Morgagni 33
 I-00161 Rome
 Italy
T (39-06) 44 59 01
F (39-06) 44 25 16 09
M c.conti@isfol.it
W http://www.isfol.it
R www.isfol.it/BASIS/web/
 prod/document/DDD/
 rnet_hompag.htm

LU

Mr **Jos Noesen**
 Ministère de l'Éducation
 nationale et de la Formation
 professionnelle
 Service de la Formation
 professionnelle
 29, rue Aldringen
 L-2926 Luxembourg
T (352) 478 52 41
F (352) 47 41 16
M noesen@men.lu
W www.men.lu

IS

Mr **Arnbjörn Ólafsson**
 EDUCATE Iceland
 Grensásvegur 16a
 IS-108 Reykjavik
 Iceland
T (354) 599 14 40
F (354) 599 14 01
M arnbjorn@mennt.is
W www.mennt.is/
R www.refernet.is

LV

Ms **Baiba Ramina**
 AIC – Latvijas Akadēmiskās
 informācijas centrs
 Valnu iela 2
 LV-1050 Riga
 Latvia
T (371-7) 22 51 55
F (371-7) 22 10 06
M baiba@aic.lv
W www.aic.lv
R www.aic.lv/refernet

MT

Ms **Margaret M Ellul**
 Department of Further Studies
 and Adult Education
 Ministeru ta' l-Edukazzjoni
 Room 325, Education Division
 Great Siege Road
 MT – CMR 02 Floriana
 Malta
T (356-21) 22 81 94
F (356-21) 23 98 42
M margaret.m.ellul@gov.mt
W www.education.gov.mt

NL**Ms Martine Maes**

CINOP – Centrum voor
Innovatie van Opleidingen
Pettelaarpark - Postbus 1585
NL-5200 BP s-Hertogenbosch
Netherlands

T (31-73) 680 06 19**F** (31-73) 612 34 25**M** mmaes@cinop.nl**W** www.cinop.nl**R** www.cinop.nl/refernet**PT****Ms Fernanda Ferreira**

IQF – Institute for Quality in
Training
Avenida Almirante Reis, n.º 72
P-1150-020 Lisbon
Portugal

T (351-21) 810 70 12**F** (351-21) 810 71 91**M** fernanda.ferreira@
inofor.gov.pt**W** www.inofor.pt**R** www.iqf.gov.pt/Refernet**ES****Ms Maria Luz De La Cuevas
Torresano**

INEM – Servicio Público de
Empleo Estatal
Ministerio de Trabajo y
Seguridad Social
Condesa de Venadito 9
E-28027 Madrid, Spain

T (34-91) 585 98 34**F** (34-91) 585 98 19**M** mluz.cuevas@inem.es**W** www.inem.es**R** www.inem.es/otras/
referNet/entrada.html**NO****Ms Signe Engli**

TI – Teknologisk Institutt
Akersveien 24C
N – 0131 Oslo
Norway

T (47-22) 86 51 84**F** (47-22) 20 18 01**M** signe.a.engli@
teknologisk.no**W** www.teknologisk.no**R** www.refernet.no**SK****Ms Dagmar Jelinkova**

SIOV – State Institute of
Vocational Education and
Training
Cernysevskeho 27
SK-85101 Bratislava
Slovakia

T (421-2) 62 41 06 78**F** (421-2) 62 41 06 78**M** sno@netax.sk**W** www.siov.sk**R** www.siov.sk/refernet/**SE****Mr Fritjof Karlsson**

Skolverket – Statens Skolverk
Kungsgatan 53
S-106 20 Stockholm
Sweden

T (46-8) 52 73 33 79**F** (46-8) 24 44 20**M** Fritjof.karlsson@s
kolverket.se**W** www.skolverket.se**PL****Ms Kinga Motysia**

BKKK Cooperation Fund
Ul. Górnóslaska 4A
PL-00 444 Warszawa
Poland

T (48-22) 625 39 37**F** (48-22) 625 28 05**W** kingam@cofund.org.pl**W** www.cofund.org.pl**R** www.refernet.pl**SI****Ms Mojca Cek**

CPI – Centra RS za poklicno
izobrazevanje
Ob Železnici 16
SI-1000 Ljubljana
Slovenia

T (386-1) 586 42 23**F** (386-1) 542 20 45**M** mojca.cek@cpi.si**W** www.cpi.si**R** www.refernet.si**UK****Mr Tom Leney**

QCA – Qualifications and
Curriculum Authority
83 Piccadilly
UK-W1J 8QA London
United Kingdom

T (44-20) 75 09 53 92**F** (44-20) 75 09 69 77**M** leneyt@qca.org.uk**W** www.qca.org.uk**R** www.refernet.org.uk

5.2. ReferNet link popularity analysis

Link popularity is a score based upon the number of links to a web page. The analysis below identifies all inbound links to ReferNet as identified by the top search engines.

(ReferNet + Cedefop site: <http://www.cedefop.eu.int>)

	Apl 2004	Dec 2004	Dec 2005
Google	154 hits	2 320 hits	9 800 hits
AltaVista	30 hits	161 hits	815 hits
Yahoo	113 hits	162 hits	807 hits

Human resources

1. Staff situation at 31 December 2005

The establishment plan has 91 posts.

On 31 December 2005 the Centre employed 85 staff on the basis of the establishment plan.

On vacant posts, three recruitment procedures were launched in 2005 while the recruitment processes for the remaining three posts will be launched in early 2006. There are eight seconded national experts and 30 contract agent staff (16 of whom are former local staff who became contract agents on 1 May 2005 ⁽¹⁾). The following non-statutory *intra-muros* staff also work at the Centre:

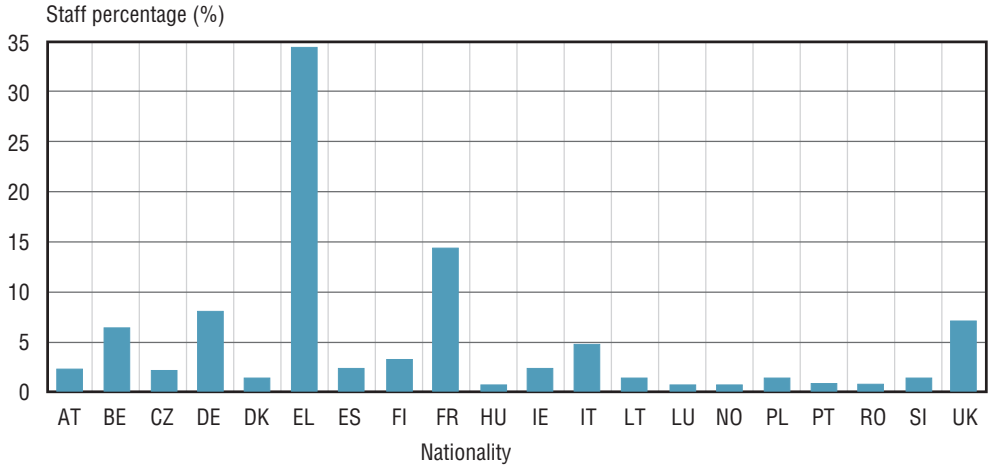
- **10** service contracts: Area D (3 persons), Area E (7 persons including medical officer and crèche);
- **10** interim agents: Area A (2 persons), Area D (4 persons), Area E (4 persons);
- Also, when necessary, a specific service contract provides for one or two security guards to be at the disposal of the Centre 24 hours a day, in three shifts.

On 31 December 2005 there were **123** staff working in the Centre.

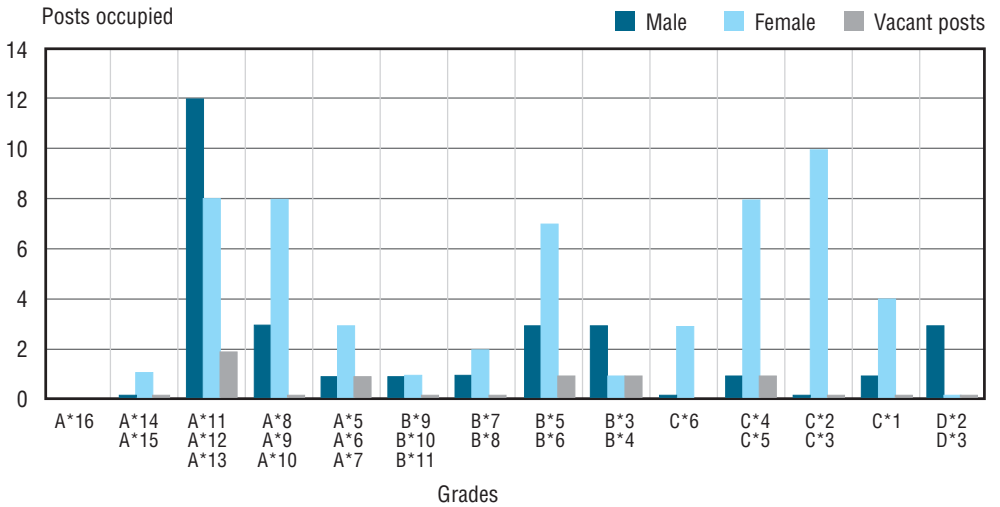
The following charts show the composition of the staff by nationality, age, gender and years of service at Cedefop.

⁽¹⁾ Pursuant to Article 2 of the Annex to the Conditions of Employment of Other Servants

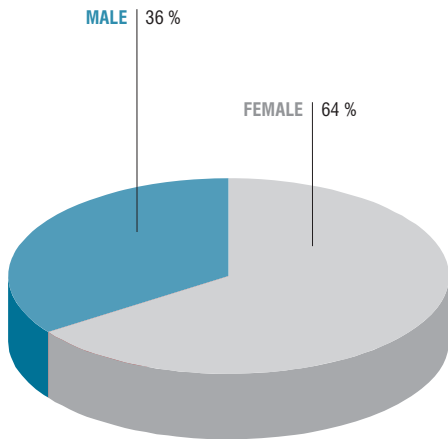
1.1. By nationality



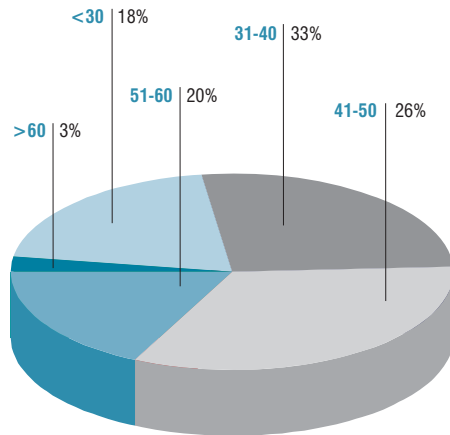
1.1.1. Cedefop's occupied posts (Male/Female)



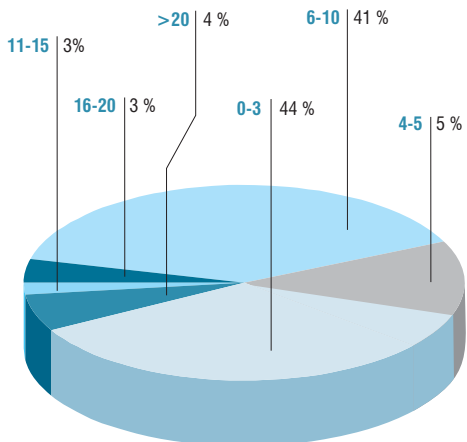
1.2. By gender



1.3. By age



1.4. By years of service



ANNEX 4

Cedefop staff by area (31.12.2005)

Directorate

Bulgarelli Aviana, *Director*
Christian Lettmayr, *Deputy director*
Boukouvava-Ketterer Michèle,
Secretary
Rounio Johanna, *Secretary*

1. Area A: developing research

Head of area: Tessaring Manfred

Descy Pascaline
Fries Guggenheim Éric
Herpin Béatrice
Lipinska Patrycja
Nestler Katja
Nyhan Barry
Puurunen Rauni-Elena
Schmid Eleonora
Van de Veerdonk Eleonore
Vicenik Petr
Zoppi Marena

2. Area B: reporting and facilitating a concerted approach

Head of area: Brugia Mara

Aimard Virginie
Bertzeletou Tina
Bjørnåvold Jens
Elson-Rogers Sarah
Gramlinger Franz
Heikkilä Eila
Ispanki György
Katsaouni Pelagia
Konstantinoglou Anna

Mc Cullough Colin
Noutsia Yvonne
Nychas Christine-Evelyn
Oraiopoulou Vasiliki
Psifidou Irene
Sellin Burkart
Tissot Philippe
Wannan Jennifer
White Caroline

3. Area C: exchange and supporting partners

Head of area:

Maurage Marie-Jeanne

Berkat Maria
Bois d'Enghien Koen
Brinza Raluca
de Martino Alessia
Ezerskiene Vytaute
Gadji Silke
Galvin Arribas Manuel
Hartman Andrej
Jemeljanova Irina
Kostakis Giorgos
Tzolas Ekaterina
Wehrheim Stéphanie

4. Area D: information, communication and dissemination

Head of area: Willem Marc

Bainbridge Steve,
Head of publications
Toussaint Nancy,
Acting head of e-media

Andrews Stephen
 Basiakou Joanne
 Bond David
 Bousquet Sylvie
 Brenner Bettina
 Bustamante Jesus
 Cazals Madeleine
 Clark Alison
 Cloake Annette
 Crabbe David
 Dessaignes Ewa
 Dolberg-Schomburg Anne-Grethe
 Dreyer Isabel
 Fotopoulou Zacharoula
 Frey Corinna
 Graziosi Adriano
 Ioannides Michael
 Kanakoglou Vania
 Karagiozopoulou Mary
 Karamanis John
 Kelloniemi Liisa
 Mavropalias Konstantinos
 McCarthy John
 Meynet Muriel
 Nezi Ioanna
 Papargeris Stella
 Recnik Igor
 Santos Maite
 Seiffert Peter
 Sonzogni Christine
 Tanakidis Michalis
 Tsaika Annie
 Vouyouka Ismini
 Waniart Anne
 Weiler-Vassilikioti Amaryllis
 Wollschläger Norbert
 Wolny Dagmar

5. Area E: administration, facilities and resources

Head of area:

Manderscheid Ginette,
Head of human resources
 Hamers Hélène, *Head of finance*
 Tossounidis Lazaros,
Head of IT department

Antoniou Spyros
 Avramidou Kyriaki
 Boukouvalas Vassilis
 Cerutti Alessandra
 Chatzitheodorou Lia
 Deliopoulos Aris
 Dimakopoulos Dimitris
 Dovas Kalliope
 Eleftheroudi Dimitra
 Gayraud Bernard
 Joureau Philippe
 Kalpakidi Athanasia
 Karamountzou Georgia
 Kiorpelidou Josephina
 Kyparissa Martha
 Lantzoni Alexandra
 Longinidis Pavlos
 Markoglou Anastassios
 Mouffe Bernadette
 Mourmouris Despo
 Nabhan Effie
 Nikolaïdis Dimitris
 Papadopoulos Alexis
 Patsaricas Maria
 Pedersen Trine
 Sakellariou Theodoros
 Tanis Dimitris
 Theodoridis Theodoros
 Thomas-Kollias Isabelle
 Zaveska-Deligianni Sarka
 Zekou Chryssa

ETF-Cedefop cooperation

Progress on ETF-Cedefop cooperation

1. In accordance with the *Framework for cooperation between Cedefop and ETF during the enlargement process* ⁽¹⁾, both agencies helped the acceding and candidate countries to familiarise themselves with the Community's policy developments in vocational education, training and lifelong learning. This has long been a priority of the ETF and one of Cedefop's main activities. The priorities, planning and methods of joint work of the two agencies were geared to the accession of Bulgaria and Romania.
2. The ETF uses Cedefop as a source of information and best practice in the EU and EEA countries in vocational education and training and labour market for supporting third countries' economic and social reform. Cedefop benefits from the ETF's experience and knowledge both in candidate and other partner countries.
3. An ETF-Cedefop summary joint progress report on cooperation during 2004-05 was submitted to the European Parliament in June 2005.
4. After 1 May 2004, recognising the need for the ETF to continue to supply Cedefop with expertise and support, the agencies focused their cooperation on the following priority areas:
 - facilitating the involvement of the acceding and candidate countries ⁽²⁾ in the policy development of the Community in education and training and lifelong learning;
 - preparing Bulgaria and Romania for full participation in Cedefop activities and networks by the time of accession;
 - further familiarisation of Croatia and Turkey with Cedefop activities and assistance in building networks on thematic issues like ReferNet, TTnet, Skillsnet, etc.
5. The series of information and knowledge sharing workshops between the two agencies continued in 2005. ETF contributed to several training seminars organised by Cedefop to familiarise its staff with VET systems in the new Member States (February 2004-May 2005).
A workshop was held in Cedefop on 20 April. ETF staff shared their specific knowledge on the typology

⁽¹⁾ http://www.cedefop.europa.eu/download/about_us/Cedefop_etf_0601.pdf

⁽²⁾ Bulgaria, Croatia, Romania and Turkey.

and the challenges of VET and on labour market issues of Turkey and the western Balkans. A similar workshop for ETF staff was held in Turin on 23 September 2005, at ETF's headquarters. The main objectives of the meeting were to increase ETF staff's awareness of trends in the EU and its Member States on several topics: policy framework for sectoral approaches in LLL, promoting work-based informal learning; preparing the fourth research report on VET in Europe. These joint events helped to develop common EU approaches and good examples of practice through knowledge sharing.

6. The Cedefop-ETF joint working group (JWG) met twice (April 2005 and September 2005) to discuss the joint work programme and future cooperation between the two agencies and candidate countries and also to evaluate progress and plan the roadmap to accession for Bulgaria and Romania.
7. The framework of the ETF-Cedefop cooperation with candidate countries is funded from the new Phare budget approved in April 2005 and from the ETF budget. The Phare budget is earmarked for familiarisation of Bulgaria and Romania in 2005 and 2006. Several activities have been carried out:
 - cooperation on e-learning and e-skills started in 2004 and continued in 2005 with the

involvement of ETF and Cedefop experts in knowledge sharing events, the Commission's conference on e-learning 'Towards learning society' in April 2005, Brussels and the ETF's conference 'Technology enhanced learning in SEE' organised in May 2005 in Zagreb. Cedefop also supported an ETF study on e-learning in the western Balkans;

- on apprenticeship, ETF in cooperation with the Romanian Government and Cedefop provided support in drafting the new Law on apprenticeship ⁽³⁾ in 2004. As follow-up to this cooperation, in February 2005, two EU experts assisted by an independent Romanian expert took the revision process further and assisted the Romanian authorities in analysing and redrafting the law;
- on 12 September 2005, Cedefop and ETF, with the technical support of Eurostat, organised and financed a workshop 'Lifelong learning statistics in candidate countries'. The event took place at Cedefop and was addressed to participants from acceding and candidate countries. The aim of the workshop was to share knowledge and identify common challenges for lifelong learning statistics at national level and to

⁽³⁾ Cedefop made the apprenticeship dossiers available to the ETF as a good example of practice and guidance for the new Romanian law.

- familiarise candidate countries with developments at EU level;
- Cedefop, with the support of ETF, reinforced the participation of acceding countries in the Leonardo da Vinci study visits programme. Policy-makers from Bulgaria and Romania participated in the event to celebrate 20 years of the study visits programme and 30 years of Cedefop, organised at Cedefop in May 2005;
 - participants from Bulgaria and Romania participated in: the TTnet annual conference 'Taking stock of TTnet achievements and future developments' (8 and 9 December, 2005); the Skillsnet workshop on 'Emerging technologies: new skill needs in nanotechnologies' (11 and 12 July, Stuttgart), the VETNET strand of ECER conference, (7 to 10 September 2005, Dublin); and the Agora conference 'New challenges for teachers and trainers in VET' (3 and 4 November, 2005 in Berlin);
 - on social dialogue and sectoral approach, Cedefop was invited to provide expertise and participate in the ETF's seminars organised in Bulgaria and Romania. Cedefop participated in the seminar entitled 'Social partnership in VET: the way forward to achieve lifelong learning in Bulgaria' in December 2005 in Sofia and 'Seminar work-based learning and sectoral committees in Romania' in September 2005, in Bucharest;
 - on quality of VET, the Interbalkan Bank Forum under the umbrella of the European Bank Training Network (EBTN) and Cedefop, in cooperation with the Hellenic Banking Institute of the Hellenic Bank Association and ETF, organised a meeting on 'Quality in VET in the banking sector' focused on the situation in Bulgaria and Romania. The meeting took place in Athens on 28 and 29 November 2005 and presented the European Common quality assurance framework to Bulgaria and Romania and encouraged debate on their national training approaches and priorities.
8. Cedefop contributed to the German BBJ conference held in Bulgaria and Turkey from 24 to 29 October 2005 entitled: 'The vocational and social integration of young people in Europe'. This was an opportunity for Cedefop as well as participants, policy-makers and practitioners from Germany and from Bulgaria, Romania and Turkey, to exchange information and good examples of practice on the vocational integration of young people, especially those coming from disadvantaged backgrounds. The conference identified the challenges in turning policy into practice and looked at efficient ways for good cooperation between different national and international actors in supporting the social integration of young disadvantaged people from acceding countries inside and outside their borders as well as

interregional migration. It was also an opportunity to identify key areas where support for improving national VET systems was needed to prepare for accession to the EU.

9. Cedefop was also invited to participate in the international conference organised by NIA (the Romanian National Institute of Administration) focused on 'Ensuring quality in training - A new approach and challenges for training institutions'. It was an opportunity to share knowledge and good examples of practice in the public sector on the quality of training. The conference underlined the important role of effective management in reform of public administration and the importance of implementing new training methods and methodologies.
 10. In 2005, Cedefop also hosted an information session for two delegations from Bulgaria. They held talks with Cedefop experts and became more familiar with Cedefop's activities and VET policies at EU level.
- ### ETF-Cedefop strategies for candidate countries
11. In line with its mandate and work programme, ETF and Cedefop will continue to be in the front line by attaching high priority to providing dedicated support to the remaining candidate countries for developing their VET policies and preparing for accession.
 12. The Commission will consider financial support for familiarising Croatia and Turkey with Cedefop and its activities at the beginning of 2006. The framework of the ETF-Cedefop cooperation on candidate countries will be funded from the new Phare budget. The budget is earmarked for familiarisation of Croatia and Turkey, for two years starting in 2006. The conclusions of the in-depth discussions during the last meeting of the ETF-Cedefop joint working group on the joint 2005 work programme provided a sound basis for preparing a realistic, more detailed and coherent familiarisation programme for these countries.

13. More concretely, Cedefop will continue to draw on the ETF's experience when extending participation of candidate countries in the following activities: ensuring compatibility of reporting structures, statistics and indicators and supporting research cooperation. The ETF and candidate countries will continue to work together in the *European journal of vocational training* (where specific contributions on candidate countries were published in 2005), and *Cedefop info*, Agora meetings, the network on early identification of skill needs in Europe, and the Leonardo da Vinci study visits programme.

Other joint activities

14. ETF and the Stability Pact for South Eastern Europe in association with Cedefop and OECD organised a workshop on 'Training for employability: attracting investment and increasing employment in south eastern Europe by improving labour force skills' in Thessaloniki on 21 and 22 April 2005.

ANNEX 7

Budget execution 2005

1. Budget implementation 2005 - Overview

	Available	Committed	Execution in % of budget
Title 1 (Staff)	9 468 000.00	9 075 004.63	95.85
Title 2 (Buildings, equipment and sundry operating expenditure)	1 372 000.00	1 157 954.79	84.40
Title 3 (Operating expenditure)	5 578 000.00	4 773 876.71	85.58
Total budget EU-25	16 418 000.00	15 006 836.13	91.40

2. Budget execution 2005 - Title 3 by budget line and type of expenditure

Type of expenditure	Available	Committed	Budget imple- mentations in %
Documentation	105 000.00	105 000.00	100.00
Translation expenses	483 000.00	482 999.65	100.00
Management board meetings	100 000.00	100 000.00	100.00
Missions, meeting, interpretation	935 000.00	854 183.34	91.36
Publications	580 000.00	440 671.08	75.98
Enhanced cooperation with partners	708 000.00	655 031.03	92.52
Technical support	206 000.00	94 207.27	45.73
Pilot studies and projects	1 186 000.00	766 815.48	64.66
Community study visits programme	1 275 000.00	1 274 968.86	100.00
Total	5 578 000.00	4 773 876.71	85.58

Budget line	Comments	Available	Committed	Budget implementation in %
Transversal activities				
3000	Documentation	105 000.00	105 000.00	100.00 %
3040	Translation expenses	483 000.00	482 999.65	100.00 %
3050	Management board meetings	100 000.00	100 000.00	100.00 %
	Total transversal activities	688 000.00	687 999.65	100.00 %
Area A				
3200	Missions, meetings, interpretation	336 000.00	272 931.34	81.23 %
3210	Publications	125 000.00	67 916.20	54.33 %
3220	Enhanced cooperation with partners	40 000.00	0.00	0.00 %
3230	Technical support	25 000.00	10 107.50	40.43 %
3240	Pilot studies and projects	404 000.00	305 541.86	75.63 %
	Total area A	930 000.00	656 496.90	70.59 %
Area B				
3300	Missions, meetings, interpretation	335 000.00	335 000.00	100.00 %
3310	Publications	180 000.00	102 335.90	56.85 %
3320	Enhanced cooperation with partners	80 000.00	67 100.00	83.88 %
3330	Technical support	60 000.00	39 900.00	66.50 %
3340	Pilot studies and projects	750 000.00	454 288.50	60.57 %
	Total area B	1 405 000.00	998 624.40	71.08 %
Area C				
3400	Missions, meetings, interpretation	52 000.00	34 252.00	65.87 %
3410	Publications	0.00	0.00	0.00 %
3420	Enhanced cooperation with partners	0.00	0.00	0.00 %
3430	Technical support	73 000.00	2 355.00	3.23 %
3440	Pilot studies and projects	25 000.00	0.00	0.00 %
3450	Community study visits programme	1 275 000.00	1 274 968.86	100.00 %
	Total area C	1 425 000.00	1 311 575.86	92.04 %
Area D				
3500	Missions, meetings, interpretation	212 000.00	212 000.00	100.00 %
3510	Publications	275 000.00	270 418.98	98.33 %
3520	Enhanced cooperation with partners	588 000.00	587 931.03	99.99 %
3530	Technical support	48 000.00	41 844.77	87.18 %
3540	Pilot studies and projects	7 000.00	6 985.12	99.79 %
	Total area D	1 130 000.00	1 119 179.90	99.04 %
	Total budget EU-25	5 578 000.00	4 773 876.71	85.58 %

3. Budget execution 2005 - Title 3 by Area and activity field

	Forecast	Actual
Developing research (Area A) - Budget (2005)		
Activity field 1: research cooperation	321	194
Activity field 2: Cedefop research report	340	295
Activity field 3: <i>European journal vocational training</i> (EJVT)	247	238
Activity field 4: Agora Thessaloniki conferences	84	52
KMS-A (Title 3)	46	
Total EUR (Title 3)	1 038	779
Reporting and facilitating a concerted approach (Area B) - Budget (2005)		
Activity field 1: reporting in the knowledge management system	296	315
Activity field 2: promoting the implementation of lifelong learning	331	114
Activity field 3: examples of good practice database	409	266
Activity field 4: a concerted approach to an open area of VET	443	461
KMS-B (Title 3)	96	
Total EUR (Title 3)	1 575	1 156
Exchange and supporting partners (Area C) - Budget (2005)		
Activity field 1: LDV II study visits programme	1 275	1 275
Activity field 2: integrating candidate countries	30	6
Activity field 3: support and service to stakeholders	130	36
KMS-C (Title 3)		
Total EUR (Title 3)	1 435	1 317
Information, communication and dissemination (Area D) - Budget (2005)		
Activity field 1: dissemination and visibility	391	371
Activity field 2: the European training village (ETV)	294	48
Activity field 3: library, documentation and ReferNet	765	906
Total EUR (Title 3)	1 450	1 325
Directorate, administrative and technical services (Area E) - Budget (2005)		
Activity field 1: implementation of Governing Board decisions		
Activity field 2: improving internal efficiency and effectiveness		
Activity field 3: preparation for enlargement		
Activity field 4: evaluation of Cedefop's work		
KMS-E (Title 3)	-	
Total EUR (Title 3 operational activities, including Governing Board and Bureau meetings)	100	136*

* The higher amount concerns translations. Please note that as regards the overall budget for translations the additional costs for translations in this project have been balanced by lower spending in other projects.

Cedefop
(European Centre for the Development of Vocational Training)

Annual report 2005

Cedefop

Luxembourg:
Office for Official Publications of the European Communities

2006 – VI, 92 pp. – 17 x 24 cm

ISBN 92-896-0441-1

Cat. No: TI-AB-06-001-EN-C

Free of charge – 4055 EN –

Annual report 2005

TI-00-06-001-EN-C



European Centre for the
Development of Vocational Training

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

Free of charge – On request from Cedefop 4055 EN



Publications Office

Publications.eu.int

ISBN 92-896-0444-1



9 789289 604444 >