

Annual Report 1996

CEDEFOP



Vocational training in the European Community 1996

Annual Report 1996
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Preface

1996 was for CEDEFOP a year of renewal and transition following the move to Thessaloniki in September 1995. Discussion and debate on realigning the Centre's activities true to its commitment to do better culminated in Management Board approval of medium-term priorities on the basis of the lines indicated by Commissioner Cresson. The medium-term priorities set the course for future targeted action to respond effectively to the needs for information, research and cooperation at European level in the sphere of vocational education and training. As the following report demonstrates, the Centre's activities during 1996 reflect this transition, focusing on three main areas of work: trends in qualifications, analysis of vocational training systems and the Centre's role as an agent for information and communication.

CEDEFOP has completed its Work Programme 1996 and shall continue on the course it has embarked upon, firm in the conviction that high-quality vocational training in Europe is an essential element of economic recovery and social renewal.

Johan van Rens
Director

Tom O'Dwyer
Chairman of the Management Board

Introduction and Summary

The transition CEDEFOP underwent in 1996 is the outcome of a series of discussions in the Management Board on its future role following the move from Berlin. Debate culminated in the course of the past year in formulation of medium-term priorities to cover the period 1997-2000.

Following a high-level seminar chaired by Commissioner Cresson and held to coincide with the March Management Board meeting, the European Commission drafted a paper highlighting the areas on which the Centre should focus activities and pinpointing the contribution the Centre is expected to make in the implementation of vocational training policy at Community level. While stressing that the original objectives and missions of CEDEFOP remain as valid as ever, the paper stresses the need recognized in all Member States of the Union that closer cooperation in the development of learning and training is required to enable people to deal with a future characterised by social, economic and cultural change. The social and economic environment in which CEDEFOP operates has changed. This change has been accompanied by developments in training systems in Member States.

The results achieved in the 1996 Work Programme already reflect the success of efforts to make the Centre's activities more output-oriented and focused on key priorities. The context for work activities had been clearly defined in the Leonardo da Vinci programme and the other indications given in the Commission White Papers on Growth Competitiveness, Employment and on Teaching and Learning - Towards a learning society.

In the course of the year the human resources CEDEFOP had at its disposal increased to compensate for the loss of manpower as a result of the social measures accompanying the move to Thessaloniki. This replenishment has been a major factor in providing the Centre with the means to become fully operational as a going concern in 1996.

The principal guiding themes in the 1996 Work Programme were a) vocational training systems, b) the transparency and monitoring of trends in occupations and qualifications and c) information and documentation work.

In line with the medium-term priorities and the role CEDEFOP can play in establishing and nurturing networks on a transnational level throughout the Union, the Circle for Research Cooperation and Trends in Occupations and Qualifications continued important work on bolstering, from a comparative perspective, the on-going exchange of knowledge and experience of methods employed and results achieved in forecasting trends in the development of occupations and qualifications. Similarly, efforts to promote new cooperation projects in this context aim to produce research findings which can benefit the development of training structures. Work on the transparency of qualifications and their recognition and validation resulted in the adoption of a Council Resolution under the Italian Presidency in June 1996 on the transparency of training certificates within the Union. The project examining links between the labour market and qualifications has formulated a common European approach, based on statistical methodology, which

will form the basis of a larger research project in the coming years. The initial findings already serve as input in policy debate on mechanisms regulating the absorption of education and training expansion into the labour market.

In the sector of activities concerned with vocational training systems in the Member States, work progressed on compiling classification grids and statistics on vocational education and training. Provision of this key data on training is a direct response to the request voiced by Commissioner Cresson for key information in the form of statistics. Work on the European Research Directory centred on publishing the second edition of the Directory in September 1996 in both paper and electronic form and on preparing project sheet information for the pending third edition. The emergence of satellite products of the European Research Directory in the course of 1996 enriched the national research landscape, stimulating research cooperation and transparency. Project activities on the quality of vocational education and training focused on research into quality assurance and quality assessment. Studies published relate to applying ISO 9000 standards to education and training and to the interpretation and implementation of ISO 9000 in training environments. In the field of key qualifications and curricular renewal of vocational education and training, emphasis in 1996 was placed on launching monitoring activities and forging contacts with European and national research projects. Monitoring covers, among others, orientation material and mapping instruments for differing national approaches to key quali-

fications or core competences as well as the links between the pedagogics of vocational education and training and sectoral expertise on human resource development (Leonardo da Vinci Programme).

Information and documentation work during the year resulted in production of a further 12 language versions of monographs describing vocational training systems in the old Member States. The documentation service, the mainstay of the Centre's information flow, continued to provide information to the main protagonists throughout Europe. The flagship of the Centre's publications, the European Journal "Vocational Training" concentrated on increasing its effectiveness among the reading public through linking certain issues to major political events. Publication of a double issue during the Year of Lifelong Learning followed the overall strategy of keeping attune to current vocational training issues under debate. In addition, initial work commenced in the autumn of 1996 on preparing the Report on VET Research and Development in Europe.

Since November 1996, work on preparing CEDEFOP's presence on the Internet culminated in the opening of the World Wide Web site. This contains some 100 pages in three languages and presents the Centre's activities, tasks, publications and services. This, combined with the increased internal and external use of electronic mail, will increase the effectiveness of information flow.

The extension of cooperation with EFTA countries was reflected in 1996 in the national make-

up of the Centre's expert staff, in the co-funding and cooperation in selected projects of particular interest to EFTA countries and in the inclusion of Norway and Iceland for the first time in the Community Study Visits Programme for vocational training specialists. This programme continued to nurture the exchange of experience and information on specific topics. The 1996 programme enabled 684 individuals (541 in 1995) in 60 different groups (including five workshops) to take part in study visits in 17 countries (the 15 Member States of the Union and, for the first time, Iceland and Norway).

The participants came from 23 countries (the 17 countries already involved in the programme and the associated countries in Central and Eastern Europe, Malta and Cyprus).

The following report is a more comprehensive account of CEDEFOP's achievements which are but highlighted here. It hopes to provide interested readers with a map of the Centre's transition and renewal towards consolidating its position as the address in Europe for information and research on vocational training policies within the European Union.

Some General Developments

The initial steps taken in 1995 to make CEDEFOP more efficient and effective were pursued in 1996. The Management Board gave important guidance for revitalizing the Centre and decided in November 1996 on medium-term priorities "An active partner in policy and practice".

Special attention was paid to completing the integration of Austria, Finland and Sweden. Cooperation with the EFTA/EEA countries, Iceland and Norway, was formalized in a new agreement which came into force on 1 July 1996. Through this new model the participating EFTA/EEA countries may state an interest in all CEDEFOP projects. Consequently they contribute to the overall operational budget of CEDEFOP in the same form as EU cooperation.

With some delay, due to the late action of Member States and employer's organizations, the Management Board was renewed in 1996. Mr. O'Dwyer continued as Chairman of the Board. Mr. Tagliaferri and Mr. Brumhard remained Vice-Chairpersons. Ms. Theunissen retired from the Board and was replaced by Mr. Lübke. (For a list of members of the Management Board at the end of 1996, see Appendix 3).

The CEDEFOP Management Board and Director continued to solve social problems in line with the Framework Agreement based on "Social measures in connection with the transfer to Thessaloniki" which had been approved by the Management Board on 27 January 1995. Several officials made use of the opportunities offered by mobility and transferred to the European Commission.

The Court of Auditors of the European Communities made a critical report of the social measures to which the Management Board responded in detail. The Budgetary Authority will deal with the 1995 discharge. Hopefully in 1997 the European Parliament will complete the 1994 discharge which was postponed on account of the transfer to Thessaloniki.

Integration of staff into their new surroundings developed well throughout 1996. A new Staff Committee was elected. The formal table of posts and the vacancies are indicated as an appendix to this report. This also includes a table on the actual staff situation at the end of November 1996. Mr. van Rens (Director) and Mr. Stavrou (Deputy Director) were responsible for day-to-day running of the Centre.

The Centre continued to be located in its provisional premises where now offices, some small in size, have to be shared by staff members. The progress with the new building remained on schedule although the European Parliament was pressing for more "visible" results. The Parliament decided to put ECU 1.7 million (3rd tranche) in reserve.

Relations with the European Parliament and in particular the Social Affairs and Employment Committee improved. A delegation consisting of seven members of Parliament visited the Centre on 10/11 October 1996 and during meetings arrangements were made for future cooperation.

Cooperation with the European Training Foundation (Turin) deepened and collaboration with

EURIDYCE remains good. Arrangements were made to work more closely with the ILO and the OECD.

At the beginning of 1996 Commissioner Liikanen was of the opinion that the political conditions were not yet suitable for making a proposal to Council on a settlement for older staff mem-

bers. Political intervention in the course of the year to resolve the situation did not meet with success. At the end of 1996 two members of the European Parliament, Mr. Kellet-Bowman and Mr. Tappin, reviewed the investigations which had taken place into finding a "settlement" for older staff having 15 years of service but results were not reached.

I Systems

Teachers and trainers in vocational education and training

Activities in this project were centred on producing larger explanatory national studies for Vol. 3 and Vol. 4 of the book series "Teachers and Trainers in Vocational Education and Training", the countries concerned being Austria, Belgium, Greece, the Netherlands and Luxembourg (Vol. 3), and Denmark, Finland, Iceland, Norway and Sweden (Vol. 4). The contractors have been recruited from major vocational teacher training institutions. The studies will be published in 1997 in English and in French.

At the same time the editorial work for a related publication (the Brief Guide) was completed. It consists of shorter national reports that cover all 15 Member States. The Brief Guide will be published in three languages (EN, FR, DE,).

Parallel to these activities, the Steering Group of the project (which consists of five experts representing different countries and different institutions) has been preparing the transition from an ad hoc project towards a network with a long-term perspective. This planning process is scheduled to be completed in the spring of 1997.

Classification and statistics in vocational education and training

Classification of training fields:

The aim of the study was to develop an international classification for fields of specialisation in vocational training for the purposes of collecting data on vocational training provisions, on

vocational training participation and on vocational training qualifications. The methodological design, follow-up and final proposal of the project: "Development of a classification of vocational training fields" has been successfully completed. The final proposal has been accepted by the "Working Party on Education and Training Statistics" of EUROSTAT and will be used in the near future for the collection of data on vocational training fields.

Activities culminated in: a short report comparing the existing classifications of fields of specialisation in VT relative to the underlying logic, their scope, their level of detail, and their link to ISCO (International Standard Classification of Occupations) and an international 3-level classification of fields of VT, which respects the logic of ISCED (International Standard Classification of Education) and takes into account the current work of UNESCO for the revision of ISCED.

Statistics for initial vocational training:

This is an on-going project. The aim of the study is to develop a coherent statistical reporting system concerning initial vocational education and training and to test the latter. The work is based on a data collection system on participation in initial vocational education and training, already developed last year, and on administrative records. A complete evaluation of the information collected has been done and countries with incomplete responses have furnished the missing information (with the exception of some particular problems with certain countries, still to be resolved). This means that the first part of the data collection has been almost

completed and a database on VT participation has been created and implemented. The second round of data collection will be launched in 1997.

The project resulted in creation and implementation of a database on VT participation. In addition, initial results of the data collection are being used to produce the first edition of the "Key Data on Training" and a selected part of the results will be published as "Statistics in Focus" and will be integrated into the EUROSTAT Yearbook. The publication of main findings is foreseen for 1997.

Development of a statistical tool for measuring training provision:
(Ongoing project in cooperation with DGXXII and EUROSTAT)

Taking into account that no internationally coherent data are available on the provision of training in society, preliminary work has been planned which should be the first step to developing a statistical tool for gathering information on training provision. This preliminary work includes the preparation of a "Call for tenders" for the development of a number of comparable classifications for the European Economic Area Member States, to cover both initial and continuing training in the following areas: type of providers, training modalities, type of training programmes by target groups.

The work will include, among other aspects, background research on existing national and international statistical information, or any other kind of relevant reports on training provision and the identification of discrepancies be-

tween the different sources with regards to classifications, definitions, methods and coverage.

Publication on "Key data for training"

At the direct request of Commissioner Cresson, work started on preparing the first edition of the "Key Data for Training". This publication includes a short selection of key information on vocational training, presented in the form of statistical indicators. For the calculation of those indicators, the 4 main sources of Eurostat's available information on vocational training are used: 1) Data Collection on Vocational Education and Training, (VET), 2) Continuing Vocational Training Survey (CVTS), 3) UNESCO-OECD-EUROSTAT questionnaire on Education (UOE) and 4) Labour Force Survey (LFS). The intention of DG XXII is to present in September 1997 a joint publication "DG XXII, EUROSTAT, CEDEFOP", which will be the first of its type.

European Research Directory

The Directory is designed to provide vocational training policy-makers and researchers with information on research activities in all the Member States and to offer an opportunity to disseminate information on their own activities on a broader scale. It aims to encourage cooperation in vocational training research between institutions and between Member States and to stimulate transparency and collective self-assessment within VET research cultures.

September 1996 saw the publication of the second edition of the Directory. This coincided

with the reorganization of its production process, the main characteristics of which were:

- ❑ the replacement of the word processing programme with a database publishing programme
- ❑ the enhancement of its documentary value, through the re-indexation of all projects using a controlled vocabulary of terms (called descriptors) created on the basis of the CEDEFOP Thesaurus
- ❑ the integration of the Directory into the CEDEFOP concept for the dissemination of the information
- ❑ the organization of multilingual support, which means that the new computer application is designed to support an unlimited number of languages in the same version.

The second edition has been distributed (both in printed form and on disk) to approximately 1000 public and private organizations whose interest in research is related to vocational training development and implementation. It has also been distributed to research and documentation centres in the Member States and to the relevant bodies of the European Union. In order to test the quality of the product on the market and to verify decisions in the framework of a constructive positioning process, the decision was taken to charge for this second edition. An experimental list of "paying users" has been created.

Work in the last part of 1996 concentrated on collecting, processing and updating the project sheets to be included in the third edition, to be published on CD-ROM in the late autumn of

1997. All projects received under contract with existing network members and translations are being processed.

1996 also saw the birth of different national "satellite products" of the Directory. National networks/initiatives in the field of research cooperation (in Finland, Belgium and United Kingdom) were created and developed as a direct outcome of the Directory, providing added value both to the Directory itself and to the national VET research cultures, where research cooperation, transparency and collective self-assessment were stimulated.

Financing continuing vocational training

Following the arrival of a new member of staff in March 1996, the project was developed in line with the aims of the White Paper "Teaching and Learning - Towards a Learning Society" and the Social Dialogue's priorities in the VET area. Links were made to a number of earlier CEDEFOP projects.

The aim of the project which was determined at a meeting of experts in June in Thessaloniki is the analysis of funding mechanisms for further training models in six EU countries (Denmark, Germany, France, Ireland, Italy and Austria) with regard to cost and benefits. In line with the specific national research aims, various levels of survey were selected (macro-level, sector level, enterprise level).

Common interest focused on defining and evaluating benefit categories which could be subscribed to the different parties involved (public

funding, enterprise, individual) and on the question of promoting incentives in continuing training.

Research work in the individual countries commenced in the autumn. The project should end in the summer of 1997 and lead to other activities relating to the topic of funding vocational training, objective 5 of the Commission White Paper and the priorities of the Social Dialogue (priority four) .

Quality in vocational education and training

During the year under discussion, the Centre's work on quality in vocational training has been divided into research on quality assurance and on quality assessment. Concerning quality assurance, a study is being prepared on the various models in use within initial vocational training schools/colleges for ensuring and improving quality.

The quality debate in initial vocational training is presented in two countries: Denmark and the Netherlands. The national policies of the Ministries of Education to enhance quality to make the public training sector more competitive and effective are shown. Relevant reforms of funding, curricula development and decentralisation of control and decision-making processes form the general framework for experimentation with a substantial number of quality projects in both countries. The study includes the description of schools having followed different paths to quality improvement ranging from ISO 9000 to establishing a culture of evaluation and from developing indicators for results through to

creating an "ethic accountancy" concept. The two national reports have been submitted and they serve as the basis for the comparative study under preparation. It will be available in English.

In quality assessment, work focused on applying ISO 9000 Standards to Education and Training. For quite some time ISO 9000 has been a controversial issue among its supporters and those opting for a "human resource" approach to quality. Today, it seems that a synthesis is possible and that these standards can complement other quality approaches. The study points out the considerable commitment and resources the ISO 9000 certification requires, which only few education and training providers can afford.

It brings together European experience on the interpretation and implementation of ISO 9000 in training environments and serves as an introductory guide for those interested in certification. Addressed to all types of education and training organizations both public and private, it is available in English.

Within the context of quality assessment, an interim report is under preparation on the evaluation of quality aspects of training policies and programmes. Evaluation material from Germany, Greece and Portugal has been gathered and a typology of evaluation practices, formal, informal, qualitative, quantitative, ex ante, ex post, pedagogical/learning approach, labour market approach etc. is being formulated. Reflection on the evaluation of quality aspects within training pro-

grammes will be completed in 1997 with the elaboration of a methodological proposal. Two publications on "Quality issues and trends in vocational education and training in Europe" and on the "Approaches to the Evaluation of European Training and Employment/Human Resource Programmes" prepared in 1995 were published in English.

Work organization and qualifications in the motor vehicle repair and distribution sectors

In 1995 CEDEFOP started a research programme for analysing the relationships between work organization and the acquisition of skills and competences within the enterprises of some sectors undergoing rapid technological transformation. In 1996, the Centre concentrated its activity on the car sales and repair sectors, in view of the important work reorganization processes introduced following the latest developments in car production, as well as the globalisation and saturation of the car market.

Research focused on the strategies very small enterprises adopt to survive and stay competitive and on the role informal training is playing in this. Questions such as the relationships between off-the-job and on-the-job training, the learning potential of jobs, the (informal) learning activities in teams, the training in networks

of companies and training institutes, the training and learning of lower qualified employees are given particular attention.

Four countries, Spain, Greece, Ireland and the Netherlands, are participating with five case studies each. All types of workshops employing up to 10 workers including specialised shops, dealers and agencies have been studied. Data was gathered in interviews with the owner/manager and through structured questionnaires among staff. The four national reports have been submitted and serve as working documents for the synthesis report which is being prepared. It will be available in English shortly.

Sectoral Approach

In 1996, a study using a sectoral approach to training was conducted based on five explorative reports on the situation in Belgium, France, Germany, Greece and the Netherlands. The study tackles the question of the demarcation of the current concept of sector, presents the sectoral approaches to training in the above-mentioned countries, analyses the relevance of the training approach in training research as well as in training policy, refers to the role of sub-sectoral and cross-sectoral institutions and networks and proposes a conceptual reference framework for the analysis of sectoral training systems. The study will also be available in English.

II Changing qualifications

Circle for research cooperation and trends in occupations and qualifications

This network of research institutes and institutions was set up in 1995 in order to:

- ❑ bolster, as far as possible, from a comparative perspective the on-going exchange of knowledge and experience of methods used and results achieved in forecasting trends in the development of occupations and qualifications;
- ❑ compare methods, instruments and research results related to forecasting trends and anticipating trends in occupations and qualifications;
- ❑ promote new cooperation projects on a more specific basis, in particular the use of research-based knowledge in the development of vocational education and training structures.

The work should culminate in recommendations for policies on the provision of vocational education and training relating to countries, regions and sectors/occupational groups studied. It should lead to improvements in methods and instruments applied in the Member States and in transnational or European comparisons on analysing trends in order to better assist the decision-makers including the social partners on all levels: regional, national and European level.

Two research reports have been published as CEDEFOP documents (see list of publications in the annex) and three reports are already available, all of which were commissioned in

1995. Two special newsletters have been prepared and published both in paper and electronic form. A plenary meeting was organized in June 1996 discussing themes, partnerships and organizational matters, while three working parties were set up or continued their work in 1996:

Group A: Quantitative macro-economic comparative analyses and prospects;

Group B: Socio-economic comparative analyses and prospects;

Group C: The sector-level approach, a tool for analysing training needs.

Linked to these groups and following the deliberations in the June plenary, as well as on the basis of CEDEFOP's own proposals, eight research teams and partnerships have been constituted around several topics:

Group A:

1. Methodologies for forecasting trends in occupations and qualifications at sector level, a comparison of approaches in France, Spain and in the United Kingdom;

2. Comparison of the labour market structures by qualification in Ireland and The Netherlands;

3. New services employment, a comparison between Germany, Greece and the United Kingdom.

Group B:

1. New information and communication technologies and linked trends in occupations and qualifications: the banking sector as an exam-

ple, a comparative survey covering France, Luxembourg and the United Kingdom (The Netherlands will presumably join the survey in 1997);

2. Trends in occupations and qualifications in the metal industries' sector, a comparison between Modena/Italy and Vienna/Austria;

3. The impact of analyses on trends in occupations and qualifications on vocational education and training, illustrated by the Danish, German and Dutch experience;

4. New intermediate technical-commercial skills, a comparison between France, Portugal and Scotland.

Group C:

Analysis of sector training systems following a model developed in 1995 taking the examples of the printing and the health sector. Some of these projects and partnerships involve researchers from Central and Eastern Europe, which are receiving financial backing from the European Training Foundation/Turin. Representatives of some of these States also participated in the June plenary meeting in Thessaloniki.

As a follow-up to the project, an initial exchange took place on themes and potential partners for surveys to be launched in 1997. Following the June plenary, the directorate and the project co-ordinators responsible for this network elaborated a wider discussion paper on aims, working methods and on organizational matters linked to the network and its further develop-

ment. The consequences of this discussion will be drawn early 1997 and might lead to a more committed framework scenario for activities and research in the network.

Most of the contracts with these research teams were concluded for administrative reasons only in the last four months of 1996. Delays in the implementation of the work were thus unavoidable. The outcome will be visible in 1997. Intermediate findings are nevertheless available for some of the surveys launched.

Transparency of qualifications and recognition/validation

The Italian presidency received support from CEDEFOP in preparing a major seminar in Rome, discussing past experience and future action on this strand. Arising from that conference a Council Resolution was approved in June 1996 on the transparency of certificates.

A discussion paper on European standards has been submitted by the project co-ordinator to the Social Dialogue's working group on education/training in February 1996 (see CEDEFOP panorama, list of publications).

Negotiations have been taking place with promoters of those Leonardo projects in which CEDEFOP is involved with a view to concluding contracts and/or envisaging common activities/conferences etc. One contract has been concluded with the Leonardo da Vinci partners of the Euronetwork pilot project wanting to implement a network of qualifications' databases.

CEDEFOP is a partner and member of the steering committee in the Leonardo study and analyses the project Natnet which examines the feasibility and elaborates a conceptual framework for setting up national reference centres on qualifications. They intend to give advice to migrants on the assessment, transparency or comparison and recognition of their qualifications. The project is closely linked to a pilot project under Leonardo called Natref which is establishing such centres or structures in six Member States.

Both Leonardo projects (Euronetwork and Natnet) have close links with CEDEFOP's former activities in the field. CEDEFOP has been participating and delivering input to the conference organized by the national co-ordination units and the European Commission in Berlin on and for all study and analyses projects approved in 1995. A number of other Leonardo projects engaged in studies and analyses or pilot projects on the transparency issue have been advised. The thematic conference organized by the Commission services, trying to assist the project promoters and to link them in order to enable their cooperation and certification, has been followed up by CEDEFOP.

CEDEFOP was invited to deliver input for two major conferences organized under the Irish presidency jointly with the European Commission on the question of (a) mobility in Europe and the revision of the European Social Funds (in Dublin) and (b) for the EURES programme counsellors on European employment mobility (in Killarney).

A working paper proposing setting up a specific CEDEFOP network on this strand in 1997 has been prepared. With Natref's steering group an initial discussion took place on the potential aims and methods of such a CEDEFOP network. Initial discussions have been taking place on the transparency of qualifications for building electricians level 3 and 4, European security standards and occupational profiles within a representative body of this respective industry and on EU level on the initiative of these industries.

Key qualifications and curricular renewal of vocational education and training

The project commenced in 1995 but was interrupted because of the move and various human resource problems. In 1996 the project was given its present design and consists of the following activities:

- a) comparative study on the main European debates related to the theme 'key qualifications' and on their impact on curriculum development;
- b) targeted monitoring of European cooperation projects that are related to the topic;
- c) organization of synergy-promoting activities that are relevant for such European cooperation projects and for similar national projects that are initiating European cooperation.

In 1996 the main emphasis was placed on launching the targeted monitoring activities and

maintaining contacts with the European cooperation projects in question. So far the projects that have been included in the targeted monitoring activities are the following ones:

- ❑ 'Strategies for post-16 education' and 'Acquisition of integrated qualifications' which focus on parity of esteems between general and vocational qualifications (both in the Leonardo da Vinci programme);
- ❑ 'Coreguide' which is developing orientation material and mapping instruments for making different national approaches on 'key qualifications' or 'core competencies' or 'key skills' more transparent (Leonardo da Vinci);
- ❑ 'Europrof' which is formulating common European criteria for developing M.A.-level curricula that create links between pedagogics of vocational education and training and sectoral expertise on human resources development (Leonardo da Vinci).

Parallel to these activities first steps have been taken to organize synergy-promoting events that support such European cooperation initiatives:

- ❑ In May the first 'Multi-level seminar' related to the theme 'Key qualifications' was organized in Denmark in collaboration with the Dansk Teknologisk Institut/ Arbejdsliv. The seminar consisted of an interim assessment of the Danish debates (by the Danish participants), of a comparative reflection on the relations between the Danish and other national approaches and an inventory of

ongoing European cooperation related to these issues.

- ❑ In September a special symposium on 'Accompanying Research' was organized in Seville in the context of the European Conference on Educational Research (ECER '96). The symposium was organized in collaboration with the University of Bremen and was one of the main events of the conference strand 'vocational education'.

Diplomas and the labour market

The project was launched at the end of 1995 and involves six countries (D, E, F, I, NL, UK). The overall issue is the analysis of the absorption of educational expansion by the labour market. It is the extension of work initially carried out on France to ascertain how this process had developed in countries presenting differences in their employment and education/training systems. The project is a first stage consisting of a statistical analysis at macro-level of the distribution of certificate holders within the occupations and its evolution over time. The objectives were to build a comparable set of data in all countries, to elaborate a common approach based on the statistical methodology developed by the French team and to produce some hypotheses on interpretation to build a more comprehensive research project.

The study was carried out by six teams, each responsible for the study in their own country; the French team was also in charge of technical co-ordination for the application of the sta-

tistical model. Various bilateral meetings took place between the French team and other partners to clarify methodological and technical issues concerning the application of the statistical model.

Three plenary meetings were organized: the first one took place in Rome at the end of March. Its aims were to present and discuss the initial results of the statistical study carried out in all countries and to prepare the final national report and the framework of the comparative synthesis report. The second was held in Brussels at the beginning of June to discuss a provisional version of the synthesis report prepared by the French team and the possible follow-up to the first study. The third meeting took place in mid-October in Thessaloniki. This launched a second stage of the research to be carried out with the support of CEDEFOP. It discussed and defined the architecture of the project (content, work programme timetable and division of work and responsibilities between the teams). This meeting also provided an opportunity to prepare the transfer of responsibilities for the project management as the expert in charge of the project was preparing to leave CEDEFOP at the end of the year.

Six national reports and a synthesis report have been delivered. The national reports chiefly present the results of the macro statistical analysis in each country. The synthesis report presents the theoretical background to the analysis of the distribution of certificate-holders on the labour market, the main common results and some elements of interpretation and gives some orientations for further work. It

also contains a methodological annex with a detailed presentation of the statistical model used. The translation into French and/or English is nearly completed and the publication of all reports in a single volume in the two languages is planned for the spring of 1997.

The project has facilitated the constitution of an inter-disciplinary (economy and sociology) group of teams specialised in the analysis of the relationships between education/training and employment which is developing comparative research in this field. It was also a basis for the elaboration of common issues, for a framework of analysis and for the development of common methodological tools needed to progress in formulating a European approach.

The main result is the predominance in the six countries and all occupations of the effect of the educational/training supply on the distribution of certificate-holders, generation after generation, within the occupations.

In other terms, the absorption of new generations of a better or more highly trained labour force is done without major changes in the overall skill structures of occupations and largely independent of the quantitative variations of the workforce in the occupations. Such a result raises a number of questions for the policy debate, in particular on the mechanisms which enabled the absorption of the educational expansion without major transformations or breaks of the employment system and on their long-term stability. It is also a challenging contribution to the research in the field of education/training and employment. It is very dependent

on the approach and methodology used and has to be considered as a first step towards a more comprehensive analysis and interpretation.

The follow-up to the study consists of a second project with the support of CEDEFOP aiming at consolidating the statistical results of the first stage, introducing the demand side and elaborating a framework of interpretation to give some elements of understanding to the process of absorption and to appreciate its stability. Consideration will be given to organizing a high level meeting with policy makers on the first results. It should also lead to further investigation by the research group in the field and at European level, possibly within existing Community programmes such as the Targeted Social Economic Research - TSER (strand Education and Training).

Competences in the field of Information Technology

This is a comparative study (launched in 1995) which was carried out in three countries (France, Spain and Italy) with the objective of investigating how competencies are affected by Information Technology (IT). The goal was to establish whether IT has similar consequences for competencies in the different Member States, over and above divergences between specific firms and different national realities. The study concerned itself with two sectors of activity, telecommunications and administration.

The results of the study were available in September 1996. These results consist of identify-

ing the competencies on which information technology exerts an influence for those carrying out related functional activities, proposed and agreed upon with the opinion-leaders in the two selected sectors. The content of the study was based on the following points:

- The identification of the sectors of activity on which IT exerts an influence. This was done making use of some indicators which showed the penetration of Information Technology in them. Telecommunications is intended as a sector to be used as a network for the transmission of information. Administration is considered a transversal area. In the framework of the study, the information technologies which were taken into account are those related to micro-electronics applied to telematics, informatics and telecommunications.
- The identification, in the selected sectors, of functional areas, in which information technology exerts an influence in terms of qualifications. In the three national contexts forming part of the study, the following common functional areas were identified in the two selected sectors of activity:
 - telecommunications:** a) feasibility studies, design, planning; b) installation, running, management; c) marketing, sales, support.
 - administration:** a) accounting; b) general administration, secretariat; c) finances, financial management; d) human resources; e) taxation.
- In the selected functional areas, a list of *figures professionnels type* (i.e. those car-

rying out related functional activities) was compiled. This list was proposed and agreed upon with the opinion-leaders in the two sectors. A common interview scheme was agreed.

The study concluded that the introduction of IT in the sectors under study tends to make mechanical, lesser-skilled tasks superfluous. Social and organisational competences are priorities. The integral development of the human personality is the very basis of the new competences and the permanent ability to learn has become a fundamental competence for the majority of professionals. In these sectors employment is not shrinking in global terms but expanding in the long term. The study showed that the introduction of IT tends to run parallel to organizational changes fundamentally involving the transition from highly hierarchical structures in project groups and that knowledge and information are to be found within the context of the overall organization rather than at the level of individuals. This increases the responsibility of enterprises as learning organizations.

The study is being published as a CEDEFOP *panorama* in English and Spanish.

The Qualification and Integration of Young People into Working Life

The integration of young people into working life - innovation districts

The surveys which were conducted in 16 local and regional units in 10 Member States in 1996 and which examined the development of innovative forms of cooperation have been com-

pleted and are currently being evaluated. They will be presented and summarised in a synthesis report.

Six meetings were held during the survey phase; five in the regions themselves in which the surveys were conducted and in which the decision-makers and the parties involved participated (Finland, Germany, Italy, Belgium and Greece) and one meeting was held in CEDEFOP with the other countries (excluding Sweden).

This project was presented at the conference of the European Commission on the implementation of Objective No.3 of the White Paper "Teaching and Learning" ("combating exclusion") on the basis of the findings of the Greek report.

The reports and the findings of the conferences will be evaluated on the basis of the criteria formulated by CEDEFOP in cooperation with the project research team. The report will also include guidelines for practitioners on the basis of how learning processes are promoted between those responsible for training and integration programmes for young people at European level.

The advance synthesis results were submitted for information purposes to the informal DG VET meeting in Naples in May 1996 which dealt with the subject. During the meeting the outcome of a study visit workshop on vocational guidance was also presented.

The surveys (in France, Spain, Germany, Italy) which commenced at the end of 1995 on vari-

ous forms of “mock companies” and which allow young people without school leaving certificate and without a training place to find alternative vocational training, was concluded in 1996. The publication is being prepared.

Environmental qualifications

Careers undergoing change, new careers and improving vocational qualifications - occupations - functions in the environmental sector

This project which was carried out on behalf of the European social partners involved eight national studies in 1996 (Spain, France, Greece, Austria, Italy, UK, Belgium, Denmark). A publication is being prepared. Seminars with national and European social partners were held in three Member States (Italy, Austria and France) in order to check the findings for their usability in the national and European discussion. An initial evaluation of the eight studies in the form of a short report is currently being prepared.

In 1996 a study was commissioned to document all trends in national training courses in the environmental sector organized on the initiative of the European Commission, the OECD and the ILO. Initial results are available and the final report is expected for mid-1997. All the findings

will be presented in 1997 to the network “Circle for research cooperation and trends in occupations and qualifications” for discussion.

Cooperation in research in vocational education and training

The main activity within this project has been the internal preparation of a Framework Plan for Cooperation in VET-research. The plan is structured in four discussion papers that cover the following items:

- framework for identifying the main fields of VET-related research expertise and the corresponding prospects for knowledge utilisation
- analysis of main research networks within European VET-research
- analysis of the role of CEDEFOP within European cooperation programmes
- proposals for CEDEFOP’s ‘infrastructural activities’ to support cooperation in VET-research

In 1996 the first draft version was produced for internal discussions. In 1997 the plan will be discussed internally and with external experts. On the basis of the feedback the plan will then be finalised as an orientative reflection document.

III Instruments and practical means

Social Dialogue and social partners

After consulting with the spokespersons of the social partners in the Management Board, Ms. A.F. Theunissen (who resigned as a member and deputy chairperson of the board) was contracted to produce a study to examine the needs of the social partners for support from CEDEFOP and on the basis of this to formulate recommendations and proposals. In her work Ms. Theunissen was supported by Ms. M. Pinto and Ms. Spachis (DG XXII), Mr. L. Mallet and especially Mr. U. Wiegand who also conducted research in Austria and Germany.

The study took the form of interviews with social partner representatives at European level in a total of nine countries. Findings confirmed the complexity of the various needs of social partners due in part to the interrelationships of the latter at regional, national and European level. The overall indication from the study was the need for CEDEFOP to target more precisely its activities and to formulate priorities.

Concerning qualifications and certification, an important work area for CEDEFOP, the report favours examination of how qualifications are constructed, and how the social partners interact in the certification procedure. Regarding the role of the Centre as a platform for exchange, the report advocates it should consolidate its position as a venue where the social partners may reflect beyond the constraints placed by the negotiating and decision-making processes.

The document goes on to make proposals on the networking aspects of the Centre's work, its contribution to promotion of research work as an interface between the work of research and vocational training practice and in this context makes several proposals for future activities.

The text of the report on how CEDEFOP can best respond to the needs of the social partners will be published by the Centre as an information document in French and English.

Apart from this study, the Centre prepared a more concentrated approach to support for the social partners which, however, is and should be an integral part of normal activities and services of CEDEFOP for all groups represented in the Management Board.

Support for lifelong learning

The 1996 European Year of Lifelong Learning has contributed to setting up the framework for the development of CEDEFOP's work in the future. One of the issues emphasised during the European Year is the importance of seeing lifelong learning as a continual process of human development. This process incorporates informal learning structures as well as formal ones, and gives equal importance to initial and continuing vocational education and training activities. In line with this, and against the background of other policy initiatives at European level, it was agreed that one of the three key priority themes for CEDEFOP's activities for the period 1997-2000 would be promoting competencies and access to lifelong learning.

To support the debate during the European Year, an edition of the European Journal for vocational training (No. 8/9, May - December, 1996) entitled "Lifelong learning - retrospective and perspectives" was published and explored a range of issues concerning lifelong learning. In addition to an article from Commissioner Cresson on the European Commission's education and training White Paper, "Teaching and Learning - Towards the Learning Society", the Journal looked at such issues as the changing concept of lifelong learning, participation in education and training, training in enterprises, and individuals taking the initiative for their own continuing training. On the issue of lifelong learning the Centre contributed a chapter to the ETUC Trade Union Yearbook 1996.

Preparation of the VET Report

In the autumn of 1996, preparatory work on the "Report on VET Research and Development in Europe" started. The report is interdisciplinary and follows the line of an education-training-employment biography. The publication of the report is planned for the end of 1997.

The following structure is envisaged (the final structure may differ due to unforeseen considerations during the elaboration process):

- institutional, legal and policy framework of VET
 - demography, participation in VET
 - social aspects
 - economic growth, employment and qualification; projections
 - impacts of technology and changing work organization on VET
 - process and design of VET: organization/financing; innovations, contents and curricula; measures and development
 - transitions into/from VET to the labour market
 - further training, continuing training
 - recognition, comparability (methods), transparency.
- The elaboration of the report will be undertaken in several stages:
- external contributions of researchers/research institutes to the different topics on the basis of contracts; the contributions will include: (a) overview of theoretical work and positions; (b) research results; (c) annotated bibliography; (d) conclusions for further research and for decision-makers. In 1996, two contracts were concluded, concerning: "demography and VET" and "curricula, innovations and new learning schemes".
 - elaboration of a draft version of the report on the basis of the external contributions
 - validation of the results in cooperation with CEDEFOP partner institutions and networks
 - cooperation and co-ordination with the European Commission and the Management Board
 - elaboration of the final versions: comprehensive version, synthesis report, summaries
 - translation, publication and dissemination of the report.

Support for meetings of the Directors-General for vocational education and training

For the meeting of Directors-General held under the Italian presidency, CEDEFOP prepared a dossier on the question of certification and one on the integration of young people on the labour market. In addition, a short document reporting on recent developments in the Member States was prepared for this meeting and for the meeting held under the Irish presidency. For both events a brief note updating the description of the Italian and the Irish system contained in the CEDEFOP monograph was also prepared. Plans for similar input to support the Dutch presidency were initiated.

Contributions to other reports

CEDEFOP played an active part in meetings organized by the Commission related to the preparation of the reports required under Article 10 of the Decision establishing the Leonardo da Vinci Programme and the Recommendation of the Council of 30.06.1993 on access to continuing vocational training.

A major comparative survey on qualification systems in different Member states drawing from the experience with a French-German comparison, published recently by IAB-Nuremberg, has been discussed with the author of this study and the CEDEFOP Directorate. A comparative survey to cover some 5/6 countries is being considered for 1997.

A draft proposal has been prepared to support a major methodological survey and conference

on methods for international comparisons of vocational training systems.

For a three-month period at the end of 1996, Mr. B. Verlaan took the opportunity of a secondment to CEDEFOP from the Dutch Department for Education, Culture and Science. During this period he worked on two projects which he had previously proposed and both of which seemed useful for CEDEFOP and for his own department. The one project involved analysis of the development with the Circle on research cooperation and trends in occupations and qualifications and produced an overview on the basis of a calendar showing the products which could be expected in the future. The other project made a comparison of the dual systems in Belgium, Germany and the Netherlands. The report contained an analysis and comparison of the main streams of the economy relevant to those undergoing training in the dual system. The analysis also showed that in such work major methodological problems have to be overcome.

Mr. I. Crombie from the UK Department for Education and Employment spent a three-month secondment period at CEDEFOP. The aim was to produce a paper on steps taken in selected industries in a number of Member States to equip apprentices for mobility. Views on current/previous transnational action were collected from relevant contacts. These views helped to define a number of the benefits derived (echoing the Commission White Paper on Teaching and Learning) and several barriers to action with partners in other countries (in keeping with points put forward in the Commission's Green Paper on Obstacles to Transnational Mobility).

Study Visits' Programme for Vocational Training Specialists

The 1996 programme enabled 684 individuals (541 in 1995) in 60 different groups (including five workshops) to take part in study visits in 17 countries (the 15 Member States of the Union and, for the first time, Iceland and Norway). The participants came from 23 countries (the 17 countries already involved in the programme and the associated countries in Central and Eastern Europe, Malta and Cyprus) pursuant to Article 9 of the decision establishing the Leonardo da Vinci Programme. The latter countries were allotted 15 places. For grants there was a utilisation rate of 92% (87% in 1995); 59 withdrawals could not be replaced; with the entry of the new countries and in particular the Central and East European countries and thanks to increased efforts to resolve the problem of withdrawals, the study visits units processed 892 applications.

The two topics for visits in 1996, the vocational training of young people and the vocational training of adults, were examined from the particular perspective of the host country with regards to initial training, basic education, basic vocational training, continuing vocational training, at times initial, adaptive or retraining, in-company training and lifelong learning.

The five workshops of three-days duration covered the following topics, vocational guidance for mobile adults (Italy), the quality of vocational training (France), the use of multi-media for distance learning (Ireland), lifelong learning (Sweden) and training in small and medium-

sized enterprises (the Netherlands). Research staff and specialists in the area were also involved in the workshops; each workshop culminated in a synthesis report and/or proposals. This helped identify particular problems which could be examined in the future in specific 3-day workshops. In terms of approach and duration, the workshops have shown the validity of such a method for decision-makers.

A training seminar for new National Liaison Officers (NLOs) and/or new members of the technical assistance agencies (Germany, Iceland, the Netherlands, Sweden, the countries of Central and Eastern Europe, Cyprus and Malta) took place in the United Kingdom.

Two working groups with volunteer NLOs resulted in ideas for a Vademecum for assessing the problem of withdrawals and for making progress on the quota of places allocated to each participating country. As a result NLOs were integrated to a greater degree in managing the programme and preparing 1997.

A link was established with the preoccupations of the Directors-General of vocational training during the Italian presidency (the Naples meeting).

The European Journal "Vocational Training"

In line with the topics selected, the Centre published the following issues of the European Journal "Vocational Training":

No. 7/96 "Pedagogic innovation"

No. 8-9/96 "Lifelong learning: retrospective and perspectives"

Issue No. 10/97 on the topic of higher education in Europe has been prepared and is in the translation process. Preparation of No. 11/97 which focuses on Central and East European countries is nearing completion.

The editorial policy as determined by the Editorial Committee and the Directorate of the Centre was maintained in 1996 although there have been a number of changes. The decision was taken to make the Journal's contribution more effective in firing debate on vocational training through linking certain issues to major political events where it was possible to produce information and carefully pondered analysis of the topics under debate. The publication of a double issue on the topic of lifelong learning followed this approach and is justified through the topicality and the importance of the issue. Through giving the floor to policy, in tracing the history of this idea and through showing the relationship between formulating principles and actual realities in the different countries, the Journal wished to respond to the invitation from Ms. Cresson to open broad debate on the Commission White Paper published during the European Year of Lifelong Learning. This issue also reflects the desire to be present at national policy-making events such as the "*Entretiens Condorcef*" in France where the topic was discussed in depth.

A second event in the life of the Journal in 1996 was the election of a new Editorial Committee as the mandate of the previous committee

expired during the year. The substantial contribution made by the latter to improving the quality of the Journal prompted the Directorate of the Centre to seek a compromise between renewal and continuity when replacing the former committee. The new committee's mandate commenced in October 1996 for a period of three years.

Finally, there was a change in publication policy as decided in the Work Programme 1996. On account of organizational and budgetary restrictions the Journal will be produced in only four languages as of 1997 (English, French, German, Spanish). The Centre will, however, examine possibilities of serving readers in other languages to ensure basic access to information. The Management Board will discuss information and publication policy in March 1997.

Publications

A specialised service within the Centre is responsible for the Internet presentation, for production, publication, dissemination and storage of CEDEFOP publications, including the European Journal "Vocational Training" and "CEDEFOP Info". The aim of the service is to contribute to knowledge transfer in the Member States and in so doing to guarantee flexible dissemination of the Centre's work and coherence between recipient, product and distribution mechanisms.

The service cooperates closely with the project coordinators, the Editorial Committee of the European Journal and the Office for Official Publications of the European Communities

(EUR-OP) in Luxembourg. With the help of graphic artists and printers, it plans, coordinates, monitors and controls the entire technical process, including administrative and financial management. It is also responsible for constant updating of the mailing lists of recipients of the Centre's publications. The service's work also includes representing CEDEFOP at international exhibitions and events in cooperation with the European Commission and the CEDEFOP office in Brussels.

The titles and languages versions of all publications for 1996 are listed in Appendix 4.

1) Periodical Publications

The European Journal "Vocational Training"

The European Journal "Vocational Training" appeared three times in nine languages with a print-run of 10 000 copies per issue. It disseminates knowledge of major developments in vocational training in the different countries and contributes to national and Community debate on this through reflecting major political options, research and innovatory experiments at both European and national level.

The issues planned for 1996 were published:
No.7/96: Pedagogic innovations
No. 8-9/96: Lifelong learning, retrospective and perspectives

CEDEFOP-Info

This information and news sheet appeared twice in English, French and German and was distributed free of charge to 25 000 users. It also appeared on the CEDEFOP WWW site.

Structured by topic and containing references to the information sources, CEDEFOP-Info reported on:

- current work findings, activities and new CEDEFOP publications;
- topical reports and opinions from the EU Member States and the social partners;
- bi- and multilateral cooperation and contacts;
- important international conferences;
- references to new publications.

CEDEFOP presse

To mark CEDEFOP's presence on the Internet, a press release was published in English, French, German and Greek.

2) Non-periodical publications

These publications relate closely to CEDEFOP's research-related work and, for the most part, publish the results of this.

a) In the **CEDEFOP panorama** series national studies and a number of documents were published which were the product of project-related activities such as colloquies, conferences, etc.

CEDEFOP panorama is distributed free of charge. It is produced when the need arises to ensure that it is flexible and that the documents are published quickly and at a low cost. This also avoids storage problems.

b) The **CEDEFOP-Documents** contain summary reports on CEDEFOP projects. They are

usually published in several official languages and distributed through the Office for Official Publications of the European Communities or through the official sales offices of the European Communities.

c) Information brochures, handbooks, catalogues and directories

A certain number of CEDEFOP publications contain basic information, target a larger circle of readers and are more costly to produce. These include the Vocational Training Glossary, the monographs on the vocational training systems in the EU Member States, the European Research Directory, the publications lists, the annual report and the Work Programme.

3) Sales promotion activities

CEDEFOP uses inexpensive means to promote the sales of its publications: fliers and advertisements in CEDEFOP periodicals and the sales catalogues of the Office for Official Publications of the European Communities (EUR-OP) in Luxembourg, the despatch of publications lists to addresses on the CEDEFOP and EUR-OP mailing lists, advertisements in the Official Journal of the European Communities and inclusion of information in national and international databases, directories, guides, etc.

As in previous years, CEDEFOP participated in cooperation with other parts of European institutions, in particular EUR-OP in Luxembourg and the Info-network members, in various exhibitions as part of international book fairs, trade

fairs and conferences on the topic of vocational training.

Information brochures, publications lists, posters and selected publications were made available on request to the organizers of regional and national events relating to vocational training.

4) Mailing lists

These lists currently contain 22 000 addresses. They are managed and updated using CEDEFOP data-processing equipment. In distributing the documents there is a regular exchange of data with EUR-OP. The data can only be accessed by European Community institutions subject to relevant data protection provisions. The mailing lists can be queried by occupation/task, area of interest or type of organization.

5) Stocks

The provisional building in Thessaloniki has only limited storage capacity. On this account stocks of publications had to be reduced. A special campaign was organized whereby available old stock was offered to universities, research centres and EU member countries. They were distributed free of charge in the order in which requests were received.

Internet/Intranet

A draft navigation scheme for CEDEFOP's presentation on the World Wide Web has been developed and a contract concluded with a consortium, which on behalf of CEDEFOP,

created its homepage. It effectively opened at the beginning of November 1996 in German, English and French, containing around 100 pages in these three languages presenting CEDEFOP, its tasks and work programme as well as its activities, publications and services. Mechanisms for in-house updating of this presentation have been promoted. Related sites of other European bodies and institutions can be

visited via CEDEFOP's homepage: **<http://www.cedefop.gr>**. A hand-out on this presentation and its use is available (see list of publications).

A scheme for an additional internal Intranet homepage has been drafted, which will accelerate and improve internal communication and cooperation.

IV. Fundamental Information Production

Monographs

Descriptions of the vocational education and training systems

The objective is to provide policy-makers and practitioners with information on the VET systems in the EU and EFTA/EEA Member States. Work proceeded on the basis of the guide drawn up in 1995 concerning the contents and structure of the monographs. Meetings held were all of a bi-lateral nature with the authors involved, i.e. Finland (3), Sweden (2), United Kingdom (1), and France (1). Five contracts were signed - with Austria, Norway and Iceland for "new" monographs, and with France and the United Kingdom for revised and up-dated versions of the existing ones. The monograph on Finland was completed, is available as a working document in English and Finnish and translations have been requested into German and French. The monograph on Sweden was completed and is available as a working document in English.

Twelve additional language versions of the monographs relating to the "old" Member States were published, bringing the total number published to 55. In addition, a description of the Austrian system was published in English in the CEDEFOP Document series, and a reprint of three monographs which had gone out of stock was requested. Efforts to promote sales were made and from the sales statistics it can be seen that the number of copies of the monographs and the joint 1995 CEDEFOP/EURYDICE publication on the education and initial vocational training systems in the EU which were sold has been relatively large.

Some further work was carried out on the experimental internal infobase containing the original and English language versions of the monographs on the 12 old Member States. In the preparation of new monographs and the up-dating of old ones, attention has been given to ensure that they can be easily converted and made available by electronic means, e.g. a CD-ROM and/or the Internet.

The diagrams of the education and training systems in the monographs were used as a basis for obtaining information, which could be used in the "Key Data on VET" publication, planned for 1997.

Documentation

Having redefined its target audience in 1995, the service continued in 1996 to provide information to the main protagonists of training in Europe. The central unit in Thessaloniki concentrated on servicing the needs of the Commission and other European institutions, and organizations and representations while the network members in the Member States handled many of the queries emanating from administrators, policy makers, researchers and training practitioners at national level.

The documentation network provided the mainstay of the information flow. CEDEFOP provided members with a monthly dispatch of the main Community documents for dissemination and exploitation amounting to 211 items. Network members continued to update the bibliographical database, to send regular information for CEDEFOP Info and the European Jour-

nal of "Vocational Training", and to provide answers to questions from priority users requiring individual treatment. Their periodic reports on current VET developments in the Member States were exploited to produce information sheets on these developments for the meetings of the Directors-General of Vocational Training in Rome and Dublin. A dossier on certification was prepared for the Rome meeting and support was given to ISFOL with the organization of a parallel exhibition. Data was also supplied for the "Key data on VET" project.

Two meetings of the network were held, one in Thessaloniki, 13-14 May, which enabled members also to visit the Centre's premises in Thessaloniki and familiarise themselves with facilities there. The second meeting, organized by the Irish network member, FÁS, to coincide with the Irish Presidency of the EU, took place in Dublin, 7-8 November. It gave participants the opportunity to gain an insight into the Irish training system, while also being the occasion for discussion on future projects for the network and ways of exploiting CEDEFOP's recently acquired E-mail and Internet connection. The meetings were also attended by participants from EURYDICE (The Education Information Network in the EC), the European Training Foundation and the ILO. Cooperation and exchange of information in general was continued with these organizations throughout the year. CEDEFOP also attended the meetings of EUROLIB, the association of libraries in Community institutions.

By the end of the year, contracts were concluded with Norway and Iceland to bring the total number of participating countries to 17.

Two new recruits joined the staff in Thessaloniki. The CEDEFOP Office in Brussels provided the service in Thessaloniki with a rapid document supply and screening service of meetings, activities and publications, etc. at EU level and also processed information from the network for inclusion in publications and reports, etc.

The services contributed to developing CEDEFOP's Internet site and also provided some pages, including lists of the documents circulated to the network and the calendar of VET conferences and events.

Following a restricted call for tender, a number of library management systems were examined with a view to replacing the current technology. A contract was signed with Ex Libris, Luxembourg, for the supply of the selected software, ALEPH 500, which will be operational in the spring of 1997. As well as providing an optimal method of managing and circulating stock, it will enable users to access the bibliographical database on CEDEFOP's Internet site.

Some 600 requests for information were processed. Many of these centred around themes in CEDEFOP's Work Programme, with a strong emphasis on occupational qualifications and the training systems in the Member States. It was interesting to see that while the number of questions originating in Greece increased due to our presence here, the level of queries emanating from Germany remained constant.

"CEDEFOP Guide"

The original idea behind the project of linking journalistic short descriptions of the state of

vocational training in the Member States (“pen pictures”) with a selection of key terms in vocational training and explanations on their usage in the individual countries could not be attained. The reasons for this lie in the methodological approach and in a number of difficulties relating to organization of the work. The complexity of the issue, the scope of the material and lack of competent staff did not permit a reduction in the number of “vocational training key terms” to a journalistic text confining itself to only a few pages.

By way of experiment the Centre commissioned a French author to make a description of

vocational training in the Federal Republic of Germany. This 40-page study does not reach different conclusions than those which a German author would have reached but answers questions which for the most part would have been self-explanatory to Germans and which could only be posed by foreign observers. The study has been translated into French and German and has been discussed with a number of German experts.

The difficult nature of such a project has caused the Centre to reconsider this approach and to await the result of the project on “key data” due in 1997.

V. Permanent support

Translation Service

The translation service carries out the translation and revision work required by the Centre's projects as determined by the annual work programme. Besides translating and revising documents, the translators (in principle one post per official language) ensure consistency in terminology in documents translated by the free-lance network and advise internally on language issues.

With the widespread use of electronic mail for both internal and external communication, the service adapted its internal operations towards the end of the year migrating towards electronic rather than hard copy transmission of documents, the aim being to render the translation service offered more efficient and more speedy.

Conference and Interpreting Service

The conference and interpreting service was responsible for management of the Centre's conference facilities in Thessaloniki and organizing the required interpreters and interpreting facilities for meetings held by CEDEFOP in Thessaloniki and elsewhere. In accordance with an agreement with the Joint Interpreting and Conference Service of the European Commission (JICS), CEDEFOP has been integrated into the JICS system.

A total of 144 meetings were organized (133 in 1995), amounting to a total of 197 meeting days. Of these, 59 meetings were organized outside Thessaloniki, of which more than half took place in Brussels.

Brussels Office

The objective of the work of the Brussels office is to facilitate the flow of information between CEDEFOP and its partners in Brussels, especially the European institutions, and, above all, the Commission. In addition, it provides various facilities, particularly for meetings, to CEDEFOP colleagues and those with whom CEDEFOP works.

The office has a staff of three, two of whom also work on other CEDEFOP activities. It has no operational budget, nor a separate budgetary line on the administrative one. As well as the very centrally located offices at ave. d'Auderghem 20, CEDEFOP has continued to have the use of a small office in the library and documentation centre of DG XXII.

During the early part of the year energy focused on establishing the necessary physical and communications infrastructure in the offices located in the building of the Conseil central de l' Economie (belge). This in large part has now been installed. A small, but not yet adequate, stock of CEDEFOP publications has been built up. CEDEFOP has the use of a number of meeting rooms, and in particular one with space for 50 participants and three language booths, approved by the Joint Interpreting and Conference Service of the European Commission. Meetings of the groups and Bureau of the Management Board have already taken place here.

Some 25 meetings within the framework of CEDEFOP's 1996 Work Programme were or-

ganized on the premises, and the office facilities were used by CEDEFOP colleagues on mission to Brussels. The use of these has also been offered to the European Training Foundation, while the Technical Assistance Office of the ADAPT programme has used the conference room.

The office has handled a growing number of requests for information from those in Brussels on CEDEFOP's work and products and from colleagues in Thessaloniki on publications and documents of the European institutions, particularly of the Commission.

The office organized CEDEFOP's stand at the following exhibitions and meetings in Brussels:

- ❑ European Forum, organized by the European Commission, DG V, 28-30 March 1996
- ❑ Leonardo da Vinci Programme exhibition of training products, (DG XXII), 18-20 April 1996
- ❑ ETUC/ETUI Conference on European Works Councils and the Europeanisation of Industrial Relations, 2-4 October 1996

- ❑ Employment Week, organized by the European Parliament and the European Commission (DG V), 5-7 November 1996

Increasingly staff from the office represent CEDEFOP at meetings in Brussels, at which it is necessary that CEDEFOP participates, but which would not justify a mission from Thessaloniki. These included meetings within the framework of the education and training working-group (and sub-groups) of the Social Dialogue and of the Leonardo da Vinci Programme (e.g. of the National Co-ordination Units - NCUs), as well as the editorial committee of DG XXII's publication "*Le Magazine*".

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Appendix 1

Human and Financial Resources

The following figures for the period 1992-1996 illustrate the development of CEDEFOP's activities:

Staff

No. of staff posts provided for in the budget	1992	1993	1994	1995	1996
	71	76	79	79	81

Occupied posts by category (Dec. 1996)	A	B	C	D	Total
	36	15	27	3	81

Budget appropriations

	1992	1993	1994	1995 ¹	1996 ²
Total in ECU	10 838 000	11 922 000	11 100 000	16 500 000	14 821 135

1) The year of the move to Thessaloniki.

2) Including installment for new building

Total expenditure

Year	Total in ECU	Increase in %
1992	10 623 587.86	6.19
1993	11 394 033.54	7.25
1994	10 534 080.62	-7.55
1995	14 775 018.56	40.26
1996	13 535 466.17	-8.39

Percentage breakdown of 1996 expenditure³

Sector	Expenditure in %
A. Directorate	3.06
B. Administration	13.96
C. Interpreting and translation	15.60
D. Information, documentation and publications	12.89
E. Projects, research work, studies	54.49
	100.00

3) The Management Board asked for allocation of expenditure to main activities. This is a just effort which will be further improved. The present figures are therefore not comparable to the previous years.

Operational expenditure

	1992	1993	1994	1995	1996
Utilization rate for appropriations to the chapter "operating expenditure"* in %	98.40	94.07	97.16	92.29	97.52

See appendix 3 for further details

Staff situation as of 31.12.1996

Table of posts

As of 31 December 1996, the Centre employed 75 staff.

20	A category staff	of whom 8 are temporary
9	LA category staff	of whom 2 are temporary
10	B category staff	of whom 3 are temporary
24	C category staff	of whom 9 are temporary
2	D category staff	

In addition, there are 5 local staff and 5 seconded national experts.

The Centre concluded 4 service contracts: security (two security guards at the disposal of the Centre during working hours), maintenance (one person at the disposal of the Centre 24 hours a day), canteen management (one person), computer department (one person).

Vacant posts

5 A
2 LA
5 B
3 C
1 D

Appendix 2

List of CEDEFOP publications which appeared 1996

No.	Title	Language version(s)
	Vocational training systems/Systems Analysis	
1	Le système de formation professionnelle en Grèce	FR
2	Le système de formation professionnelle en Espagne	FR
3	Le système de formation professionnelle en Irlande	DE, FR
4	Vocational education and training in Italy	EN
5	Das Berufsbildungssystem in Luxemburg	DE
6	Vocational education and training in Portugal	DE, EN, FR
7	Vocational education and training in Belgium	EN
8	Strukturen der allgemeinen und beruflichen Bildung in der Europäischen Union	DE
	CEDEFOP Document	
9	Vocational education and training in the Republic of Austria	EN
	Panorama	
10	Evaluation of European training, employment and human resource programmes	EN

No.	Title	Language version(s)
	<p>European Research Directory/ Répertoire européen de recherche</p>	
11	<p>European Research Directory/Répertoire européen de recherche A File of Current Vocational Training Research Projects/Fichier des recherches en cours sur la formation professionnelle</p>	EN/FR
	<p>Continuing education and training</p>	
12	<p>FORCE: Συνεχής επαγγελματική κατάρτιση στο λιανικό εμπόριο</p>	EL
13	<p>FORCE: Guide de la formation dans le commerce de détail</p>	FR
14	<p>FORCE: Training in the food and beverages sector in Denmark</p>	EN
15	<p>FORCE: Training in the food and beverages sector in Luxembourg</p>	EN
16	<p>FORCE: Training in the food and beverages sector in the Netherlands</p>	EN
17	<p>FORCE: Opleiding in the voedings- en genotmiddelindustrie</p>	NL
18	<p>Relationships between food manufacturers and retailers and possible implications for training</p>	EN
19	<p>The role of the company in generating skills The learning effects of work organization Denmark</p>	EN
20	<p>Le rôle de l'entreprise dans la production des qualifications: Effets formateurs de l'organisation du travail France</p>	FR

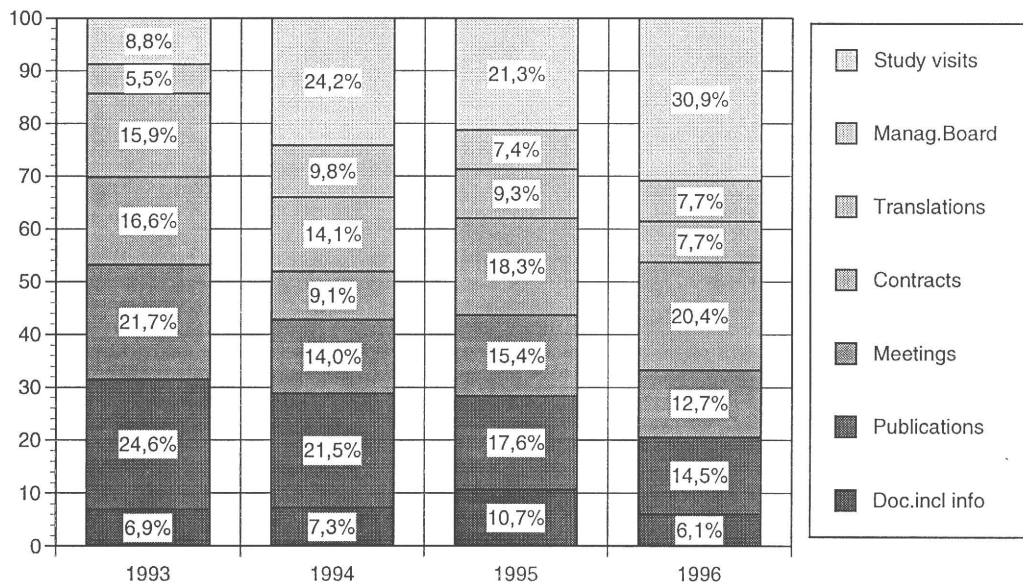
No.	Title	Language version(s)
21	The role of the company in generating skills The learning effects of work organization The Netherlands	EN, FR
22	The role of the company in generating skills The learning effects of work organization United Kingdom	EN, FR
Initial vocational training		
23	L'apprentissage dans les Etats membres de l'Union européenne	ES, FR
Quality in vocational education and training CEDEFOP Document		
24	Quality issues and trends in vocational education and training in Europe	EN
Certification and validation of occupational qualifications Panorama		
25	Systeme und Verfahren der Zertifizierung von Qualifikationen in Frankreich	DE
26	Systeme und Verfahren der Zertifizierung von Qualifikationen in Luxemburg	DE
Labour market policy		
27	Concepts and methodology for labour market forecasts by occupation and qualification in the context of a flexible labour market	EN

No.	Title	Language version(s)
28	<p>CEDEFOP Document</p> <p>Evolution of employment and qualifications in motor vehicle repairs in France Contribution for the CIRETOQ meeting organized at CEREQ/Marseille by CEDEFOP on 20 and 21 November 1995</p>	EN
29	<p>Comparability of Vocational Training Qualifications</p> <p>Panorama</p> <p>Do joint European vocational training standards stand a chance? Recognition and transparency of qualifications</p>	DE/EN/FR
30	<p>Library/Documentation/Terminology</p> <p>Glossarium - Vocational Training</p>	DA/DE/EL/EN/ES/FR/IT/NL/PT
31	<p>About CEDEFOP</p> <p>Work programme 1996</p>	DE, EN, FR
32	<p>Annual report 1995</p>	DA, DE, EL, EN, ES, FR,NL, PT
33	<p>CEDEFOP - in brief</p>	DA, EN, EL, ES, FR, IT, NL
34	<p>Catalogue of CEDEFOP publications</p>	DA, DE, EN, EL, ES, FI, FR, IT, NL, PT, SV
35	<p>Trends in occupations and qualifications</p> <p>The CEDEFOP CIRETOQ Network on trends in the development of occupations and qualifications</p>	DE, EN, FR

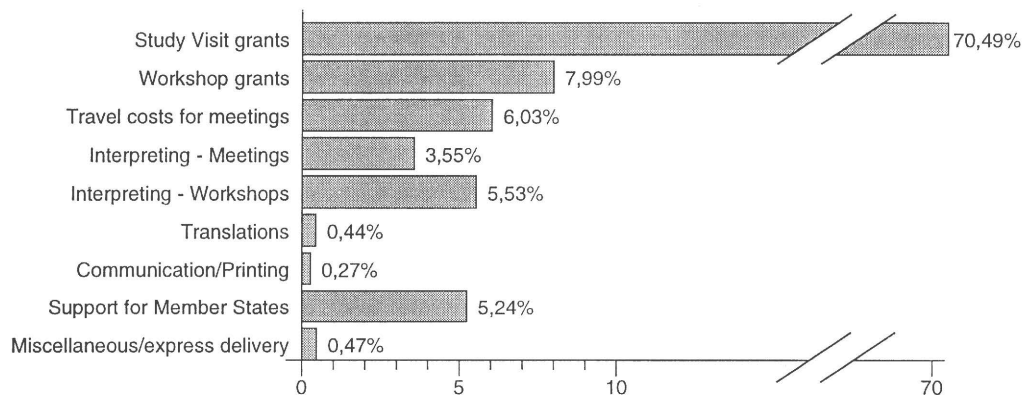
No.	Title	Language version(s)
36	CIRETOQ Newsletter No. 1 + 2/96	EN
	<p>European Journal of Vocational Training</p> <p>4/95</p>	
37	<p>Τα νέα κράτη μέλη: Αυστρία, Φιλανδία, Σουηδία</p> <p>5/95</p>	EL
38	<p>Die Erzeugung von Kompetenzen im Unternehmen</p> <p>6/95</p>	DE, EL
39	<p>Formation et démocratie: aspects actuels</p> <p>7/95</p>	DA, DE, EN, ES, FR, IT, NL, PT
40	<p>Innovations pédagogiques</p> <p>8-9/96</p>	DA, DE, EN, ES, FR, NL, PT
41	<p>Education et formation tout au long de la vie, rétrospective et perspectives</p> <p>CEDEFOP Info</p>	DA, DE, ES, FR, PT
42	No. 1/96	DE, EN, FR
43	Nr. 2/96	DE, EN, FR

Appendix 3 Tables

Breakdown of Title III



Study visits



Appendix 4

List of Management Board members *

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Council decision of 15 October 1996
(OJ C 316 of 25.10.96,p.1)

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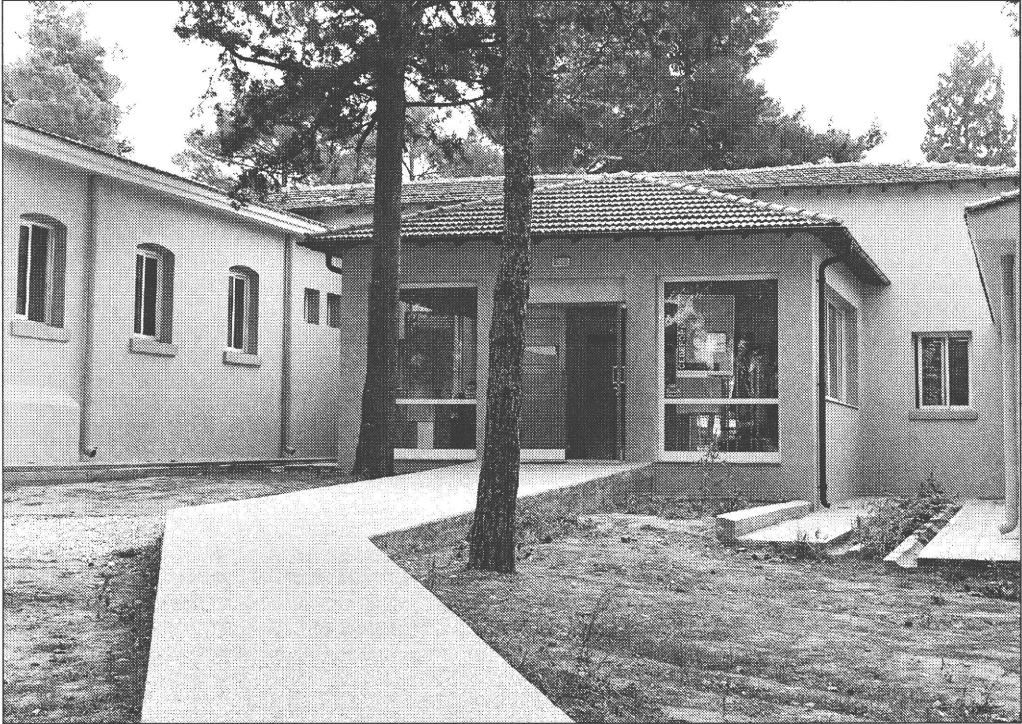
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