04

2006

Work programme

Work programme 2004

Cedefop

Mission statement

The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union. Created in 1975 with a tripartite Management Board, it provides services for the European Commission, the European Union Member States and the social partners as well as for the associated countries of Norway and Iceland. The candidate countries are also associated with its activities.

Mission

As the European Union's reference centre for vocational education and training, Cedefop provides policymakers, researchers and practitioners with information to promote a clearer understanding of developments and so enable them to take informed decisions on future action. Cedefop assists the European Commission in encouraging, at Community level, the promotion and development of vocational education and training.

Tasks

The main tasks of Cedefop as defined in its founding Regulation are to:
- compile selected documentation and analysis of data;
- contribute to the development and coordination of research;
- exploit and disseminate useful information;
- encourage and support a concerted approach to vocational training development issues;
- provide a forum for a wide and diverse audience.

Medium-term priorities

One overarching objective guides Cedefop's medium-term priorities for 2003 to 2006: promoting a European area of lifelong learning in an enlarged European Union. This encompasses the following strategic objectives:
- improving access to learning, mobility and social integration;
- enabling and valuing learning;
- supporting networks and partnerships in an enlarged European Union.

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General introduction

The work programme 2004 reflects the medium-term priorities 2003-06 (MTP 2003-06), their objectives and priorities. The medium-term priorities set the strategic objectives for Cedefop's activities 2003-06, which deliver the fundaments for the 2004 work programme. The medium-term priorities also indicate precisely Cedefop's role, its partners, main tasks and the general policy framework. The work specifies the Cedefop activities planned for 2004, which are presented as a consistent and systematic translation of this multi-annual approach, specifying activities and output to meet the medium-term strategy. All activities indicate the timeframe, background, main target audience, expected outcomes and the working methods. The execution of the programme supposes that the budget and human resources as indicated will become available.

The major **policy initiatives** to be considered are:
- the Lisbon goals set for the European Union of becoming the most competitive and dynamic knowledge-based economy and, strengthened by the Barcelona goals, ensuring that Europe should become world-best in the field of education and training facing a series of challenges to be reached in 2010;
- enhanced European cooperation in VET, lifelong learning and future concrete objectives to strengthen the European dimension and reaching consensus on a series of thematic priorities until 2010;
- integrating the 10 acceding countries into the European Union as fully informed and actively involved partners in VET in Europe. In the first Management Board meeting in which the acceding countries will participate (May 2004) the board will assess the medium-term priorities and consider if a review is needed.

The major **activities** in Cedefop's 2004 work programme taking up these policy priorities will be the following:
- managing and monitoring a study on main developments in the Lisbon and Barcelona goals to inform stakeholders and stimulate a concerted approach on priorities for both national systems and enhanced European cooperation in VET to reach the ambitious goals;

- supporting all VET technical working and expert groups for the Copenhagen, objectives and lifelong learning processes. All Cedefop experts will contribute. Cedefop expertise built up and accomplished over the years in our policy development and research work will be used effectively. This support is strengthened by virtual communities enabling all partners to be informed, interact and develop jointly the intended solutions in Europe. A reporting system informing the DGVT, the CCG and ACVT about progress for further discussion and policy decisions will be a complementary asset;
- implementing efficiently the Cedefop/ETF entry/exit strategy for 10 acceding countries including extending the ReferNet; successful integration into Cedefop's activities will be a main event in 2004;
- further developing a comprehensive thematic knowledge management system (KMS) for enhanced cooperation in vocational education and training. Creating a web-based system, running on a platform using cutting-edge technology will gradually take shape. It will be a transversal activity to which all areas will contribute. Constantly updated it will be a lively repository of knowledge on VET bringing policy, research and practice together;
- continuing collection of all relevant information through the ReferNet – a network of reference and expertise covering all EU and progressively all acceding countries. Internal processing of knowledge and disseminating products will open up new opportunities: cross-sectional and thematic policy analyses; creating transversal knowledge; underpinning policy debate; developing and sharing knowledge of lifelong learning;
- Cedefop will improve synergy between its electronic tools and develop with its stakeholders thematic networks and communities, such as early identification of skills including structured input for researchers;
- the third research report will be published and widely disseminated in 2004
- and the second policy report finalised in 2003 will be promoted to stimulate policy development. These two reports will foster policy and research discussion contributing to innovation essentially to ensure the realisation of a knowledge-based society involving all relevant stakeholders as well as partially achieving the 2010 objectives;
- support for the social partners will receive fresh impetus from major investments notably for the Copenhagen process to consider jointly the sectoral qualifications and competences field supported by virtual communities, workshops and strong involvement in the study visits programme under Leonardo da Vinci;

- during 2004, Cedefop will strengthen its quantitative and qualitative performance indicators, in line with the new financial rules to ensure systematic monitoring and follow up of progress and achievement in the different activity areas;
- the main activities are linked to budgetary allocations, with indications of staff assigned to the areas and activities. This permits full transparency on the financial implications for the overall annual budget.

And
- Cedefop will continue to provide technical and scientific support for specific requests from the European Commission;
- besides our existing cooperation with ETF and Eurydice, Cedefop will strengthen its international cooperation with organisations such as OECD, ILO, Unevoc, Council of Europe, European Schoolnet and EVTA;
- Cedefop will contribute to the Irish Presidency during the first half of 2004, notably on lifelong guidance and counselling promoting access to education and training and work as well as on ICT on emerging and future patterns of learning and teaching and digital technology, teachers future requirements and indicators;
- Cedefop will contribute to the Dutch Presidency and its ministerial conference in December 2004, notably on the findings of the Lisbon, Barcelona and Copenhagen study and other subjects to be determined in the course of 2004.

Finally, Cedefop will have a new director from 1 October 2004. Efforts will be made to ensure Cedefop's activities are not disrupted and there will be a smooth handover.

AREA A
Developing research

Cedefop's medium-term priorities 2003-06 define VET research for Cedefop's purposes as systematic cross-disciplinary inquiry – both coordinated in-house and externally commissioned – to acquire and update skills and knowledge and to explore its significance for policy and practice.

The table shown below indicates the medium-term priorities 2003-06 and their time frame as decided by the Management Board. It also summarises for this area the target audience, output/method and performance indicators (PI). Concise details of the tasks are described in the activity field following the tables. At the end, a budgetary overview is given (for general overview see Annex III).

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Research cooperation		
(1) **To develop Cedefop's research arena (Cedra and ERO) and gradually assure full integration in the knowledge management system (KMS) and ReferNet**	Applied VET researchers at national and European levels, including in the acceding and candidate countries, as well as ReferNet members	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) promoting networks and web-based cooperation for the development, dissemination and sharing of knowledge, increasingly including candidate countries	ongoing	Achieve a robust and structured network as a virtual and real communication instrument. **(PI)** Integrate at least 4-5 bodies with VET research capacities per Member State in ReferNet.
(b) capitalising on research resources and involvement in innovative projects, thematic and transnational networks	ongoing	Feed research-related information into the knowledge management system (KMS) and provide material for Cedefop publications.

		(PI) Give research institutes or specialised researchers the opportunity to use extensively virtual communities and enhance thematic cooperation. Manage, monitor, input and analyse a major study of the Lisbon, Barcelona and Copenhagen goals and priorities. **(PI)** Achieve first benchmarking, and descriptive progress analysis within an international context.
(c) launching research studies on specific topics defined in the work programme and dissemination of research results	ongoing	Publish hard-copy and electronic reports for VET research and policy debate. **(PI)** Achieve stronger focus on linking research with policy priorities.
(d) organise the research input to and participate in comparative analysis within the KMS	ongoing	Build on the integration of research in ReferNet and KMS. **(PI)** Link research to policy innovation using the virtual communities efficiently.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Research reporting		
(2) **To report on the state of the art of education and training research primarily in Europe and to indicate implications for stakeholders**	VET researchers, policy-makers and practitioners at national and European levels, including in the acceding and candidate countries	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) prepare and publish research papers on topical issues	ongoing	Publish research topics (print and electronic form).

		(PI) Focus on issues relevant to policy development and priorities.
(b) finalisation and publication of the third research report and its accompanying materials on evaluation and impact of education and training and the implications for policy and practice	2003-04	Promote use of the background report, synthesis report and executive summary (partly in electronic format). **(PI)** Ensure high impact of the research findings on EU and national policies.
(c) preparation of the fourth research report, whose topic will be defined in 2003-04	2004-06	Prepare the fourth research report starting at the end of 2004 taking the findings of the Lisbon / Barcelona / Copenhagen study into account. **(PI)** Define topic for research debate in view of 2010 objectives in close coordination with policy and research stakeholders.
(d) create a virtual young VET researchers platform to enhance their participation in policy development and their skills	from 2003	Foster the electronic involvement of young researchers to augment our research circles. **(PI)** Increase substantially the number of young researchers whilst fostering exchange using efficiently the virtual communities. Double the number of the young researchers community.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
European journal vocational training	VET researchers, policy-makers and practitioners at national and European levels, including in the acceding and candidate countries	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(3) **To create a forum for researchers, policy-makers and practitioners via the *European journal vocational training* and establish and maintain a leading position of this journal in the European scientific community of VET specialist**	ongoing	The EJVT is run as a professional academic journal with an independent editorial committee; Cedefop provides the secretariat and editor-in-chief.
(a) publish three issues of the European Journal per year according to schedule and in close cooperation with the independent editorial committee	3 issues p.a.	Three issues published (may include thematic issues) on time. **(PI)** Streamline production and publish as scheduled.
(b) increase the number of subscribers considerably and pay special attention to new Member States and present Member States with a relatively small number of subscribers	ongoing	Execute efficiently this task by market research and strategy. **(PI)** Monitor subscriptions regularly, analyse reasons for low subscriptions and organise campaign for new subscriptions. Raise paid subscriptions by 15%.
(c) make the journal part of a paid membership package that will also be available electronically	2003-04	Use the journal as a platform and seek synergy/mergers with other VET/LLL journals. **(PI)** Successful mergers increasing synergy and outreach. Organise a meeting with relevant European journals.

(d) improve efficiency in preparing, producing and publishing articles	2003-05	Increase efficiency in the production chain. **(PI)** Provide a report on cost-effectiveness and achieve a balance between paid and free copies.
MEDIUM-TERM PRIORITIES	**TARGET AUDIENCE**	
Agora Thessaloniki conferences	VET researchers, policy-makers and practitioners at national and European levels, including in the acceding and candidate countries	
	Time frame **MTP 2003-06**	**Output/method 2004** **Performance indicators (PI)**
(4) **To facilitate cutting-edge debates on research results between researchers, our policy and practice stakeholders**		
(a) organise 'Agoras Thessaloniki' on specific research outcomes for a wider target group	3 events p.a.	Disseminate conference papers (print and electronic) to foster broad debate on VET. **(PI)** Explore topical issues in cooperation with stakeholders, monitor dissemination of conference papers.
(b) Agoras should become a more cost neutral activity and could be part of a paid membership package	2003	Realise the paid membership package part. **(PI)** Monitor and explore the potential for self-paying participants and report on costs and revenues.

Activity field 1: research cooperation

The Cedefop research arena (Cedra) promotes interactive and collaborative networking among VET researchers in order to develop, disseminate and share specialist knowledge. 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 Cedra's electronic communication tool to enable the pooling of research-related information and resources. Through being fully integrated within the ReferNet and KMS, ERO databases provide an information and communication service for the European research community as well as for policy-makers and practitioners. In addition, a virtual platform for young researchers in VET aims to enhance their participation in research and policy development and their skills.

Further activities in this field include the early identification of skill needs in Europe. This activity aims to detect, anticipate and monitor new and changing skill needs in enterprises and society. Particular attention will be paid to skill needs in regions, sectors, companies, occupations and by target groups. A European network has been established in 2003 which aims at fostering cooperation and exchanges between countries on methods and results and particularly at transferring findings into policy and practice.

Because of a request of the European Commission and the Directors-General for Vocational Training, Cedefop will coordinate and manage a study on the contribution of vocational education and training systems in achieving the Lisbon goals.

Further, activities will be carried out on the history of VET, which has important implications for understanding the different VET systems in Europe as well as for a future-oriented shaping of education and training in a lifelong learning perspective.

Development work will be undertaken on 'work-related learning' topics, with the Objectives Process Working Group H dealing with 'Making learning attractive, links with research, working life and society at large'. This is important for putting the Copenhagen process into effect.

Tasks for 2004
- Coordinate the integration of ERO databases into ReferNet and the knowledge management system (KMS).
- Promote networking and web-based cooperation for the development,

dissemination and sharing of knowledge between all stakeholders, increasingly including acceding and candidate countries.
- Gather research material about KMS themes, according particular priority to the following topics:
  - initial vocational education and training;
  - continuing vocational education and training;
  - guidance and counselling for learning, employment and career development;
  - financing, investment in human resources;
  - training VET teachers and trainers.
- Moderate collaborative networks for specific themes:
  - the European network on early identification of skill needs;
  - local networks for collaborative learning, knowledge development and research;
  - human resource development and learning within organisations;
  - work-related learning and older workers;
  - virtual community for young researchers in VET.
- Coordinate/commission research studies on the following topics:
  - Lisbon/Barcelona/Copenhagen study on the goals outlined in these policy initiatives, ensure input based on Cedefop findings and databases, analyse progress, prepare policy reflection and points of attention to be discussed at Council level during the Dutch Presidency in December 2004;
  - approaches to, and findings on, the early identification of new or changing skills needs, including at sectoral, regional and occupational levels and their transfer into policy and practice;
  - human resources development (HRD) within lifelong learning implementation strategies.
- Organise the following activities on the history of VET:
  - follow-up to the first conference 2002;
  - in cooperation with the European Historical Archives, a virtual community animated and moderated from Florence;
  - arrange a publication on the history of VET as possible input for the celebration of '30 years of Cedefop' in 2005.

Activity field 2: research reporting

Cedefop research reports are regular publications appearing every three years, complemented by background and focus papers related to the theme of a given report. They aim to provide a state-of-the-art review and analysis of VET research in Europe, including acceding, candidate and non-European countries. The reports are explicitly designed to identify implications for policy and practice; therefore their audience goes beyond the research community. The theme for each report is defined in close collaboration between Cedefop itself, the research community and Cedefop's partners.

The third research report will be published in 2004 under the theme 'Evaluation and impact of education and training' and will discuss the evaluation of measures, programmes and reforms at regional, national and European levels. Further topics include evaluation and impact of education, training and skills programmes or reforms:
• on benefits in the lifecourse of individuals;
• on enterprise performance in efficiency, productivity and innovation;
• at macro level, on outcomes such as growth, employment/labour market and social inclusion;
• on immaterial benefits such as health, social participation, active citizenship.

The report also presents evaluation theories, approaches, standards and methodological tools.

Late in 2004, preparation of the fourth research report (to be published in 2007) will start. The topics and issues to be covered will be discussed with Cedefop colleagues and policy and research stakeholders notably in the light of the overarching objectives and goals for 2010. In addition, an external steering group of researchers and stakeholders will be set up to define particular issues, to identify relevant research carried out and to ensure its relevance for policy-makers. Preparation of the fourth research report will in particular benefit from the expertise and support of the ReferNet.

Tasks for 2004
• Publication and promotion of a background report containing individual contributions from external research experts; selected contributions will be published electronically.
• Publication, promotion and dissemination of the synthesis report drawing on external and own research work and including an overview of the wider research field.

- Publication and dissemination of extracts and an executive summary of the third research report in hard copy and in the European training village (ETV).
- Setting up of a steering group and consultation with colleagues and stakeholders, including the ReferNet, to define the themes of the fourth research report and identify relevant research.

Activity field 3: European journal vocational training

Cedefop founded and supports this professional periodical, which is 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 policy and content, assisted by an in-house 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.

Tasks for 2004
- Publish three hard-copy issues of the journal on time, which implies a continuous cycle of regular and recurring tasks of organisation, management and production.
- Continue efforts to raise the number of subscriptions, in particular by introducing a paid membership package for Cedefop products that includes subscription to the journal.
- Improve production cycle performance in efficiency and quality.
- Analyse and strengthen cooperation with other European and international journals working in VET in Europe and beyond.
- Carry out and evaluate market research and work out a strategy to increase the number of sold copies and to tailor themes to the needs of clients.
- Increase cooperation with acceding and candidate countries both in collecting articles and in interest in the journal
- Publish a special issue on acceding countries.
- Prepare a report on the cost-effectiveness of the journal (and other publications) and search for better return on investment.

Activity field 4: Agora Thessaloniki conferences

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

Tasks for 2004
- Preparation, execution and follow-up dissemination for three Agora conferences on the following topics:
    – innovation in enterprises through VET;
    – new approaches in VET through sport;
    – guidance and counselling: new policies and instruments for lifecourse learning and working.
- Continue efforts to make Agora conferences cost-neutral activities.
- Longer-term planning for future years.

Area A: Budget (2004 – EU-25)
(amounts in thousands)

Staff				Total EU-25	% EU-25*	2003 EU-15 + Phare	% 2003*
A	**B**	**C**	**D + local**				
6.7		4.9					
Total Area A staff (Title 1)				1 175	13.00	1 139	13.36
Activity field 1: research cooperation				405	7.13	186	3.22
Activity field 2: Cedefop research report				139	2.45	265	4.59
Activity field 3: European journal vocational training (EJVT)				292	5.14	347	6.00
Activity field 4: Agora Thessaloniki conferences				91	1.60	99	1.72
KMS-A (Title 3)				130	2.29	139	2.40
Total € (Title 3)				1 057	18.60	1 036	17.93
Titles 1+3				2 232		2 175	
Titles 1+2+3				2 363	14.75	2 240	14.52

* The percentages are in relation to the total amount per Title(s).

AREA B
Reporting and facilitating
a concerted approach

Systematic compilation and assessment of VET-relevant issues of longer-term interest implies drawing on a broad range of sources to provide up-to-date information and background material. The consequent reports serve a wide and diverse audience of stakeholders, with a particular emphasis on European comparative and policy-relevant accounts and databank resources.

The table shown below indicates the medium-term priorities 2003-06 and their time frame as decided by the Management Board. It also summarises for this area the target audience, output/method and performance indicators (PI). Concise details of the tasks are described in the activity field following the tables. At the end a budgetary overview is given (for general overview see Annex III).

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Reporting in KMS		
(1) **To report on developments in vocational education and training within the knowledge management system (KMS)**	All VET stakeholders at national and European levels	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
KMS reporting		
(a) provide comprehensive and up-to-date information cross-classified according to a number of themes	2004	Thematic overview and five specific themes (initial and continuing VET, learning facilitators, guidance, financing and skills and competence development and innovative pedagogy) as national and transversal products based on input

		through ReferNet, in which acceding countries will be integrated as from 1 May 2004. Mapping and valorisation of in-house resources and products. Constantly increase quality of products. Create synergy between research policy support for themes in KMS developments. Ensuring transversal comparative analysis accessible on the KMS website in ETV. Start with six further themes (general context, policy development, institutional framework, skills, validation of learning, European and international dimension). **(PI)** Implement and assure follow-up of concerted 'master plan'; SWOT analysis and mid-term review with MB on progress and results in May 2004.
(b) publication and updating of short descriptions of national VET systems and European reviews	Presidency related	Short descriptions for Presidency countries (Ireland, The Netherlands), based on input via the ReferNet and consortium leaders. **(PI)** Improve relevance to policy discussion and development and integrate acceding countries.
(c) ensure rapid electronic publication of *Cedefop Info* content, which will still also be available in hard copy	2004	Topics/sequence in line with major European policy documents and main results of our work. **(PI)** Revamp *Cedefop Info* into a more easily accessible tool for practitioners at different levels. Increase the number of recipients by 15%.

Policy reporting		
(d) publication of the second policy report on learning for employment	Spring 2003	Continue dissemination of the report (print and electronic form). **(PI)** Bring the findings and conclusions to the attention of stakeholders and stimulate use at conferences.
(e) preparation and publication of the third policy report	2004-06	Selection of theme and specific topics with stakeholders and ensure parallel approaches with the research report. **(PI)** Match the policy development requirements and especially policy processes in the light of the 2010 objectives. Assure link with research reporting and the special study on the assessment of the Lisbon goals.
MEDIUM-TERM PRIORITIES	**TARGET AUDIENCE**	
Promote implementation of LLL		
(2) **To promote lifelong learning and skills development**	All Vet stakeholders	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
Lifelong learning		
(a) preparing, organising an international conference on LLL	2003	Organised in June 2003.
(b) publishing a key reference publication on LLL following this international conference on LLL	early 2004	Report (print and electronic form). **(PI)** Ensure relevance for policy actors.
(c) a Eurobarometer survey on lifelong learning, analysis and publication of the results	2003-04	Full data analysis and report (print and electronic form); repetition in 2004 of Eurobarometer for concise comparative analysis including New Member States.

		(PI) Use the results and stimulate the policy relevance also via input into KMS.
Skills development		
(d) publishing recommendations regarding ICT-skill profiles and supporting curricular focusing on certain user industries and SMEs and coorganising a final conference on skill profiles and training solutions	Fourth quarter 2003	Continue dissemination of report on ICT skills in different business sectors (ICT, automotive/aerospace, banking/financing, media/ graphics sector) in print and electronic form. (PI) Reach as many as possible VET actors in Europe; monitor successful take-up in national systems and the European sectors.
(e) contributing to recommendations for validating the profiles and curricula, the European Level Standards Committee in Informatics (CEN/ISSS)	End 2003	In close cooperation with CEN/ISSS (Committee on Standards/ Information. Society Standardisation System). Assessing experiences and make best practice available to other sectors. (PI) Further European recommendations of profiles, skills and curricula in different business sectors – see above – and take up by national VET systems.
E-learning		
(f) contributing to the process of upskilling teachers and trainers within key Community policy priority areas (e.g. e-learning, non-formal learning, teacher career opportunities)	2003-05	A series of reports on the impact of ICT on new parameters for the professionalisation of teachers and trainers and on the role of non-formal learning in qualifying teachers and trainers. (PI) Ensure impact on national strategies for increase of trainer knowledge and performance.

(g) supporting the creation of an e-learning observatory, as well as an e-skills forum with the European Commission	2003-04	Follow-up of DELOS research project to participate in a PPP to establish a sustainable e-learning observation system supporting DG EAC and contribution to the e-skills forum coordinated by DG ENTR – virtual community, e-skills newsletter, final report; preparation and management of an e-skills conference in Thessaloniki in June 2004. **(PI)** Successful establishment of a sustainable PPP observation system. Manage the e-skills virtual community and contribute to the e-skills forum and take up results in KMS; disseminate all results in electronic and hard copy for further policy discussion and adaptation of national curricula.

MEDIUM-TERM PRIORITIES	**TARGET AUDIENCE**	
Good examples of practice		

(3) **To provide a review of good examples of practice and enable electronic access**	All VET stakeholders, ensuring integration of candidate countries in cooperation with ETF	

	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) maintain a thematic database of good examples of practice related to LLL, and other Community-supported activities, integrating candidate countries in cooperation with the ETF	2003-05	In cooperation with the Commission, the national agencies for Leonardo da Vinci, ETF and other stakeholders and organisations, such as EVTA run such a database and virtual community; ensure electronic access and dissemination. **(PI)** Enrich stakeholders via virtual

		access to good examples of practice.
(b) exploit and disseminate LDVII programme activities for valorisation purposes, relating in particular to mobility	2003-05	In cooperation with DG EAC – also good examples of practice (see above); these activities will be executed by Area C (C,3,b).
(c) extend TTnet and provide an e-learning resource guide for VET professionals, covering all Member States and candidate countries	2003-05	• The TTnet will have to be dynamised and better linked to the future objectives and the Copenhagen process. Links with Activity field 4 of Area B and the KMS will be strengthened. • Stronger national and European cooperation and networking and support the e-TTnet and the e-learning action programme. **(PI)** Increase impact of TTnet on qualification and competence of teachers and trainers in VET. Strengthen links with the ReferNet.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
A concerted approach to an open area of VET		
(4) **To promote a concerted approach in creating an open area of VET by 2010**	Work in close cooperation with the European Commission and other VET stakeholders	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) organise technical support for the working groups and create virtual platforms on each of the specific vocational education and training priorities laid down in the resolution on enhanced	2003-05	Cedefop will support enhanced cooperation in VET and the objectives, process and assist the thematic working groups created by the Commission. **(PI)** Contribute effectively to make the

cooperation and as required in the concrete objectives report • strengthen the European dimension in VET and facilitate and promote mobility • contribute to transparency and to integration of existing instruments into one single framework; facilitate recognition of competences and qualifications and promote transferability • support to development of competences and qualifications at sectoral level by reinforcing cooperation especially involving social partners • contribute to the development of common principles for the validation of non-formal learning • promote cooperation in quality assurance • contribute to the identification of learning needs and new competences of teachers and trainers and the e-learning actions • deliver support for policies systems and practices on information, guidance and counselling		Copenhagen process a success. Support will comprise: • support on the content of the technical and expert working groups via internal and external experts • development, administration and animation of virtual communities in liaison with Cedefop's KMS, in particular supporting the enhanced cooperation process. The ReferNet should contribute as well • review, evaluation and report writing on the outcomes of the workings of the groups and the virtual communities Transversal analyses, based on the themes of the KMS should profit from this reporting • analysing products including e-TTnet project network and dissemination of the results to all stakeholders via Cedefop's electronic means. **(PI)** Organise optimal synergy of our (electronic) support instruments and high quality input into the working groups using virtual communities, KMS and ETV.
(b) support the EU concrete future objectives also in the field of mobility	2003-05	Support of mobility activities at EU level (see also Area C). **(PI)** High quality input into the EU work process and take up in Cedefop's KMS.

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

Cedefop began to develop a systematic approach to reporting on VET policy and action in 2002, with priority given to lifelong learning. To date, the elements of the reporting system have taken a variety of traditional print and new ICT-based forms and have included a number of established Cedefop products (for example, the short descriptions of national VET systems and the Cedefop policy report). In 2003, Cedefop began developing a comprehensive, thematic web-based knowledge management system (KMS) that brings together both these and all other information and knowledge gathering, processing and dissemination activities at Cedefop into an integrated, transversal resource.

Tasks for 2004
- Using the material provided by ReferNet and other sources (such as Eurydice and OECD), as well as in-house information resources/databases and research, to document the debates on the following issues:
  - financing investment in human resources;
  - guidance and counselling for learning, career and employment.
- Review and analyse the material provided by ReferNet and other sources (such as TTnet) on the following themes:
  - initial vocational education and training;
  - continuing vocational education and training;
  - training of VET teachers and trainers;
  - skills and competence development and innovative pedagogy.
- Stabilise a common structure used for the KMSs (11 themes) and for the thematic overviews covering all themes in a synthetic way. Information will be collected through ReferNet. The thematic overviews serve as a guide for preparing short descriptions of national VET systems. Prepare regularly updated electronic publications for all Member States plus Iceland and Norway and hard-copy publications for Presidency countries, that is to say:
  - Ireland (early 2004);
  - The Netherlands (middle 2004).
- Integrate progressively the new Member States into the KMS reporting system (thematic overviews and 11 specific themes) in close cooperation with the ETF and acceding countries.
- Consolidate cooperation activities between Cedefop, Eurydice and the ETF, and between Cedefop and relevant international organisations (such

as the OECD, the ILO, the Council of Europe, Unesco, EVTA and European Schoolnet), in the framework of the KMS and by creating a consortium of international organisations.
- Disseminate and follow-up Cedefop's second policy report and prepare the third policy report in the light of the outcome of the 'Maastricht study'.
- Prepare two reviews of major current developments in VET for the DGVT meetings under each EU Presidency (disseminated through ETV).

Activity field 2: promoting the implementation of lifelong learning

In line with European policy priorities, Cedefop's MTP 2003-06 define the overarching objective of promoting a European area of lifelong learning in an enlarged European Union. Activities have been scheduled to accompany the EU Presidencies in 2004.

In 2004, actions will focus on further developing skills in a European area of lifelong learning and promoting e-learning.

Tasks for 2004
Lifelong learning
- Eurobarometer LLL in-depth analysis and preparation of short and full reports for print and electronic publication. A repetition of the 2003 Eurobarometer in 2004 including the new Member States will be considered with DG EAC.
- Key reference LLL publication as outcome of LLL conference in 2003 concentrating on highly relevant topics for future policy, research and practice development.
- Follow-up of LLL reporting emanating from the interim report to the Spring 2004 Council bringing together Copenhagen, objectives and LLL processes and from the social partners reporting on their framework agreement.
- Cooperation with OECD on national qualification frameworks and lifelong learning.

Skills development

- Cooperation with the Career Space consortium for:
  - definition of ICT skills profiles for media/graphics, automotive/ aerospace and banking/finance occupations;
  - curriculum development recommendations for sub-degree skills training in corresponding industries;
  - finalisation of a new website for the targeted occupation and industry sectors (see also Area C, activity field 3).
- Mounting workshops with CEN/ISSS to validate the ICT skills profiles developed with Career Space for a range of other industries and sectors. See how links can be made with the sector approach in the Copenhagen process.
- Support of e-skills forum through moderation on e-skills virtual community and content input into the reporting, exploitation of e-skills products for Cedefop's KMS.
- Facilitating an e-skills conference in June 2004 in Thessaloniki – follow-up of the 2002 e-skills summit in Copenhagen – to finalise the discussion with policy, research and practice on the findings of the e-skills forum set up by DG ENTR and supported by Cedefop.

E-learning

- Follow-up of the e-TTnet project supported under the e-learning action plan:
  - innovative practice review;
  - competences system;
  - web portal and resource guide;
  - scenario building;
  - indicators;
  - collaborative learning.
- Participate actively in establishing a sustainable e-learning observation system preferably as PPP arrangement.
- Participate actively in the e-learning quality discussion through managing a 'European e-learning quality forum' bringing together the competent stakeholders; exploitation for Cedefop's KMS is envisaged.
- Follow-up of other e-projects under the e-learning action plan/programme:
  - final phase of DELOS to establish an e-learning observatory in Europe;
  - continuation of the quality in e-learning projects to develop a sustainable framework for quality in this technology-supported area;
  - concrete e-learning observation activities with a research consortium using ETV as platform.

Activity field 3: good examples of practice database

At the request of the European Commission, Cedefop has begun to establish the basis for building databases containing good examples of practice in the VET domain, especially on lifelong learning and the activities supported by the Leonardo da Vinci programme and other Community initiatives.

In parallel, both to provide input to, and disseminate the results of, the databases of good practices, in 2004 Cedefop will consolidate existing networks and establish new thematic networks.

Tasks for 2004

Databases

- Begin implementation of a database in cooperation with the Commission's services, the national agencies for Leonardo da Vinci, ETF and other stakeholders such as the European Vocational Training Association (EVTA) and European Schoolnet.
- Initiate work on developing a database on e-learning resources linked to the European Commission's learning opportunities database and e-learning portal and integrate it into the e-learning forum, which is set up with the European Commission services.
- Other databases if needed as result of the workings of the technical and expert working groups forming part of the objectives, LLL and Copenhagen process such as guidance, mobility or renovation of existing ones such as social partners house in the ETV.

Networking

TTnet

In 2004, priority will be given to activities carried out by the network providing input to quality assurance under the Copenhagen resolution ('identifying the learning needs of teachers and trainers') and improving the education of teachers and trainers in vocational education under the objectives process. Finally, initiatives will be undertaken to extend the network to new countries. The following strands of activity will take place:

- analysis of new skills required for teachers and trainers in vocational education and training for the knowledge society;
- quality assurance and the training needs of teachers and trainers (study completed in 2003) validation of its results by the network and identification of best practices and of related tools (e.g. self-assessment);

- development of the indicator 'investment on teachers and trainers' in collaboration with the working group on quality;
- strengthen the network's national representativeness, namely involving public authorities and the private sector;
- develop synergies with existing networks that have similar targets and objectives (i.e. ETDF - European Training Development Federation);
- further mobilise national networks in identifying and analysing innovative practices, experience sharing and common learning about key themes related to the professional development of teachers and trainers;
- harmonising and capitalising on the results of thematic analysis of practices to bring out common transnational issues in training professions across and beyond the network;
- optimise the flows of information and communication of the network, by developing an interactive collaboration tool for the network linked to a wider virtual platform, accessible to the Community of VET professionals, to stimulate the debate on key issues related to the professionalisation of teachers and trainers;
- expand the network to include the acceding countries and search for cooperation and synergy with other networks such as ENTEP;
- the TTnet will have to be revitalised and better linked to the future objectives and the Copenhagen process. Links with the ReferNet and Activity field 4 of Area B will increase as well as with the KMS.

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

Cedefop provides varied forms of assistance and support to its stakeholders on request and across a range of issues and tasks. Taken together, this work contributes towards opening up a European area of VET, on which the European Commission seeks to make significant progress by 2010 within the overall framework of the Bruges/Copenhagen process and the future objectives process.

Tasks for 2004
- Cedefop will provide horizontal support through:
  - providing general, scientific and technical support to the technical working groups on the enhanced European cooperation and attend their meetings;

– facilitating the communication and cooperation of the working groups including the use of the virtual communities to relevant and interested stakeholders at all levels;
– contributing to and participating in European-level ad hoc seminars to be organised in 2004.

In particular, support on each thematic priority will include:
- developing the European dimension by mobility, partnerships and other cross-national initiatives;
- improving transparency, information and guidance:
  – increasing transparency by rationalising tools and integrating instruments into one single framework;
  – strengthening policies, systems and practices supporting information, guidance and counselling;
  – carry out a study of existing quality guidelines and criteria for guidance and outline options for action;
- recognising competences and qualifications including a scheme for transferring credits between programmes - European credit transfer in VET:
  – studying common principles of certification for qualifications and a credit transfer system for vocational education and training;
  – manage the two studies launched in September 2003 on credit systems and zones of mutual trust, respectively and contribute to a further study to be launched by the Commission in 2004 (to be defined);
  – facilitate and participate in regular teleconferences and sessions on the virtual community on credit transfer in VET;
  – supporting qualification and competence development at sectoral level, especially with the social partners and provide a mapping of initiatives and a database using also virtual communities for input, exchange and dissemination of knowledge;
  – developing common principles on validating non-formal and informal learning to ensure greater compatibility;
  – set up in close cooperation with DG EAC an inventory of practices and a methodology for recognition and validation of non-formal and informal learning in VET, in cooperation with the European Foundation in Dublin;
- encouraging Member States to upgrade quality assurance through exchanges of models and methods:
  – provide expertise on specific topics which are included in the 2004 programme (e.g. models and practices for quality assurance, indicators and self-evaluation);

- support for networking initiatives;
- analyses of case studies in Member States relating to the implementation of the quality assurance framework;
- comparative analyses of the use of quality indicators, and standards/norms in Member States;
- a study visit in the form of a peer review on quality assurance;
- thematic monitoring activities of LdV related to projects on quality assurance in VET;
- setting up a structure for reporting on the quality assurance policies and actions in Member States;

- support the identification of learning needs of teachers and trainers in connection with the work of Group A 'Improving the education of teachers and trainers' of the objectives process through:
  - the definition of common core criteria and methods for identifying the learning needs of teacher/trainers in VET;
  - the identification of common quality criteria for the qualification of teachers and trainers in different learning environments, with particular reference to tutors in apprenticeship systems;
- Cedefop will manage and monitor with DG EAC in 2004 a high profile Lisbon/Barcelona/Copenhagen study – see Area A 1 - as a transversal activity in Cedefop;
- Information and support for the Copenhagen coordination group, Advisory Committee on Vocational Training (ACVT) and Directors-General for Vocational Training (DGVT) groups;
- Ensure systematic coherence between the thematic structure and analysis in the KMS, the Copenhagen/future objectives process, the thematic networks and communities in the Leonardo da Vinci II programme, the open communities in the ETV which also include transversal communities such as lifelong learning, good examples of practice, quality (see Annex I for the schematic overview).

Area B: Budget (2004 – EU-25) (amounts in thousands)

Staff				Total EU-25	% EU-25*	2003 EU-15 + Phare	% 2003*
A	**B**	**C**	**D + local**				
14.8		7.1					
Total Area B staff (Title 1)				1 856	20.54	1 680	19.71
Activity field 1: reporting in the knowledge management system				211	3.71	197	3.41
Activity field 2: promoting the implementation of lifelong learning				251	4.42	272	4.72
Activity field 3: examples of good practice database				361	6.35	369	6.39
Activity field 4: a concerted approach to an open area of VET				341	6.00	323	5.58
KMS-B (Title 3)				191	3.36	191	3.31
Total € (Title 3)				1 355	23.84	1 352	23.40
Titles 1+3				3 211		3 032	
Titles 1+2+3				3 425	21.38	3 175	20.46

* The percentages are in relation to the total amount per Title(s).

Exchange and supporting partners

This area works to encourage discussion, exchange and mutual learning through managing the Leonardo da Vinci study visits programme on behalf of the European Commission. It also bears special responsibility for coordinating the smooth integration of candidate countries into Cedefop activities as a whole.

The table below indicates the medium-term priorities 2003-06 and their time frame as decided by the Management Board. It also summarises for this area the target audience, output/method and performance indicators (PI). Concise details of the tasks are described in the activity field following the tables. At the end a budgetary overview is given (for general overview see Annex III).

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
LdVII study visits programme		
(1) **Organise exchange and stimulate a common understanding on main themes of common interest**	All those responsible for VET policies and their implementation in 31 participating countries	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) manage on behalf of the European Commission the study visits programme of the Leonardo da Vinci II programme	ongoing	In close collaboration with the European Commission and national liaison officers organise study visits. **(PI)** Organise around 65 study visits for 731 participants in more than 20 European countries. Receive the end of study visits report and individual questionnaires and make the annual review.

Further development of the study visits programme will concentrate on:		
(b) increasing links and synergy with the LdV II programme		Following the priorities of the LdV II programme and implementing the masterplan 2004-06. **(PI)** Assure continuity in organising study visits on the same priorities as in the Leonardo da Vinci programme.
(c) extending management and survey tools for efficient implementation of study visits		Done
(d) involving candidate countries more in the programme		Done
(e) facilitating participation of groups such as the social partners for which no other Community programmes exist		Attain results in conformity with the social partner's report on this issue in 2002 (Berlin annual meeting). **(PI)** Increase the participation of the social partners by at least 10 %.
(f) diversifying study visits especially in content to meet the specific needs of target groups and to develop the Community's education and vocational training policy priorities		Link to the outcomes of the working groups in the enhanced cooperation process. **(PI)** Concentrate the visits on specialised subjects and make sure that participants take part in other services (ETV, virtual communities, *Cedefop Info*, etc.).
(g) promoting networks of study visits participants		In preparation of the 20th anniversary of the programme in 2005 this aspect will be taken into account.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Integrating acceding countries		
(2) **Coordinate and foster the smooth integration of acceding and candidate countries into VET policies and Cedefop activities**	All VET stakeholders in candidate countries	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) implement the familiarisation plan as arranged with the European Commission and in cooperation with the ETF	2003	Done
(b) report on the familiarisation process and use of the Phare subsidy	2004	Complementarity of the two agencies – joint working group Cedefop-ETF (2 meetings). **(PI)** Draw up and execute a familiarisation programme for the remaining candidate countries (Bulgaria, Romania and Turkey).
(c) implement the cooperation agreement with the ETF	2004	Cooperative working method and implementing the exit/entry strategy for acceding countries. **(PI)** Implement agreement and its monitoring. Report to the European Parliament in October 2004.
(d) prepare and follow integration of up to 10 countries into Cedefop	2004	On the basis of the report to the Management Board in October 2003 and the exit/entry strategy organise smooth integration of acceding countries.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Support and service for stakeholders		
(3) **Improve the support and service for our stakeholders**	All VET stakeholders as represented in the Management Board	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) exploit the Leonardo da Vinci programme activities for valorisation purposes, relating in particular to mobility	Ongoing	Report on developments in existing mobility programmes and their evaluation; synergy with good examples of practice. **(PI)** Insert at least 200 good examples of practice in our database and stimulate stakeholders to contribute.
(b) support the Commission in valorising the Leonardo da Vinci programme and preparing new programmes	Ongoing	Support the Commission in implementing the valorisation exercise by contributing *inter alia* to thematic monitoring and to sectoral approaches. **(PI)** Promote synergy and coherence with the database on good examples of practice and the KMS. Contribute to the Dutch Presidency conference and exhibition in December 2004.
(c) actively encourage national involvement in networks and thematic working parties	Ongoing	Increased use and participation in the KMS and electronic groups and communities as well as ReferNet. **(PI)** Increase national participation in EU KMS and assure that besides the national consortium leader at least five major partners participate in the ReferNet.

(d) develop further the use of Cedefop (by stakeholders) as a platform and tool for action	Ongoing	Integrate stakeholders into the virtual communities. **(PI)** Organise synergy between ReferNet, the virtual communities and the ETV and a quality check at the end of 2004.
(e) strengthen links with social partner organisations and social dialogue at different levels	Ongoing	Workshops and specific study visits. Restart innovation of the ETV's social partners house, support social dialogue at all levels, in cooperation with the social partners in the Management Board. Support and establish clear links with the sectoral approach in the Copenhagen process. Consider with other agencies (Dublin, Bilbao, ETF) how to support the social dialogue in the acceding countries and help them to integrate in the EU social dialogue. **(PI)** Establish procedures and ways and means for organised support for the execution of the social dialogue work programme and the common wishes of sectors' organisations.

Activity field 1: LdV II study visits programme

The study visits programme began in 1985 and has been managed by Cedefop since the beginning. Cedefop administers the programme in close cooperation with national liaison officers in each country, and provides support in developing study visit content, documentation and assisting in training and evaluation. This means that each year sees a regular and recurrent cycle of programme planning, selection and preparation, financial management and evaluation/review.

Framework themes for 2004 study visits are:
- Making vocational training more attractive for young people;
- Increasing the participation of adults in training;
- Guidance and counselling;
- Quality of initial vocational training;
- Sectoral approach especially transport, banking and finance, foods;
- Role of universities and others institutes of higher education in vocational training;
- Recognition of competences and qualifications;
- Challenges for teachers and trainers;
- Older workers: maintaining and updating skills to help them find and keep jobs;
- Socially disadvantaged groups: combating social exclusion;
- Developing entrepreneurship including the spirit of enterprise among young people;
- 2004: European year of education through sport.

Tasks for 2004
- Organise around 65 study visits for circa 731 participants in more than 20 European countries.
- Expand participation in study visits for:
  – the social partners;
  – the new Member States.
- Organise a synthesis workshop on SMEs and new technologies in Riga (June).
- Strengthen synergy with other actions in the LDV II programme and participation in Leonardo da Vinci committee meetings.
- Continue to improve efficiency by associating NLOs in the management and evaluation tools for study visits through working group and web

management with emphasis on the vade mecum for NLOs and on the added value of study visits.
- Encourage study visit participants to take part in different virtual communities supporting the themes indicated above.
- Organise the statutory annual meeting (March in France) with analysis of results and planning for 2005.
- Prepare for the next generation of programmes and for the 20th anniversary in 2005.

Activity field 2: integrating acceding countries

Since 1999, there have been bilateral agreements with candidate countries enabling their full participation in the activities of European agencies working in appropriate domains, including Cedefop. A special Phare subsidy has helped familiarisation which was carried out in close cooperation with the ETF. In 2004, 10 new Member States will join the EU.

For the new Member States Cedefop will concentrate on the following:
- successful integration into Cedefop's Management Board, in which they have already participated as active observers;
- implementation, in close cooperation with ETF, of the exit from ETF and the entry into Cedefop activities (see Annex V) and participation in the joint ETF/Cedefop working group;
- building on the results of the familiarisation process in all areas of Cedefop's activities;
- effective integration into our work of stakeholders and actors from the future Member States.

For the remaining candidate countries (Bulgaria, Romania and Turkey) Cedefop will continue to:
- assure a two-way information and exchange flow;
- take part (as participants and hosts) in the study visits programme;
- work towards integrating candidate countries and virtual communities;
- plan with ETF the best division of work and funding (Cedefop is not allowed to spend part of its normal subsidy outside the EU).

More generally Cedefop will:
- ensure follow up and financial assessment of the Phare agreement;
- liaise with DG Enlargement on the best strategy for future enlargement and funding of familiarisation (probably via the ETF).

Activity field 3: support and service to stakeholders

Cedefop acts as a tool at the disposal of the ongoing development of European VET policy, cooperation and dialogue. Cedefop works to support the European Commission and other stakeholders and to service the social partners in a range of ways.

Tasks for 2004
- Support the enhanced cooperation in VET as indicated in Area B activity field 4 and contribute as indicated there to the review process and the Dutch Presidency conference and exhibition in December.
- Deliver background analysis for the planning for the next generation of Community programmes.
- Evaluate the final reports of mobility projects under LDV II and insert results into the database of good examples of practice.
- Define quality criteria for evaluating the impact of mobility projects.
- Servicing, supporting through virtual communities, content analysis, review, report writing and expert support and participating in the working groups and technical groups.
- Encourage the LdV agencies to support the work of the thematic monitoring groups within LdV II as a means of promoting thematic policy development at EU level and reinforcing the knowledge management approach.
- Contribute to the finalisation of the good examples of practice database.
- Participate in the Bilbao / Dublin / Cedefop / ETF working group on how agencies can best serve the social partners especially on enlargement.
- Strengthen links with social partner organisations (working groups, social dialogue at different levels, extension to acceding countries, support to the study visits programme).
- Support the development of competences and qualifications at sectoral level.
- Strengthen the involvement of social partners notably in the light of their framework agreement and its progress reporting. Organise practical support in lifelong learning for implementing the work programme of the European social partners 2003-05.
- Provide services to the social partners and enterprises on the results of Cedefop's work.
- Use the second policy report to promote understanding and acknowledgement of the work of the social partners.

Area C: Budget (2004 – EU-25)
(amounts in thousands)

Staff				Total EU-25	% EU-25*	2003 EU-15 + Phare	% 2003*
A	**B**	**C**	**D + local**				
5	1	6.5					
Total Area C staff (Title 1)				942	10.42	843	9.89
Activity field 1: LDV II study visits programme				1 142	20.10	1 227	21.24
Activity field 2: integrating candidate countries				22	0.39	20	0.35
Activity field 3: support and service to stakeholders				124	2.18	128	2.21
KMS-C (Title 3)				2	0.04	2	0.03
Total € (Title 3)				1 290	22.70	1 377	23.84
Titles 1+3				2 232		2 220	
Titles 1+2+3				2 371	14.80	2 314	15.00

* The percentages are in relation to the total amount per Title(s).

Information, communication and dissemination

Area D comprises publications and dissemination, press and public relations, the European training village (ETV), the library and documentation service, the editing and translation services, and the Brussels office. It supports the work of other areas and aims to secure high quality publications and electronic services and ensure the visibility and awareness of Cedefop among a wide and diverse public.

The table below indicates the medium-term priorities 2003-06 and their time frame as decided by the Management Board. It also summarises for this area the target audience, output/method and performance indicators (PI). Concise details of the tasks are described in the activity field following the tables. At the end a budgetary overview is given (for general overview see Annex III.)

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Publications and dissemination		
(1) **Organising effective dissemination of high quality hard-copy and electronic publications within the knowledge management system**	All VET stakeholders and European citizens interested in VET	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) review Cedefop's publications policy to meet better the needs of stakeholders	2004	Master plan for a revised publications strategy. **(PI)** Introduction of a monitoring system using a set of criteria and publish comparative figures of use of products and services.

(b) develop common structures for providing different types of information	2003	Done.
(c) personalised information access to reporting, research and good practice with flexible dissemination possibilities	2004	Implementation of individual and group access to, and dissemination of, KMS products. **(PI)** Increase access and number of interested users with 20%.
(d) develop a system of quality control	2003	Done.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Raising visibility and use of European Training Village		
(2) **Raising the visibility of Cedefop and its products and services**	All VET stakeholders and European citizens interested in VET	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) identify more specifically the needs and interests of stakeholders for our products and services	Ongoing	Target delivery of thematic and transversal products. **(PI)** Measure the success of meeting users' requirements and deliver comparable data on developments.
(b) improve and create synergy in Cedefop's various news services, ensuring all stakeholders can profit from our services	2003	Done.
(c) increase the use of the ETV and double the number of registered users	by 2005	Stimulate further interactivity, exchange and enrichment of KMS. **(PI)** Increase users by 20 %.

(d) increase substantially subscriptions to the European Journal	Ongoing	Pay special attention to underrepresented Member States and the new Member States. **(PI)** Increase subscribers by 15% and measure intended increase.
(e) improve dissemination and accessibility to Cedefop's products and services by developing an e-commerce facility	Spring 2004	Reach an increasing number of stakeholders and VET-interested citizens, especially companies which are the main users of our electronic media. **(PI)** Increase use of our e-media by companies by 20%.
(f) a series of targeted coordinated promotion activities will be carried out linking Cedefop's participation at conferences, fairs and exhibitions with promotion of specific new publications or services – including active support for activities organised in EU Presidency conferences	2003-05	Actively support activities organised in EU Presidency countries in good harmony with Management Board members. **(PI)** Get 2000 new users of our products and services through our active presence at conferences.
(g) secure more extensive press coverage of Cedefop activities and vocational education and training issues by establishing closer contact with journalists	2003-2005	Provide one dedicated electronic support tool for the media. **(PI)** Organise a specialised network of three media per Member State.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Databases and ReferNet within KMS		
(3) **Facilitate database management and run ReferNet**	All VET stakeholders and European citizens interested in VET	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) extend the network to cover the candidate countries and subsequently integrate formally new Member States	2003-05	Integrate national consortia of new Members States in ReferNet. **(PI)** Successful incorporation of all acceding countries into ReferNet providing bibliographical information.
(b) develop close links with education within the network	2003-04	Strong cooperation with DG EAC, Eurydice and national stakeholders to organise integration of educational bodies into ReferNet. **(PI)** Develop an efficient electronic tool for improving cooperation and organising better links with the LdV/EAC databases. Promote common use of international standards and support the European Learning Technologies Standards Observatory.
(c) develop electronic working tools for ReferNet and stimulate a well-run fabric of learning in the European Union	2003	Enlarge the number of thematic virtual communities for ReferNet at European and national levels. **(PI)** Increase active user groups and researchers (see 1b) so that by the end of 2004 at least 100 organisations have partnership agreements with Cedefop.

Activity field 1: dissemination and publications

Cedefop's dissemination and visibility actions are taken forward by the publications and dissemination service, supported by press and public relations. The service is responsible for the technical production of Cedefop's periodical and non-periodical publications and promotional material. It is also responsible for the Cedefop website. It maintains an online news service (trainingnews-online) about Cedefop's activities and products. In 2004, some 14 reference and 11 panorama titles will be produced.

This service also coordinates Cedefop's presence at conferences, fairs and exhibitions, as well as specific promotional activities for specific publications or events. The goal is to establish Cedefop as the authoritative information source on vocational education and training in Europe and raise its profile with stakeholder communities. Many of these activities require the continuous capacity to provide rapid, reliable and quality throughput of products into the public domain – the press/media, publishing and review circuits, scientific and policy-making readerships.

Translation is carried out by the translation service partly in-house and partly through external networks, with texts being subsequently revised. It is complemented by an English-language editing facility and supports the vocational education and training thesaurus and glossaries. The service is responsible for translating, as required, Cedefop's publications, publicity material, texts for the websites and other working documents.

Cedefop's Brussels office maintains good working relations with the European institutions and relevant European groupings on site in Brussels. Because of the new demands from the enhanced cooperation and the objectives process for more intensive support the office will be reinforced. It will continue to receive visitors, respond to requests for information and host Cedefop meetings.

Tasks for 2004
- Review Cedefop's publications policy and make recommendations to the Director for any changes.
- Apply a system of quality control.
- Develop and maintain an events information database.
- Identify more specifically stakeholders' needs for and interest in our products and services through a series of surveys.
- Improve and create synergy in Cedefop's various news services, through a press-dedicated part of the Cedefop website and redesign of its newsletter.

- Increase substantially subscriptions to the European Journal through a specific promotion campaign.
- Improve dissemination and accessibility to Cedefop's products and services by implementing an e-commerce facility, introducing a revamped Cedefop website.
- A series of targeted promotion activities will be carried out linking Cedefop's participation at conferences, fairs and exhibitions with promotion of specific new publications or services – including active support for activities organised in the EU Presidency conferences.
- Revise the press database and establish an effective network of journalists to build up good contacts.

Activity field 2: raising visibility and use of the European training village

The ETV is an interactive platform. It is increasingly used as a meeting point for all vocational education and training stakeholders for the exchange of knowledge and experience with associates in the EU and beyond. Among the information services it provides are access to Cedefop's documentation and library service, virtual communities, a monthly electronic newsletter, the e-learning website and online surveys.

This platform is now scheduled to evolve towards becoming the anchoring facility for Cedefop's KMS (see Annex I).

Tasks for 2004
- Consolidate the technological platform for the KMS.
- Become a member of the European knowledge management forum.
- Conceptual work and management of a number of thematic communities related to policy issues at European level.
- Ensure interoperability between KMS in ETV: EknowVet database and the thematic classification, by the best use of metadata and the European thesaurus of training and other KMS relevant databases including the thematic virtual communities.
- Raise ETV user rates and raise the profile of candidate countries' presence in and use of the ETV.
- Organise comanaged areas of electronic cooperation with the European social partners.

- Improve its quality through serving as platform for the virtual communities by also integrating the following databases:
  - lifelong learning (good examples of practice);
  - ERO (European research overview) database on experts, papers and projects in Cedra (the Cedefop research arena).
- Improve the user management system.
- Renew the ETV homepage.
- Implement the procedure for providing specific information resources for the candidate countries.
- Conduct online surveys.
- Consolidate the regular publication of a quarterly e-learning electronic newsletter and strengthen the awareness and application of learning technology standards and specifications.

Activity field 3: databases and ReferNet managed by the library and documentation service

In 2002, the decision was taken to reorganise Cedefop's existing systems for collecting, storing, analysing and disseminating information on vocational education and training into a new coordinated system of national consortia, which is called the network of reference and expertise (ReferNet). ReferNet collects and updates online databases and information services, provides overviews of vocational education and training systems and policy developments, and contributes towards the development of a concerted approach to research in this field. Each national consortium is made up of representative vocational education and training organisations and institutions.

ReferNet is an indispensable pillar for delivery of information to be processed within the transversal KMS. The information received will be reviewed, edited and analysed in-house to prepare the material for open access dissemination both in its original form and in the form of transversal, integrated thematic analyses (see also Area B - Activity field 1 and also Area A - Activity field 1).

The ReferNet is managed by the library and documentation service. The library's principal objective is to acquire, process and disseminate printed and electronic materials on vocational education and training. The service also manages a series of databases, the major one being VET-Bib containing

over 44 000 references to published and electronic material on vocational education and training as well as links to other libraries.

Database development and deployment will be reviewed and reorganised to ensure Cedefop-wide interoperability and support.

Tasks for 2004

- Improve the administration, management and animation of the ReferNet, through appropriate software, which will include five main functions: workflow, collaboration, document management, document retrieval and content publishing.
- Complete the extension of the ReferNet to the acceding countries and ensure partnerships with all relevant VET institutions and research bodies.
- Manage the ReferNet community at European level and coordinate work at national level; synergy has to be ensured with all other collaborative tools used for KMS (see Annex I).
- Improve total quality management system, certified against ISO 9001 standard for the overall library, documentation and archives quality management.
- Arrange for Europe's major citation databases to include Cedefop publications.
- Update and publish the European training thesaurus in all 11 EU official languages.
- Active participation in standardisation activities under the CEN-ISSS workshop on learning technologies, to improve our information services.
- Stimulate association of all partners in the learning technology community and promote synergy in knowledge management in the EU.

Area D: Budget (2004 – EU-25) (amounts in thousands)

Staff				Total EU-25	% EU-25*	2003 EU-15 + Phare	% 2003*
A	B	C	D + local				
10.25	15.75	11.5	3				
Total Area D staff (Title 1)				2 333	25.81	2 232	26.18
Activity field 1: dissemination and visibility				571	10.05	611	10.57
Activity field 2: the European training village				444	7.81	449	7.78
Activity field 3: databases and ReferNet within the KMS				531	9.34	442	7.66
KMS-D (Title 3)				93	1.64	95	1.65
Total € (Title 3)				1 639	28.84	1 597	27.66
Titles 1+3				3 972		3 829	
Titles 1+2+3				4 383	27.36	4 214	27.31

* The percentages are in relation to the total amount per Title(s).

Administration, facilities and resources

The work of this area provides the infrastructure for the Centre's efficient operation and is responsible for administrative, financial, contractual/legal and staffing issues; IT/telecommunications support; maintenance and security of the buildings and in-house services; and training and social welfare. The Directorate executes the strategic aims agreed by the Management Board, prepares and monitors the annual work programmes, and is responsible for staff management.

The table shown below indicates the medium-term priorities 2003-06 and their time frame as decided by the Management Board. It also summarises for this area the target audience, output/method and performance indicators (PI). Concise details of the tasks are described in the activity field following the tables. At the end a budgetary overview is given (for general overview see Annex III).

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Implementation of Management Board decisions		
(1) **Implement Management Board decisions on:**	Management Board and Cedefop staff	
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) medium-term priorities, annual work plans and reporting to the Bureau and the Management Board	Ongoing	Annual progress reports. **(PI)** Increase efficiency of reporting and organise mid-term review in May 2004.
(b) improve working methods and Cedefop's visibility	Ongoing	Demonstrate improved cross-area cooperation.

		(PI) Measure developments, increase synergy and bring the functioning of the areas in conformity with the financial rules.
(c) the action plan as follow-up of the external evaluation	2003	Done.

MEDIUM-TERM PRIORITIES	**TARGET AUDIENCE**	
(2) **Improving internal efficiency and effectiveness**		
	Time frame **MTP 2003-06**	**Output/method 2004** **Performance indicators (PI)**
(a) implement administrative reforms and the new financial regulation	2003-04	Implement the new financial rules and the internal control standards timetable as well as the administrative reforms coming into force in 2004. **(PI)** Implement the time schedule for the internal control standards.
(b) consider activity-based budgeting and activity-based management	2003	Done.
(c) increase external funding and coordinated use of EU programmes within the limits laid down by the Management Board	Ongoing	Action on follow-up to earlier notes in Management Board. **(PI)** Check relevance and feasibility.
(d) work on quality of Cedefop's products and services	Ongoing	Progress report on indicators of rising quality. **(PI)** Establish monitoring system for quality and start cooperation with the European forum on quality management.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Preparation for enlargement		
(3) **Prepare the administrative and practical integration of the acceding and candidate countries**		
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) adapt and extend the present building and facilities	2003-04	Assess the consequences of enlargement for Cedefop's building and report to May 2004 Management Board. **(PI)** Provide complete report for the Management Board in May 2004.
(b) update the internal rules of procedure and modes of functioning in line with the Council decisions on increased efficiency and effectiveness in the light of enlargement	2003-04	Implement changes in the founding Regulation in our way of working. **(PI)** Implement all consequences in 2004.
MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
Evaluation of Cedefop's work		
(4) **Prepare the next external evaluation**		
	Time frame MTP 2003-06	**Output/method 2004 Performance indicators (PI)**
(a) he next external evaluation might be planned for 2006 and prepared in 2005	2005	
(b) define clear outcomes for the annual work plans to facilitate future evaluation	Ongoing	Annual progress reports on each year's work programme. **(PI)** Apply plus/minus evaluation methods.

Activity field 1: implementation of Management Board decisions

The Director is responsible for executing the Management Board's decisions and for the preparation of, and follow-up to, its meetings; and for day-to-day management of the Centre, including all staffing matters. The Deputy Director represents the Director when absent, holding particular responsibility for Areas A, B and C (with respect to the candidate countries and support for valorisation).

Tasks for 2004
- Execution of the Management Board decisions on the selection of a new director. External assistance will be provided and additional meetings of the Bureau will be planned because it acts as the selection committee.
- For the selection of a deputy director the procedures will be implemented according to the rules and decisions of the Management Board.
- Provide a mid-term review of the implementation of the medium-term priorities 2003-06 for the May (enlarged) Management Board.
- Ensure clear links between medium-term priorities (the overarching objective, the strategic objectives and priorities for work), the annual work programme and its execution, including bringing the individual work plans of Cedefop's staff into full harmony with the area programming.
- Apply fully the monitoring progress and reporting system, especially on measurable output in quantitative and qualitative terms.
- Strengthen the internal cross-area cooperation to ensure synergy and efficiency based on 'management by objectives' principles.
- Assess the administration of the Centre as a service department in view of the application of the financial, administrative and staff reforms.
- Scrutinise the procedure to appoint the new director and deputy director and ensure a smooth handover.

Activity field 2: improving internal efficiency and effectiveness

The action plan, which was based on the recommendations of the Cedefop evaluation report (November 2001), improved the internal efficiency of Cedefop. Implementation of the action plan was completed in 2003. However, there are still improvements to be made.

Tasks for 2004
- Increase efficiency through sustained coordination and improvement of corporate identity and spirit.
- Streamline and simplify the Centre's administrative and financial management, including encouraging a culture of service and quality.
- Strengthen the corporate training plan to cover the Centre's skill needs, particularly for ICT and management skills to ensure the highest possible quality standards.
- Implement the new reporting and promotion system.
- Assess parts of the staff policy in view of the Commission's reforms and policy guidelines for staff policy.

Activity field 3: preparation for enlargement

The integration of the new Member States into Cedefop's structure and all Cedefop activities will start formally in 2004. Tasks are laid out under Area C, activity field 2. Their effective implementation also depends on appropriate general administrative adaptation and support.

Tasks for 2004
- Adapt the functioning of the Management Board to the Council decision on revision of the Founding Regulation.
- Develop final plans for accommodating new staff at Cedefop's headquarters in Thessaloniki.
- Seek close cooperation and concertation with the competent authorities in the EU and in the Greek Administration for matters concerning the building.
- Adapt governing rules for the efficient functioning of Cedefop's management and procedural structures.

Activity field 4: evaluation of Cedefop's work

Regular evaluation cycles are a key element of the continuous drive to improve the quality of Cedefop's performance. Evaluation quality criteria must include ways to assess the quality of the outcomes of the work carried out in all areas and at all levels of the organisation, whether in quantitative or qualitative terms according to the nature of the outcome. Appropriate validation and valorisation instruments will be diverse, but their development and application is an essential tool for reaching and maintaining Cedefop's aim to be the reference centre for VET in Europe in all its operating areas (research, reporting, exchange/support and information/ communication) and through its integrative knowledge management system.

Tasks for 2004
- Evaluate results against planned outcomes.
- Report on work foreseen and carried through, with particular emphasis on preparing the annual progress report in good time.
- Take account of the mid-term review (see activity field 1 above).

Area E: Budget (2004 – EU-25)
(amounts in thousands)

Staff				Total EU-25	% EU-25*	2003 EU-15 + Phare	% 2003*
A	**B**	**C**	**D + local**				
11	8	7.5	14				
Total Area E staff (Title 1)				2 719	30.08	2 232	26.18
Activity field 1: implementation of Management Board decisions							
Activity field 2: improving internal efficiency and effectiveness							
Activity field 3: preparation for enlargement							
Activity field 4: evaluation of Cedefop's work							
KMS-E (Title 3)				2	0.04	2	
Total € (Title 3 operational activities, including Management Board and Bureau meetings as well as cost of finding new Director)**				356	6.26	414	7.17
Titles 1+3				3 075		3 046	
Titles 1+2+3				3 480	21.72	3 505	22.71

 * The percentages are in relation to the total amount per Title(s).

** The Management Board meeting of May 2004 will because of its mainly administrative character be
   financed from Title I.

Annexes

I
Links between the strategic objectives 2003-06
and the activities of the areas for 2004

II
The development of the European
knowledge management system

III
Cedefop – Cost per task in 2004

IV
Organisational chart and establishment plan 2004

V
ETF/Cedefop: joint work in 2004

VI
Cooperation with Eurydice
and the European Training Foundation (ETF)

VII
Provisional publications list 2004

VIII
ReferNet consortium leaders

Links between the strategic objectives 2003-06 and the activities of the areas for 2004

The following shows the links between the priority topics and issues contained in the medium-term priorities 2003-06 and the activities of the individual areas in the 2004 work programme. The transversal activity 'knowledge management system' is taken up in all areas.

Area A – developing research

The activities in Area A correspond in particular to the following strategic objectives and priority issues in the MTP 2003-06:
- strategic objective 1 (improving access to learning, mobility and social inclusion):
  - establish a European network and commission research studies on 'early identification of skill needs';
  - gather research material and organise an Agora Thessaloniki conference on 'guidance and counselling for learning, employment and career development';
- strategic objective 2 (enabling and valuing learning):
  - moderate collaborative networks and organise conferences on 'human resource developments and learning organisations';
  - moderate collaborative networks and organise conferences on 'work-related learning and older workers';
  - organise an Agora Thessaloniki conference on 'Innovation in enterprises through VET';
- strategic objective 3 (supporting networks and partnerships in an enlarged EU):
  - support the enhanced cooperation and objectives process;
  - animate a virtual community for young researchers in VET;
  - foster local networks for collaborative learning, knowledge development and research;
  - integrate research institutes in the ReferNet in all Member States

(including acceding countries) and give research institutes or researchers the opportunity to animate virtual communities;
- improving services and access:
  – publication and promotion of the third research report in hard copy and in the ETV;
  – raising the visibility of the EJVT and improving production process as well as cost effectiveness;
  – integration of CEDRA/ERO into the knowledge management system.

Area B – reporting and facilitating a concerted approach

Cedefop's overarching objective to promote a European area of lifelong learning (LLL) in an enlarged European Union is accorded special attention in Area B's activities, which are also particularly closely associated with developing Cedefop's knowledge management system. In addition, the activities shown above respond in particular to the following priority topics and issues in the MTP 2003-06:
- strategic objective 1 (improving access to learning, mobility and social inclusion):
  – support the enhanced cooperation and the objectives process;
  – motivation to learn, barriers to access and benefits of learning;
  – vocational level and sector specific ICT skills profiles, standardisation, certification, reviewing and updating Career Space profiles;
  – contributing to a new European-wide approach to guidance and counselling;
- strategic objective 2 (enabling and valuing learning):
  – ICT skills and learning;
  – innovative curricula and new methods of teaching and learning;
  – improvement of quality in initial and continuing VET;
  – facilitating transparency and recognition of learning of all kinds;
  – European credit system for vocational education and training;
  – reshaping occupational and competence profiles for professional educators and trainers;
- strategic objective 3 (supporting networks and partnerships in an enlarged EU)
  – facilitation of a thematic knowledge management system including integrative and innovative analyses;

- development and dissemination of comparative EU statistics;
- transnational perspectives on trends, challenges and problems within the framework of KMS;
- collation and dissemination of good examples of practice;
- improving services and access:
  - strengthened cooperation with European and international organisations (Eurydice, ETF,OECD, Unesco, CoE, ILO, EVTA, European Schoolnet);
  - enhanced synergy with, and support for, European Commission policy-making, programmes and initiatives.

Area C – exchange and supporting partners

Cedefop's overarching objective of promoting a European area lifelong learning in an enlarged EU is accorded special attention in Area C's activities which are particularly closely associated with working towards greater synergy with the LdV II programme as a laboratory of innovation. In addition, the activities shown above respond in particular to the following priority topics and issues in the MTP 2003-06:
- strategic objective 1 (improving access to learning, mobility and social inclusion):
  - developing a better appreciation of mobility as a multifaceted resource;
- strategic objective 2 (enabling and valuing learning):
  work-related learning and human resource development as transversal theme in the study visit programme;
- strategic objective 3 (supporting networks and partnerships in an enlarged EU)
  - support the enhanced cooperation and the objectives process;
  - cooperation and partnership through the social dialogue with and between the social partners;
  - coordinated approach to education and training activities;
- improving services and access:
  - strengthen synergy with and support for the LdV II programme;
  - facilitate smooth transition and integration of the acceding and candidate countries into all Cedefop activities including the thematic knowledge management system,
  - staff professional development in the context of enlargement,
  - ensure useful and high-quality service to stakeholders.

Area D – information, communication and dissemination

The activities indicated above respond in particular to the following priority topics and issues in the MTP 2003-06 and in the action plan following the Cedefop evaluation in 2001:
- strategic objective 1 (improving access to learning, mobility and social inclusion):
  - promote motivation for learning and diminish barriers to access;
  - support the enhanced cooperation in the EU with appropriate tools (virtual communities, KMS and ETV);
- strategic objective 2 (enabling and valuing learning):
  - organise input and dissemination on the 11 themes of the KMS in ReferNet;
- strategic objective 3 (supporting networks and partnerships in an enlarged EU):
  - facilitating a thematic and electronic knowledge management system (KMS, virtual communities, ETV and ReferNet);
  - integrate the acceding countries in the ReferNet;
- Improving services and access:
  - deliver the electronic tools for enhanced cooperation and the objectives process;
  - provision of useful high-quality products and services to its stakeholders;
  - continue implementation of raising visibility of Cedefop's products and services on a broad front;
  - facilitate smooth transition and integration of candidate countries into information, communication and dissemination activities.

Area E – administration, facilities and resources

The work of Area E is not of a thematic nature and therefore it is not appropriate to draw links to the MTP strategic objectives. The efforts of Area E are all directed towards improving the quality of services and access through the implementation of the action plan's recommendations with respect to organisation, management and administration of the centre, as shown above.

The development of the European knowledge management system

In line with political initiatives in vocational education and training, the concrete objectives report, the Bruges process, the Council resolution and the Copenhagen Declaration of November 2002, in 2004 Cedefop will continue to offer practical support to achieving the goals laid down.

In 2002, foundations were laid for a European knowledge management system (KMS) in vocational education and training to provide stakeholders with a dynamic source of information on all aspects of education and training. The Cedefop ReferNet, national consortia working in the field, will play a leading role in ensuring a European repository on research, reporting and best practice. In 2004 this network will be extended to include acceding countries by May 2004.

KMS requires a concerted approach from partner organisations and institutions. Discussions with the Directorate-General Education and Culture, Eurydice and the European Training Foundation brought a consensus on the structure and content of the KMS. A support committee from Cedefop's Management Board will continue to stimulate its development in 2004 and beyond. Efforts are being made to ensure synergy with national knowledge management initiatives in many Member States. Quality will be monitored, using internal and highly qualified external expertise, to ensure best quality output.

In the working areas, mechanisms are in place in Cedefop to ensure processing of content and quality control from the various sources of input. Liaison officers in the areas coordinate with experts to produce comparable up-to-date information and by reviewing and analysing it, provide a European added value. Up to 10 full-time equivalent staff in Cedefop will continue to be devoted to these activities in 2004. Additional expertise for reviewing, analysing and editing the comparative transversal products will be brought into Cedefop.

Initial - too optimistic - milestones have been set for the KMS. The 11 overall themes will be successively processed resulting in a fully operational KMS in 2005. The progress and planning is attached (Annex IIA).

In-house work will ensure full interoperability of our databases through the European training village with the new structured approach in the KMS ensuring access to 'legacy' resources through an integrated system and a single-user interface.

At the request of the European Commission, Cedefop supports the technical working groups set up at European level to advance specific issues. Transparency, quality, career guidance, credit transfer, non-formal and informal learning, training of trainers, mobility and e-skills are areas of support, where Cedefop also provides virtual communities that allow the groups to collaborate and make their conclusions known to a wider audience.

Cedefop will promote synergy between the KMS, the virtual communities and the ETV. The virtual community development is indicated in Annex IIB. Of special importance will be the database and community on good examples of practice, which will be up and running at the beginning of 2004.

The developments require close cooperation between the European Commission (DG EAC) and Cedefop and with a consortium of international organisation, which will be set up in 2004. Additional virtual communities will be set up during 2004. The published conclusions and results of the technical working groups will be included in the KMS. Cedefop will also consolidate the extended virtual groups and nurture these virtual communities of practice within the ETV.

All activities in the 2003 work programme were individual components of Cedefop's overall support for implementation of the Council Resolution of 12 November 2002 and the Copenhagen Declaration of 30 November 2002, and a practical contribution towards attaining the goals of the concrete objectives report on education and training systems by 2010.

For 2004 the financial resources allocated specifically to the content side of knowledge management under Title 3 of the budget in the individual working areas is reduced somewhat in relation to the 2003 work programme. There has been a slowing down in 2004 of the initial work plan on thematic reporting in line with the decisions of the Management Board on KMS.

The budgetary and human resource allocations in Titles 1 and 2 to knowledge management activities in 2004 cannot be broken down into specific knowledge management activities. In terms of human and financial resources the latter are inextricably related to the specific activities within the work programme 2004 which feed into the overall knowledge management activities of Cedefop (e.g. research, reporting, TTnet activities) but which do not constitute *per se* strictly KMS work.

Specific KMS budgetary allocations in Title 3 for 2003 and 2004 work programmes
(thousand euros)

Area	2004	2003
Area A	130	139
Area B	191	191
Area C	2	2
Area D	93	95
Area E	2	2
TOTAL	418	429

Knowledge management development : Detailed programme

	2003											
	1	2	3	4	5	6	7	8	9	10	11	
(T0) Thematic overviews	Preparation of 1st TO by Refer						Comments & revision of template			Update by Refer		
(T1) General context										Detailed planning		
(T2) Policy development	Collection of material upon which to base template has commenced (external contractor under Cedefop supervision)											
(T3) Institutional framework										Detailed planning		
(T4) IVET		Development of template		Consulta-tion ETF, Eurydice		Collection of information and submission by Refer				Review & trans		
(T5) CVET		Development of template		Consulta-tion ETF, Eurydice		Collection of information						
(T6) Developing learning facilitators			Development of template		Consultation ETF, Eurydice		CFT and contracting			TTnet with		
(T7) Skills and innovative pedagogy												
(T8) Validation of learning										Detailed planning		
(T9) Guidance and counselling						Repackaging of OECD/ETF/Cedefop survey				Review		
(T10) Financing	Collection of information and submission by Refer							Review and transversal analysis				
(T11) European and international dimension	Collection of material upon which to base template has commenced (external contractor under Cedefop supervision)											

Preparation in house
Ta: Transversal Analysis
Pub:Publication online

	2004											
12	1	2	3	4	5	6	7	8	9	10	11	12
Comments & revision of template		Pub	Update by Refer		Revision		Pub	Update by Refer		Revision		Pub
unknown at this stage												
	Detailed planning unknown at this stage											
unknown at this stage												
versal analysis		Pub										
by Refer			Review and transversal analysis				Pub					
Refer input			Validation by Refer		Review and transversal analysis				Pub			
									Development of template		Consultation ETF, Eurydice	
unknown at this stage												
Pub												
Pub												
	Detailed planning unknown at this stage											

Virtual communities
(functioning and foreseen)

THEMATIC STRUCTURE AND ANALYSIS IN KMS	Objectives report and Copenhagen process (communities)
General policy context – framework for the knowledge society	• Cedefop Management Board
Policy development - objectives, frameworks, mechanisms, priorities	• Copenhagen Process (CCG, DGVT, ACVT) • Quality assurance
Institutional framework – provision of learning opportunities	
Initial education and training – pathways and transition	
Continuing education and training for adults	• Non formal and informal learning
Developing learning facilitators	• e-TTnet • e-TTnet
Skills and competence development and innovative pedagogy	• Sectoral qualifications
Validation of learning – recognition and mobility	• Transparency Framework • European Credit Transfer System • Relation Bologna/Copenhagen
Guidance and counselling for learning, career and employment	• Lifelong guidance
Financing – investment in human resources	
European and international dimension, towards an open area of lifelong learning	• Mobility

For communities see:
http://cedefop.communityzero.com

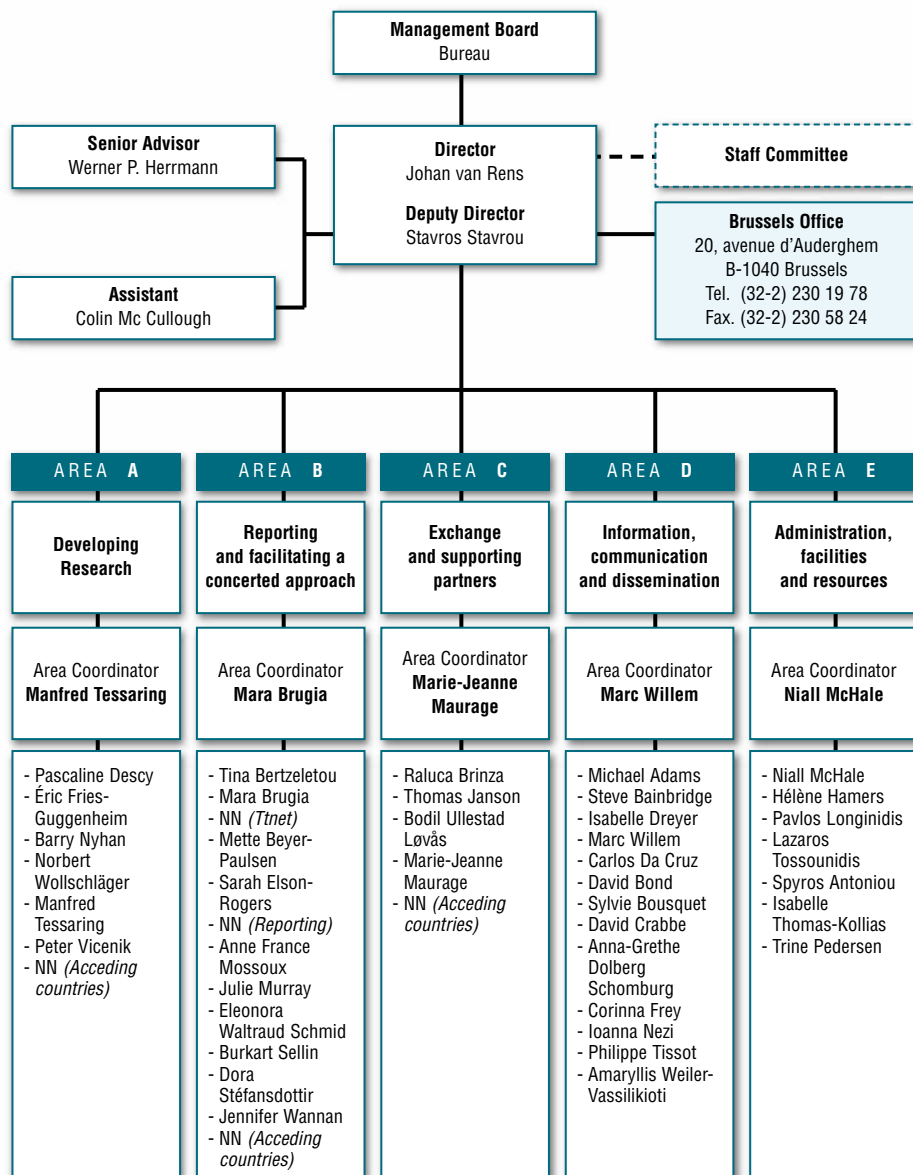| Thematic networks and communities in ReferNet/KMS	Open communities
• Consortia leaders • Quality in training (see LdV theme 3)	• Young researchers in VET • LLL for all
• Learning opportunities • Social partner services	
• Initial VET	
• Developing skills within companies – SMEs (see LdV theme 2)	
• e-TTnet • e-TTnet	
• e-learning (see LdV theme 5) • Early identification of skill needs • e-skills Forum • CEN/ISSS workshop on IT skills and curricula	
• Transparency, assessment and validation (see LdV theme 4)	
• Integration into the labour market (see LdV theme 1)	
• Financing and investment in human resources	

• Good examples of practice	• European e-learning
	  quality forum
	• Knowledge Management
	  in VET

ANNEX III

Cedefop – Cost per task in 2004

EXPENDITURE (in € 1 000, rounded figures)	Title 1 Staff cost		Title 2 Administr. expenditures		Share of T1+T2 (in %)		Title 3 Operational expenditure (incl. transl.)		TOTAL		Share of Total (in %)	
	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003
OPERATIONAL TASKS												
Developing research	1 175	1 138	131	120	12.65	12.91	1 057	1 036	2 363	2 294	14.75	15.08
Reporting and facilitating a concerted approach	1 856	1 680	214	178	20.05	19.07	1 352	1 559	3 425	3 210	21.38	21.10
Exchange and supporting partners	942	843	139	116	10.47	9.84	1 377	2 371	2 271	2 271	14.80	14.93
Information, communication and dissemination	2 333	2 232	411	406	26.58	27.08	1 598	4 383	3 994	3 994	27.36	26.26
TOTAL OPERATIONS	**6 306**	**5 893**	**895**	**820**	**69.74**	**68.91**	**5 341**	**5 363**	**12 542**	**11 769**	**78.28**	**77.38**
SUPPORT SERVICES												
Administration, facilities and resources *	2 039	2 061	340	345	23.04	24.70	255	323	2 634	2 729	16.44	17.94
Management (Directorate) **	680	569	65	54	7.22	6.39	101	89	846	712	5.28	4.68
TOTAL SUPPORT	2 719	2 630	405	399	30.26	31.10	356	412	3 480	3 441	21.70	22.60
GRAND TOTAL	**9 025**	**8 523**	**1 300**	**1 219**	**100.00**	**100.00**	**5 697**	**5 775**	**16 022**	**15 210**	**100.00**	**100.00**

 * This includes in Title 3 the cost for Management Board meetings.
** The increase for 2004 takes account of the renewal of the Directorate and the related costs of the extraordinary meeting of the Management Board in May 2004.

Organisational chart 2004

Management Board
Bureau

Senior Advisor
Werner P. Herrmann

Director
Johan van Rens

Deputy Director
Stavros Stavrou

Staff Committee

Brussels Office
20, avenue d'Auderghem
B-1040 Brussels
Tel. (32-2) 230 19 78
Fax. (32-2) 230 58 24

Assistant
Colin Mc Cullough

AREA **A**

Developing Research

Area Coordinator
Manfred Tessaring

- Pascaline Descy
- Éric Fries-Guggenheim
- Barry Nyhan
- Norbert Wollschläger
- Manfred Tessaring
- Peter Vicenik
- NN *(Acceding countries)*

AREA **B**

Reporting and facilitating a concerted approach

Area Coordinator
Mara Brugia

- Tina Bertzeletou
- Mara Brugia
- NN *(Ttnet)*
- Mette Beyer-Paulsen
- Sarah Elson-Rogers
- NN *(Reporting)*
- Anne France Mossoux
- Julie Murray
- Eleonora Waltraud Schmid
- Burkart Sellin
- Dora Stéfansdottir
- Jennifer Wannan
- NN *(Acceding countries)*

AREA **C**

Exchange and supporting partners

Area Coordinator
Marie-Jeanne Maurage

- Raluca Brinza
- Thomas Janson
- Bodil Ullestad Løvås
- Marie-Jeanne Maurage
- NN *(Acceding countries)*

AREA **D**

Information, communication and dissemination

Area Coordinator
Marc Willem

- Michael Adams
- Steve Bainbridge
- Isabelle Dreyer
- Marc Willem
- Carlos Da Cruz
- David Bond
- Sylvie Bousquet
- David Crabbe
- Anna-Grethe Dolberg Schomburg
- Corinna Frey
- Ioanna Nezi
- Philippe Tissot
- Amaryllis Weiler-Vassilikioti

AREA **E**

Administration, facilities and resources

Area Coordinator
Niall McHale

- Niall McHale
- Hélène Hamers
- Pavlos Longinidis
- Lazaros Tossounidis
- Spyros Antoniou
- Isabelle Thomas-Kollias
- Trine Pedersen

Telephone numbers and e-mail addresses of management, coordinating and other staff of the areas,
as well as their responsibilities, can be found on our website **http://www.cedefop.eu.int**
where changes (enlargement, new director, etc.) will be integrated regularly.

Establishment plan 2004

Categories Grades	Permanent posts*	Temporary posts*	Total
A1	–	–	–
A2	–	1	1
A3	–	1	1
A4	7	5	12
A5	7	3	10
A6	1	6	7
A7		5	5
A8		2	2
	15	*23*	*38*
B1	3	1	4
B2	2	1	3
B3	1	1	2
B4	–	7	7
B5	–	3	3
	6	*13*	*19*
C1	6	–	6
C2	4	2	6
C3	3	7	10
C4	–	3	3
C5	–	2	2
	13	*14*	*27*
D1	1	–	1
D2	–	2	2
D3	–	–	–
D4	–	–	–
	1	*2*	*3*
Total	35	52	87

* Under the applicable administrative rules, permanent posts may be occupied by officials or staff on temporary contracts for no more than two years' duration; temporary posts may be occupied by staff who are not officials on temporary contracts for more than two years or on open-ended contracts.

ETF/Cedefop: joint work in 2004

Introduction

1. Cedefop and ETF have complementary expertise [see attached comparative table (Annex Va)]. Although the agencies are both working in the vocational education and training sector, there is no functional overlap between their work. ETF uses Cedefop as a resource for information and best practice in the EU and EEA countries in the field of vocational education and training and labour market for supporting third countries' economic and social reform. Cedefop benefits from the ETF's experience to date both in the candidate and in other partner countries. They join forces where necessary to help technically and scientifically the EU in reaching its objectives.

2. In order to consolidate their cooperation which started in 1997, a framework for cooperation between the two agencies was established in 2001 setting out the scope, principles, priorities and modalities for their cooperation[1]. The main purpose was to prepare the acceding and candidate countries (ACCs) for accession whilst also clarifying for them the role of each agency.

3. Building upon the achievements of their cooperation in the previous years, the priorities and methods of joint work of the two agencies in 2004 will reflect the new reality marked by the upcoming enlargement of the Union to include 10 new Member States in May 2004.

4. Therefore the planning for the cooperation between the two agencies is built around enlargement and encompasses the following priority areas for action:
   (a) facilitating the involvement of the ACCs in the policy development of the Community in the field of VET;
   (b) implementing an exit/entry strategy for each of the 10 acceding countries until May 2004;
   (c) supporting the ACCs full participation in Cedefop activities by the time of accession;
   (d) further familiarisation of Bulgaria, Romania and Turkey with Cedefop activities and networks after May 2004.

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[1] See http://www.CEDEFOP.eu.int/download/current_act/CEDEFOP_etf_0601.doc

Facilitating the participation and involvement of ACCs in the policy development of the Community

5. Cedefop and ETF support the European Commission in the implementation and monitoring of actions related to the work on the future objectives of education and training systems in the EU and the enhanced European cooperation in VET. In view of their mission both organisations concentrate their support on vocational education and training issues. Both social partners and ACCs are strongly involved in the implementation of the Copenhagen declaration (30 November 2002), where priorities for action are agreed.

6. More specifically both agencies will continue to work together in the following areas:

    (a) lifelong learning (LLL): both agencies will cooperate with the European Commission and other partners on the identification and transfer of good examples of practice in LLL (including examples from the ACCs);

    (b) transparency: ETF with Cedefop will continue to assist ACCs in implementing the certificate supplements, setting up of national reference points on vocational qualifications, using the European CV format and bringing them into a single integrated transparency tool;

    (c) ETF and Cedefop will also continue to inform and involve ACCs in the pursuit of the European inventory on initiatives of validation of non-formal and informal learning and of a European credit transfer system for vocational education and training;

    (d) quality in VET: ETF in cooperation with the Commission and Cedefop will undertake an awareness raising initiative to disseminate the outcomes reached so far of the work of the technical working group to the ACCs;

    (e) guidance and counselling: building on the results and recommendations of the survey, ETF and Cedefop will cooperate with the European Commission to support ACCs' participation in the European cooperation and exchange on developing common policy approaches to providing lifelong guidance services at both European and national levels;

    (f) other cooperation areas such as mobility and sectoral competence and qualifications developments will gradually be dealt with as other priority fields in the enhanced cooperation;

    (g) Cedefop will continue to involve ACC stakeholders in virtual communities established by Cedefop (http://cedefop.communityzero.com/) and ETF will promote participation as well as registration in the ETV (http://www.trainingvillage.gr/etv/default.asp).

Social Dialogue

7. Cedefop and ETF will continue to work together to promote the participation of social partners from ACCs in the implementation of the 'Framework of actions for the lifelong development of competences and qualifications' agreed between the European social partners in 2002. They will also deliver support to the European social partners in carrying out their work programme 2003-05 on the lifelong learning theme under the priority of 'Enlargement'.

Implementation of an Exit entry strategy until May 2004

8. Cooperation between two agencies will intensify until May 2004 by implementing the exit-entry strategy consisting of the following elements:
   (a) a transfer of ETF know-how and information resources to Cedefop on the first 10 acceding countries. This will include:
   - preparation of individual 'country dossiers' by ETF;
   - assistance in building networks on thematic issues in these countries to finalise integration into Cedefop's networks and communities;
   - a series of information and knowledge sharing workshops between the two agencies;
   - an effort will also be made to match transferred knowledge to the theme-oriented approach in Cedefop and make it easily available in the knowledge management system (KMS);
   (b) a roadmap to facilitate the familiarisation of national observatories and other key organisations in each country with Cedefop's ReferNet (network of reference and expertise) activities (http://www.cedefop.eu.int/directory.asp?refernet). The ultimate goal is to ensure they will be ready and able to play a role as potential members of the network after May 2004;
   (c) a roadmap to ensure each country is associated with other Cedefop networks and communities, in particular the training of trainers network (TTnet).

Continued support to ACCs for full participation in Cedefop at the time of accession

9. Cedefop will continue to draw on ETF's experience for reinforcing participation of ACCs in the following activities:

(a) **reporting**
- The two agencies and Eurydice will continue to work closely together to ensure compatibility of the reporting structures. This work will be closely connected with the KMS.
- Statistics and indicators: ETF and Cedefop will continue to be involved in the methodological work of the European Commission and particularly Eurostat regarding indicators (e.g. in LLL, quality of VET, follow-up of the work programme 2010);

(b) **e-learning**
ETF and Cedefop will focus their cooperation on the VET-related aspects of the Commission's e-learning action plan and seek to integrate candidate countries in implementing the upcoming e-learning action programme;

(c) **participation of ACCs in the Leonardo da Vinci study visits programme**
In 2004, Cedefop will organise several study visits in ACCs. ETF will continue providing support to involve ACCs in the programme. ETF drawing on its networks and experience will propose to Cedefop appropriate contact persons in candidate countries for contributing to the visits/seminars. ETF will also contribute to analysing the results of the visits and provide input to the synthesis seminar;

(d) **support for research cooperation**
Developments in candidate countries are reflected in the third report on European research in VET dedicated to 'Evaluating the impact of VET' (to be published by Cedefop in 2004), through the contribution of ETF and researchers from these countries.
ETF and ACCs will have more opportunities to be associated with Cedefop's research work through their involvement in the *European journal vocational training*, contributions to *Cedefop Info*, Agora meetings and the network on early identification of skill needs in Europe;

(e) **information and knowledge management**
Cooperation aimed at reinforcing the electronic exchange of information will continue, in particular through more systematic links to be developed between the Cedefop European training village (ETV) and ETF website. ETF and Cedefop will promote the ETV in ACCs to facilitate access to

information about vocational education and training in the EU and increasing involvement in Cedefop activities. Through the ETV, users from ACCs can also order Cedefop publications online.

Cedefop and ETF will cooperate to organise input from ACCs to *Cedefop Info*.

The two agencies will also continue to work together with Eurydice in the field of documentation and terminology to improve the sharing of resources and to make tools more compatible. They both will be part of the consortium of international organisations, which is under development.

Cedefop and ETF will give specific attention to organising joint events during the Irish and Dutch presidencies. The Dutch presidency conference in December 2004 on the practical implementation of the Copenhagen process is of particular importance.

Familiarisation of Bulgaria, Romania and Turkey after May 2004

10. As these three countries belong to a later round of accession in the EU, ETF will continue providing dedicated support to them for developing their VET policy and preparing for accession. This includes primarily support to the national observatories. Funding though must be ensured for Cedefop to be able to support the three countries in their further familiarisation with its activities.

It should be noted that Bulgaria and Romania have a long tradition of collaboration with Cedefop. They have expressed a big interest in continuing to do so especially in the following fields:

- participation in EU policy development;
- study visits programme;
- ReferNet and reporting;
- TTNET;
- research cooperation;
- information and communication.

Because several organisational and resource aspects have to be settled between ETF and Cedefop, both agencies will, in close harmony with the Commission, draw up in early 2004 a more detailed programme of familiarisation for the three countries until accession.

In Annex Vb the financial and human resources dedicated by ETF are indicated. Funding for the acceding countries is part of Cedefop's work programme, where EUR 1.2 million has been proposed by the Management Board (against the Commission's proposal of EUR 1 million).

ANNEX Va
Comparison of ETF and Cedefop Council regulations

	ETF (1360/90 or 7/5/90, as amended by 1572/98 of 17/7/98)	Cedefop (337/75 of 10/2/75)	Comments
Aim objective	• To contribute to the development of vocational training systems of Phare, Cards, Tacis and Meda countries	The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union (EU). Created in 1975 with a tripartite management board, it provides services for the European Commission, the EU Member States and the social partners as well as for the associated countries of Iceland and Norway. The candidate countries are also associated with its activities.	• ETF works to achieve the objectives of EU external relations policy; whereas Cedefop is part of EU internal policy to which the EEA countries are associated. • ETF is a change agent with a direct and operational role in improving the human resource capacities in its partner countries. • Cedefop contributes to the development and promotion of vocational education and training policy in the EU through exchange of information and comparison of experience.
Sector of expertise	• Vocational training including management training • Human resources development (1572//98)	As the EU reference centre for vocational education and training, Cedefop provides policymakers, researchers and practitioners with information to promote a clearer understanding of developments and so enable them to take informed decisions for future action. Cedefop assists the European Commission in encouraging, at	• ETF combines knowledge of partner countries, knowledge of good practice in human resource development and knowledge/experience of EU external aid policies and programmes. • Cedefop expertise is in vocational education and training systems, policies and developments at EU and national levels. • ETF provides technical assistance to Tempus programme, through which expertise on higher education

	ETF (1360/90 or 7/5/90, as amended by 1572/98 of 17/7/98)	Cedefop (337/75 of 10/2/75)	Comments
		Community level, the promotion and development of vocational education and training.	reform in partner countries has been developed. • Since 1985 Cedefop manages the Leonardo study visits programme on behalf of the Commission.
Main tasks	• Provide assistance in the definition of training needs and priorities through implementing measures of technical assistance and cooperation with designated bodies in eligible countries • Clearing house to provide Member States and eligible countries with information on current initiatives and future needs in training, and provide a framework for channelling offers of assistance • Implement vocational training programmes at request of Commission or eligible countries • Assist in monitoring and evaluation of overall effectiveness of training assistance to eligible countries.	**Tasks** The main tasks of Cedefop as defined in its founding regulations are to: • compile selected documentation and analyses data; • contribute to the development and coordination of research; • exploit and disseminate useful information; • encourage and support a concerted approach to vocational training development issues; • provide a forum for a wide and diverse audience. **Medium-term priorities** One overarching objective guides Cedefop's medium-term priorities for 2003-06: • promoting a European area of lifelong learning in an enlarged EU. This encompasses the following strategic objectives: • improving access to learning, mobility and	• ETF tasks focus on project cycle – from needs through implementation and evaluation in each region. As a consequence ETF is structured along regional operational lines • Cedefop tasks focus on providing information and promoting research. As a consequence Cedefop is structured along thematic lines in conformity with its main tasks • Possible overlap in ETF clearing house task – but also this task has project cycle implication which is substantially different from tasks of Cedefop • Cedefop supports enhanced cooperation and a concerted approach in EU; ETF transfers good practice from EU to partner countries and between partner countries and regions; ETF tests innovative schemes to support the reform process in the partner countries • Both organisations make use of networks. ETF has developed networks in partner countries (for example, Observatories, Advisory Forum); Cedefop has developed networks in

	ETF (1360/90 or 7/5/90, as amended by 1572/98 of 17/7/98)	Cedefop (337/75 of 10/2/75)	Comments
		social integration; • enabling and valuing learning; • supporting networks and partnerships in an enlarged European Union.	EU (ReferNet, Cedra, TTNet and a large number of virtual communities related to the European Training Village).
Governing/ Management Board	• Member States, Commission (DG EAC, external relations services)	• Quadripartite (Member States, EEA countries, social partners and EC)	• Governing Boards have different participation. Cedefop GB drawn from EU social partner approach; ETF GB mirrors external relations role.
Budget	• Line B of Community budget (external relations programmes)	• From Line A of Community budget (Internal policy)	• Cedefop funded through Community budget as permanent function in EU. Participation by EU Member States in the work of Cedefop defined by Treaty. EEA countries are associated. • ETF budget taken from external aid programmes. ETF financial existence dependent on priorities for EU external aid • ETF also manages development aid projects on behalf of EU Member States and international organisations.

ETF/Cedefop: joint work with special reference to acceding and candidate countries

The following list of activities accompanied by budgetary and human resource indications of ETF (Cedefop's part is in the work programme 2004 - this is also the case with ETF WP) illustrates the agencies' cooperation in 2004 which started as early as in 1997 with their 'Memorandum' and deepened in their 'Framework for cooperation between Cedefop and the ETF during the enlargement process'(2001).

ETF Contribution – **A***: Funding (€);* **B***: HR input*

PROJECT	ACTIVITIES	A	B
Facilitating the involvement of ACCs in the policy development of the Community in the field of VET			0.4
Lifelong learning	Identification and transfer of good examples of practice on LLL (including the ACCs)		
Increased European cooperation in VET	• Supporting the CCs in implementing the action proposals and recommendations resulting from the working groups on the enhanced cooperation • Involvement in the methodological work of the European Commission on statistics and indicators • promoting participation in the virtual communities	20 000	
Social dialogue	Supporting social partners from CCs to take on board and follow the recommendations emerging from the *'Framework of actions for the lifelong development of competences and qualifications'* agreed between the European social partners in 2002 and participation in EU social dialogue	20 000	

PROJECT	ACTIVITIES	A	B
Implementation of an exit/entry strategy until May 2004			0.2
Transfer of ETF know-how and information resources to Cedefop	Preparation of country 'dossiers' and organisation of knowledge sharing workshops between ETF and Cedefop staff		
Roadmap to the network of reference and expertise (ReferNet)	Continued support to the national observatories and other key organisations in each country for their familiarisation with the ReferNet and their integration as full members of the network by May 2004		
Association of each country to other Cedefop networks and communities [in particular the training of trainers network (TTnet)]	Assistance 'roadmap' for full participation of the acceding countries in Cedefop's TT network upon accession		
Continued support to the ACCs for full participation in Cedefop at the time of accession			0.2
Reporting	The main element is the integration in ReferNet		
E-learning	Cooperation (with a focus on the VET related aspects) to promote the implementation of the action plan by the candidate countries		
Participation of ACCs in the Leonardo da Vinci study visits programme	ETF reinforces the participation of candidate countries in the programme, contributes to the analysis of the study visits results and provides input to seminar(s) held in candidate countries		
Support for research cooperation including Cedefop Journal	• Contribution by ACCs and ETF to dissemination and use of the Cedefop third report on VET research in Europe • Continued involvement of ETF and CCs in the editorial board of Cedefop *European journal vocational training*, *Agora* meetings, and the network on 'early identification of skill needs in Europe'	15 000	

PROJECT	ACTIVITIES	A	B
Information and knowledge management	Reinforcing cooperation in the electronic media and in the learning standards and in input to *Cedefop Info*		
Familiarisation of Bulgaria, Romania and Turkey after May 2004	• Continuation of the provision of the reporting and other services by the national observatories to ETF (including preparation of annual reports following the reporting approach used by the ReferNet and updating of key indicators report) • Continued support to the participation of the three countries in Cedefop activities, events and networks	75 000 130 000	 1.0
TOTAL		260 000	1.8

Cooperation with Eurydice and the European Training Foundation (ETF),
to be extended to key European and international organisations

1. Eurydice, Cedefop and ETF need to cooperate more closely not only because 10 new countries will join the Union, but also because education and vocational training are becoming more integrated in a lifelong learning strategy. The Bruges initiative and the Copenhagen declaration on enhancing cooperation in the field of vocational education and training relate to, and build on, the report on the concrete future objectives of education and training systems and the Commission's communication on lifelong learning. Together they now constitute the new framework for policy cooperation for the coming years. This common framework is, therefore, the one within which the three bodies, Eurydice, ETF and Cedefop, will have to work in the future.

2. Given the similarity of their missions, Eurydice and Cedefop have a long tradition of cooperation, which has focused mainly on documentary and terminological matters and the joint production of the (now electronic version only) publication entitled '*Structures of the education and initial training systems in the EU'*. That document, last updated in 2002, in collaboration with the ETF, was further revised and updated during 2003. Eurydice and Cedefop will continue to work closely in the field of lifelong learning.

3. The extension of Eurydice's activities since 1996 – and in the coming years those of Cedefop – to cover the acceding and candidate countries, also entails closer cooperation with the ETF (see Annex V).

4. In 2004, cooperation will focus mainly on the following aspects:
   - making a joint contribution to the new European cooperation framework, for example in projects which provide necessary information infrastructures, such as the knowledge management system (KMS);
   - cooperation in the area of documentation and terminology to improve resource sharing and to enhance the compatibility of tools;

- creation of a common working group for a common approach to the management and update of our respective multilingual thesauri;
- systematic exchanges of information on their respective activities both at the European and national levels and measures to strengthen links between national partners;
- joint promotion activities for joint products (e.g. the 'structures' and 'lifelong learning' documents) and better interconnection of websites;
- completing athe new update of the 'structures' document and developing a partnership to improve, on the basis of common themes (e.g. initial training and adult education), basic national information about systems;
- discussion of ways and means of jointly undertaking the regular gathering (reporting system) of national data on lifelong learning and related themes;
- discussion of future needs in terms of indicators and benchmarking, building on existing products;
- maintenance and updating of a database containing good examples of lifelong learning practice.
5. As in 2003, joint meetings will be held to define the scope of cooperation and how it will be implemented for each point. Future cooperation (in particular for the joint preparation of texts) will attach importance to good preparation and to thinking ahead to consider the differences in the partners' working methods, e.g. gathering, processing and validation of data.

6. In the field of learning and in the framework of the network of reference and expertise, Cedefop is looking to extend its operation with European and international organisations. The first steps envisaged, are the following:
   - creation of a consortium of international organisations, which would comprise the following organisations: Eurydice, ETF, European SchoolNet (potential coordinator); Unevoc; ILO, OIT, OECD; EVTA, EFVET and of course Cedefop;
   - common policy for updating and harmonising multilingual thesauri, with special focus on raising interoperability (will be included in the CEN/ISSS work programme);
   - exchange of practice in using standards and related metadata for information services and databases in the field of learning. This would be achieved by creating a 'special interest group' with the main focus on common procedures based on existing standards, particularly the main outputs and recommendations of the CEN/ISSS workshop on learning technologies;
   - supporting a network of e-learning 'observatories' for a more complete screening of good examples of practice;
   - creating a 'charter' for use of standards and metadata, based on a common basic procedure: modelisation, review of relevant standards (see LT observatory), definition of application profiles, definition of values and controlled vocabularies (e.g.; thesaurus).

Provisional publications list 2004

Periodicals

- *European journal vocational training* – three issues
- *Cedefop Info* – three issues

Non-periodicals – priced reference publications

- *Learning for employment: vocational education and training policy in Europe*. Policy report (working title)
- *Evaluation and impact of education and training: background report*, third research report (working title)
- *Evaluation and impact of education and training*: synthesis report, third research report (working title)
- e-TTnet project
  - *Transferring e-learning practices*
  - *The impact of e-learning schemes on activities and competences of trainers at Community level*
  - *New parameters for the professionalisation of teachers and consequences for training systems*
  - *The role of non-formal learning in the qualification and professionalisation of trainers*
- *Early identification of skill needs in Europe (II)*
- *Getting to work on lifelong learning* (working title)
- *Learning by leaving: mobility as a didactic tool in vocational education and training in Europe*
- *Make learning visible (II)* (working title)
- *Lifelong learning: citizens views - the full picture*. Eurobarometer detailed report
- *European perspectives on learning at work. The acquisition of work process knowledge.*
- *Learning through work experience for the knowledge economy*

Non-periodicals – free panorama/dossier publications

- *Study visits 2003: report on outcomes*
- *History of vocational education and training in Europe*. Volumes I and II
- Short descriptions of vocational education and training systems in:
  - Ireland
  - The Netherlands
- *Generic and user industries' ICT-skills profiles-complements and updates*
- *ICT-curricula guidelines for vocational education and training and lifelong learning*
- *The challenge of e-learning in SMEs*
- *Panorama of Greek initiatives in identification of skill needs*
- *Guidance policies in the knowledge society. Trends, challenges and responses across Europe*
- *Glossary: 80 terms to understand better European vocational education and training policy*

For electronic publications and conferences, consult our webpages:
www.cedefop.eu.int, **www.trainingvillage.gr**

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