



Annual report

Annual report 2000

Cedefop

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Executive summary

THE CEDEFOP WORK Programme in 2000 took forward the four major themes in its medium-term priorities 2000-2003 as approved by the Management Board.

These themes were:

- promoting competences and lifelong learning
- facilitating new ways of learning for a changing society
- supporting employment and competitiveness
- improving European understanding and transparency

In tackling this spectrum of activities, work fell under two headings:

1. developing knowledge and expertise - this encompassed the themes and content within the four priority themes;
2. serving customers, partners, policy-makers and fostering research cooperation.

1. Developing knowledge and expertise

In ***promoting competences and lifelong learning*** the main object in 2000 was to set up a reporting system on lifelong learning and thus to provide a comprehensive overview within Europe of policy, practice and research developments. Additionally, research and analysis was carried out to learn how lifelong learning and key qualifications could be fostered by means of human resource development. In this context, an analysis was made of the roles of companies in promoting lifelong learning and this served as useful background material for the European Commission in preparing a Memorandum on Lifelong Learning.

In the area of ***key qualifications***, final editing work was carried out on the Cedefop reference publication on the topic of key qualifications. Follow-up measures were also taken to link the topics discussed in the area of key qualifications to the topics under discussion in the Cedefop Research Arena (Cedra). Conclusions from the work on key qualifications also served as input for European policy development, again for the European Commission's Memorandum on Lifelong Learning and in preparing the European framework for new basic skills.

The conference on the identification, assessment and recognition of non-formal learning in Lillehammer, Norway in May took as a basis the Cedefop synthesis report on this topic. From the conference

there arose consensus on the need for a European meeting place in the area of non-formal learning and towards creating a more permanent mechanism to advance mutual learning in Europe on these issues. Again the work carried out by Cedefop on non-formal learning served as background material for the Commission and was summarised in the reference publication 'Making Learning Visible'.

Activities in 2000 related to the topic **of facilitating new ways of learning for a changing society**, focussed on providing **support for innovation and change** in vocational training and on the formulation of scenarios and strategies in the project, **Quo vadis education and training in Europe?** A working paper was published on typologies of innovation and on benchmarking of innovative practices. The results of this work were further enhanced and culminated in the drafting of a paper on indicators for assessing VET innovations, and these indicators were applied to identify and assess the results of projects under the Leonardo da Vinci 1 programme.

The work on **scenarios and strategies** identified a number of contextual environments and in analysing the trends within these environments elucidated strategies for promoting training and human resource development. The main findings have been condensed in a synthesis report of some 10 national reports, which has been published by Cedefop.

Under the thematic priority of **supporting employment and competitiveness**, activities related **to funding of vocational education and training** culmi-

nated in publication of a large number of reports looking at the current national contexts as well as an overall synthesis report on financing VET in the European Union.

Efforts to **improve European understanding and transparency** in the work programme 2000 focussed on the issue of making qualifications more transparent and on researching the issues related to the concept of mobility in Europe.

The **European Forum on Transparency** made good progress and developed concrete proposals on a certificate supplement to qualifications and on creating national reference points for information. Project work included an assessment of the transparency-related projects under the Leonardo da Vinci 1 programme and this was presented at the European Commission's Training 2000 conference and exhibition.

In the area of **mobility**, an information mechanism was produced for the Electronic Training Village, mainly for use by project promoters and programme administrators. Different language versions of this signposting tool will be made available in the coming months. The mobility strand of the Leonardo da Vinci 1 programme and the national reports also provided useful information for analysis and evaluation of mobility in Europe. Here again, Cedefop provided input for the European Commission Training 2000 in December.

2. Serving customers, partners, policy-makers and fostering research cooperation

A recurring and important task of Cedefop is to report on developments in vocational education and training in the European Union Member States. Part of this work involved production of ***national description of training provisions*** within the countries. A large number of descriptions were published in the course of the year. (See publications 2000 in Annex 1) Consideration is currently being given to how to adapt a new approach to managing such an expanding reporting system.

Work in developing ***comparable vocational training statistics*** in Europe focussed on final preparations to the publication ***Key data on vocational training in the EU***. The English and French versions of this publications were in the printing process by the end of the year. Work in this area also encompassed an analysis of changes to be implemented to allow measurement of the impact of training on individual careers and biographies in the context of the European Commission's Task Force on Lifelong Learning.

A major publication highlight of the year 2000 for Cedefop was the first report on vocational training policy at European level: ***An age of Learning***. This publication analyses policy developments over the past 40 years and in so doing provides a reference document on the acquis communautaire in vocational education

and training. Since completion of the English version in January 2000 it has aroused lively interest and supported debates.

The Cedefop ***Library and Information Service*** is the major contributor to the electronic resources available in the Electronic Training Village. It introduced a new ordering and acquisition procedure and a new bibliographical tool was developed and made available to the network members. The service continues to maintain a large number of on-line databases and maintained production of documentary dossiers on specific themes. The External and Interactive Communication service aims to satisfy the diverse information needs of a broad public. The European Journal Vocational Training published three issues in the course of the year and three issues of Cedefop Info were sent free of charge to some 15 000 subscribers.

The ***Electronic Media Service*** for which the Library and Information Service is the main resource provider, continued to develop and maintain the Cedefop website and the Electronic Training Village. Highlight of the year was the launching of a major initiative on eLearning and opening such a site on the ETV. The service also continued to explore means of standardising indexation of electronic resources (metadata) and of centralised access to decentralised resources. The number of subscribers to the ETV reached 12 000 and the total number of visits to Electronic resources increased threefold over the previous year.

Activities in the area of **research reporting and cooperation** focussed on preparing the 2nd edition of the **Research Report on VET in Europe**. This major reference work is comprised of a background report, a synthesis report and an executive summary. It is planned to present and disseminate the report during the Swedish Presidency. In research cooperation Cedefop was also involved in the observatory on educational expansions and the labour market (EDEX) which is a Community-funded programme building up the Cedefop project on diplomas and the labour market. Although this project is due to wind up in early 2001, Cedefop is actively supporting efforts to establish longer-term observatory work on the impacts of educational expansion.

The **Cedefop Research Arena** continued to make progress in three areas: a European Research Overview (ERO) was designed and made available as an electronic resource. Work in building knowledge-sharing networks involved development of two web-based resource bases. Important preparatory work has been completed on a reader on knowledge-development processes entitled *Building blocks for the knowledge society – reflection on knowledge development process*.

In its support as **a partner in policy development**, Cedefop intensified its good working relations with the European Commission and especially with DGEAC. A memorandum on cooperation was drawn up to allow for better planning of our support. Cedefop provided synopses of recent developments in VET in the Member States during the Portuguese and the French Presidencies. National descriptions of both Presidency countries in 2000 were published during the year. In December the Director had the opportunity to make a presentation of Cedefop's work to the social affairs section of the Economic and Social Committee. The Deputy Director participated in an expert working group of the Committee concerned with the European dimension in education. Cedefop worked closely on joint activities throughout the year with the European Training Foundation, particularly on identifying the best transition methods for EU candidate countries into the work of Cedefop. Eurydice, the EU reference network on education, and Cedefop agreed to jointly execute information gathering activities in their reporting activities on lifelong learning.

Support for the social dialogue and social partner training organisations was intensified and a strategy developed in close harmony with the central social partner organisations in Brussels for such cooperation and support, also in relation to the further development of the Social Partners' House in the ETV. Cedefop's work on enhancing services to training organisations was launched in the course of the year under review.

Under the Leonardo da Vinci programme, Cedefop manages, on behalf of the European Commission, **the Study Visits programme** which gives VET specialists the opportunity to examine particular systems and arrangements in other countries. In 2000, 638 participants made up 63 study visit groups in 20 different countries with partners from 20 countries.

Here in Thessaloniki the **Agora Thessaloniki** is a venue which in essence provides an interface between the world of VET research and policy. It allows constructive debate on topical issues outside the political arena and encompasses practitioners, trade unionists, employers and government officials. In the course of 2000 Agoras were held on the topics of alternative forms of training, social and career guidance and job rotation.

The **Training of Trainers network (TTnet)** aims to foster at national level the development of trainers skills, and to promote international dialogue to ensure that the skilling of trainers is an aspect of Community policy. In the course of the year the network organised thematic workshops and produced several comparative and analytical studies. The network's website was completely restructured to make it a truly interactive tool. The annual meeting in Brussels defined the main approach for the coming year.

The **Cedefop Brussels Office** is an indispensable link with Brussels-based institutions and organisations and has hosted a large number of Cedefop conferences and arranged presentations of Cedefop at Brussels-based events. The **Public Relations service** in Thessaloniki had overall responsibility for organising the Cedefop 25th anniversary celebrations in Thessaloniki in which Management Board members were able to participate. Cedefop was present at exhibitions and fairs throughout Europe and liaised with press contacts. The **Terminology service, Translation service, Staff Training service** and the **Conference and Interpreting service** all provided essential infrastructural support for Cedefop's activities. This was also the case for Cedefop's Administration and Technical Support services.

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General Developments

2000 WAS THE FIRST full year of operations in Cedefop's new premises at 'Europe 123' and the year in which Cedefop celebrated its 25th anniversary. The agency attained a full staff complement in the course of the year and the facilities offered by the new building are in full use.

The past year has been a successful one in strengthening Cedefop's major role as the European reference centre for vocational education and training. This has been reflected in the results of the work and the flexible support it has provided for European political issues in the area of vocational training and human resource development. The Centre provided input and support for the eLearning initiative launched during the Portuguese Presidency and in assisting in preparing the Commission Memorandum on lifelong learning. Internal reorganisation of project works into areas has made the Centre's output more cohesive and added to its external impact. This process will continue also in relation to the external evaluation which started late in 2000.

The European Commissioner for Employment and Social Affairs, Ms Anna Diamantopoulou, when visiting the Centre in September, stressed the important role Cedefop plays in helping to develop a skilled and competitive Europe. The Director-General of the Directorate for General Education and Culture, Mr Klaus van der Pas, visited the Centre in October for discussions on Cedefop's activities and on its role in supporting the European Commission. In the talks specific mention was made of how Cedefop could provide practical support in realising the

aims set by the Lisbon European Council. This covered support in disseminating and discussing the Commission Memorandum on lifelong learning and in progressing research and debate on the use of new technologies in the learning process. Overall, contacts with the European Commission, and in particular with the Directorate-General for Education and Culture, have developed well. Cedefop made a substantial contribution at the European Commission's request to the evaluation of the National Action Plans; staff has been actively cooperating in a number of specific VET areas, of which funding and quality issues in VET are just two examples. Similarly Cedefop had made input to Commission initiatives on the 'gateway to the European Learning Area' and on a project to create a European-wide database on learning opportunities.

Ms E. Papazoi, Greek Alternate Foreign Minister, also paid a visit to Cedefop in the course of the year and was informed on Cedefop's activities and products. Contacts with the Greek authorities were constructive and supportive throughout the year.

The Management Board, which was renewed in 2000, was chaired by Mr Oliver Lübke (trade union representative, Germany). The Board met twice in plenary session in Thessaloniki. The Board convened a working group on Cedefop's human and financial resources, which met several times in the course of the year and reported back to the plenary. The Board also executed its statutory tasks of approving the work programme

2001 at its November meeting, deciding on budgetary proposals and adopting the annual reports on the previous year's activities and finances.

The 25th anniversary celebrations took the form of a festive concert in Thessaloniki concert hall on the eve of the November Management Board meeting. A piece of music was commissioned by Cedefop to mark the anniversary.

Progress continued in the use of new technologies as a working tool and a means of dissemination. In December Commissioner for Education and Culture, Viviane Reding, opened the eLearning site on a redesigned Electronic Training Village which by the end of the year counted some 12 000 residents and has become firmly established as a major European source for information and debate on training issues.

Contacts with other European agencies were maintained throughout the year with the Director attending the six monthly meetings of the Directors. Cooperation continued in joint project work with the European Training Foundation, particularly in the light of how Cedefop can provide services to the candidate countries. The Directorate-General for Enlargement made an agreement with Cedefop on financial support for the familiarisation process of the candidate countries.

It should be noted that the sequence of the projects in the following report corresponds to the sequence in the Work Programme 2000.

CHAPTER 1

Promoting competences and lifelong learning

1.1. A framework for lifelong learning

Project coordinators: Pekka Kämäräinen, Barry Nyhan, Martina Ni Cheallaigh

THESE ACTIVITIES AIM to develop lifelong learning as a strategy linking educational, social and economic rationales based on European projects and initiatives. The main objective in the year under review was to build a reporting system on lifelong learning (LLL) for the ETV, in order to give an overview of developments in policy, practice and research at regional, national, European and international level. The orientation of the reporting system was given new direction by the Commission Memorandum and the structure attempts to mirror the six key issues of the Memorandum: basic skills, investment in human resources, innovation in teaching and learning, valuing non-formal and informal learning, guidance and counselling, local access to learning. Inputs were also prepared for the Portuguese and French Presidencies, the conference 'Social partners' role in the development of the European social model', Lisbon, 19-21 January, and the seminar 'Lifelong learning, continuing vocational training, a tool of economic performance, social cohesion and active citizenship', Biarritz, 4-5 December. Involvement in OECD activities also commenced and collaboration was initiated in identifying and compiling relevant material. Final reports were received on the extent to which education and training policies are nurturing lifelong learning in four countries: Italy, Netherlands, Finland and

Sweden. They give a comprehensive overview of the state of implementation of lifelong learning supportive measures. They will be edited and published in 2001.

A contract was awarded for assistance with and the technical development of the reporting system on LLL. Information to be included was collected on a continuous basis, and it was also exploited for the Commission Memorandum. A prototype of the reporting system was constructed and was partially opened in the ETV in November. Work was completed on the joint Eurydice/Cedefop electronic document, 'Structures of the education, initial training and adult education systems in Europe', data for all but three countries are on the Eurydice website. An extensive overview of lifelong learning outside the EU was prepared in connection with the Commission Memorandum and this will be exploited in the Reporting System. Examples of best practice were gathered for the annex to the Commission's Memorandum, and at the end of August, time was spent in Brussels assisting with the preparation of the Memorandum at DGEAC. An initiative was started to extend a German-led Socrates project on paid education leave in Europe to all Member States. A revised template covering paid and unpaid leave was sent to the DOC network and data were received from all Member States, plus Norway and Iceland. The possibility of exploiting the outcomes of the Adapt and Employment Community initiatives in Cedefop's work was explored, in particular how the reporting system could capitalise on successful projects and their results. A partner was found to examine Adapt projects on LLL

in 2001. This project is working closely with Cedra, the Cedefop Research Arena, including participation in the steering group and development meetings. The reporting system contract is a joint venture which includes development of Cedra's European Research Overview (ERO). Data is being compiled on research projects in the area of LLL that will be used in both resource bases.

Research and analyses were also carried out of how (i) **lifelong learning** and (ii) **key qualifications** can be fostered by means of 'human resource development' (HRD) activities within organisations and 'regional learning' initiatives. Various HRD models in Europe were reviewed in a paper entitled 'Human Resource Development in Europe - at the Crossroads' (to be published in 2nd Research report). An analysis was made of the role of enterprises (HRD) in promoting lifelong learning in the form of a background paper for the European Commission in preparing its Communication on lifelong learning.

In addition, background documents were prepared for the European Commission seminar on the topic of the 'learning region and lifelong learning' in July 2000. A paper was drafted on lifelong learning aspects of the Irish Employment Guidelines (National Action Plan – NAP 2000-2001).

In the area of **Key qualifications** work focussed on preparing the Cedefop reference publication on the theme 'Key qualifications' and participation in related interim events. During the year 2000 the manuscript of the reference publication was completed after major restructuring of the material. B. Nyhan collaborated on

the project, drafting two papers for the reference book entitled *Promoting learning in and for organisational contexts* and 'Social, systemic and contextual nature of competence and learning - the learning organisation' (co-authored with Michael Kelleher of the European Consortium for the Learning Organisation).

During the preparation, the general framework and the main parts were discussed in several interim events. The most important interim events were the European Seminar that was organised jointly by Cedefop and INOFOR in Sintra, Portugal in June 2000 and the Cedefop-led symposium 'Growth of knowledge in European Vocational Education and Training research' within the European Conference on Educational Research (ECER) in Edinburgh, September 2000. These events gave clear indications that the conceptual framework of the designed publication is welcomed as a comparative approach that can relate different 'key qualification' concepts and topics to each other.

The main conclusion that emerged from the educational workshop was the proposal to set up a European 'case base' for analysing new curriculum initiatives that have a potential in promoting 'key qualifications'. So far the further steps to develop this plan have been postponed to give more room for preparing the publication and for the further development of related CEDRA themes and to adjust this perspective to the related measures to support European policy development.

Finally, conclusions were drawn from the work with the theme **Key qualifications** for European policy development. The primary starting point for the contributions to European policy development were the fact that the European Seminar was acknowledged by DG EAC as a support event for preparing the Memorandum on Lifelong Learning. The additional factor was the willingness of DG EAC to get a specific input from Cedefop to the preparation of the follow-up of the Lisbon Summit concerning the development of a European framework for 'new basic skills'. A covering synthesis report was prepared on the discussions and outcomes of the European Seminar. Secondly, three commentary notes were prepared on the discussion documents that were prepared by DG EAC for the preparatory brainstorming meetings on the development of the European framework. The commentary notes explored the prospects for developing the follow-up in the light of two main options (a standard-setting procedure and a collaborative process that promotes mutual learning between different decentralised initiatives).

1.2. Validation of competences acquired through non-formal learning

Project coordinators:
Jens Bjørnåvold, Philippe Tissot

THIS PROJECT AIMS to support strategies for the identification, assessment and recognition of competences acquired through non-formal learning and to combine research and analysis with a proactive approach for institutional and political dissemination.

The conference on 'Identification, assessment and recognition of non-formal learning: European experiences and solutions' was held in Lillehammer, Norway, on 15 and 16 May. Responsibility was shared with the Norwegian Ministry of Education and Research. Participants from a total of 18 different European countries, the European Commission and the social partners took part – a total of 85 participants. The conference was based on the Cedefop synthesis report on 'Identification, assessment and recognition of non-formal learning'. The proposal for a 'European meeting place' in the area of non-formal learning was presented to and discussed by the conference. There was strong support for proceeding in the direction suggested by the ad-hoc group – towards a more permanent mechanism for exchange of ideas/mutual learning at European level. It was acknowledged that several questions related to practical/economic issues have to be addressed at a later date. This was taken up by the Transparency Forum,

which will incorporate the recognition of non-formal learning in its work plans.

The conference on non-formal learning in Norway in May 2000 was the main dissemination effort during spring 2000. Results have also been presented to the conference of 'the European School Net' in Brussels on the 21 March. Results were presented to the 'European Forum on Transparency' on the 22 May, the TTnet seminar in Lisbon on 25 May, the seminar of the European Commission in Brussels on 30 May as well as the conference of the Basque Ministry of Education in San Sebastian on 22 June 2000. The Biarritz Presidency conference on lifelong learning had a special workshop on recognition of non-formal learning, currently a very topical issue in France.

The work towards a European 'meeting place' is proceeding well and according to plan. Due to serious delays in the project on 'enterprise internal methodologies for assessment of non-formal learning' (caused by contractual difficulties as well as the unclear situation following the split-up of BMW and Rover), this report will be delayed for approximately 1/2 year.

Major efforts have been taken to link the work on non-formal learning to that of other projects in Cedefop. A contribution to the forthcoming report on 'Key Qualifications' has been concluded. A contribution to the Commission Memorandum on Lifelong Learning has been produced.

N.B. As of 1 September 2000, the project coordinator, Mr Jens Bjørnåvold, has changed his place of work and took up duties with the Directorate-General for Education and Culture to continue work in this area.

CHAPTER 2

Facilitating new ways of learning for a changing society

2.1. Support innovation and change

Project coordinators: Roland Loos,
Barry Nyhan, Mara Brugia

ACTIVITIES IN THIS AREA aim to promote the quality of work-related training, to study the impact of vocational training and an element for social integration and to identify new approaches to improving opportunities for unskilled and low-skilled (older) workers.

After the final preparation of the synthesis report 'Innovative VET practices in the environment related areas', a paper was prepared on 'Typology of innovations - benchmarking of innovative practices', which is a basic tool for further systematic observation and assessment of innovations.

In June the Conference 'Promoting Innovation in VET' was held in Cedefop Brussels Office, with the aim of the presentation and further discussion of the identified innovations, described in the synthesis report on environment-related VET and the synthesis report on new tools for assessing trends in occupations. The Conference also made an initial external evaluation of the approach to typology and benchmarking innovations, which led to fruitful conclusions and exchanges on this approach.

The methodology on assessing innovation was further developed in the following month, and evaluated through internal evaluations. A paper *Indicators for assessing VET innovations* was prepared as a contribution to an action-orientated approach to identify and assess the results of the LdV 1 programme in the light of its innovation potential.

National reports (Portugal, Austria, Luxembourg) concerning innovative practices/case studies for facilitating access to LLL, developed through selected LdV projects are in the process of preparation. A synthesis report will be prepared in the following months (by May 2001), which might then be published. Regarding the subject 'VET innovations developed/implemented through Social Partner initiatives (arrangements through collective agreements) for facilitating access to LLL and further training for skilled/lower skilled workers' national reports of Austria, Spain, Denmark, Portugal and Luxembourg are in the process of preparation. A synthesis report on this subject will also be prepared.

With regard to **new approaches to improving the chances of low-skilled and unskilled (older) workers**, analyses are in the process of preparation regarding four Member States (Greece, Spain, Austria and Luxembourg) and will be ready by January 2001. The three respective national reports, as well as data from previous research on innovative case studies/initiatives on the respective subject, form the basis of the synthesis report.

The approach and content of the analyses are linked to the project 'Innovation in VET', which, made analyses regarding the respective target group, but related to the specific subject 'VET Innovations through social partners initiatives'.

2.2. Quo vadis vocational education and training in Europe?

Project coordinators: Burkart Sellin,
Manfred Tessaring

ACTIVITES AIMED to develop diverse scenarios for various vocational training trends and strategies in the context of socio-economic environments in a number of Member States and candidate countries. It seeks to stimulate debate on the future of vocational education and training and to contribute to discussion on vocational training strategy.

The project on **scenarios and strategies** produced first and important results, which can be summarised as follows: three contextual *environments* were distinguished: 'economy and technology', 'employment and labour market', 'training, skills and knowledge'. A common questionnaire was sent to around 200 stakeholders and experts in the participating countries. The results of this enquiry were evaluated and discussed at national level as well as at European level.

The **trends** identified for these environments indicate the importance of partnerships and economic restructuring in order to improve competitiveness, changes in the workplace and an increasing flexibility of labour. This requires a corresponding flexibility of VET programmes, a changing role of VET providers, increasing social tasks and an individualisation of training opportunities.

Out of the numerous *strategies* related to these trends, the following were seen as common and relevant to all participating countries:

- within the economic and technology environment strategies, improving the incentives for all actors to engage in training, to anticipate specific needs and to encourage learning organisations and knowledge management;
- within the employment and labour market context, modern workers and work contracts are required as well as supporting structures and measures for groups at risk;
- concerning the environment for training, skills and knowledge acquisition, strategies are needed to improve the transparency of qualification structures and possibilities for mobility, to foster in-company personal (human resource) development and to combat social exclusion, to provide basic skills and to concentrate on specific age groups and last but not least to deliver incentives for individuals to invest in their own training.

The *second phase* of this project concentrates mainly on two aspects: to improve the structuring, consistency and robustness of both scenarios and strategies, and to further develop linked tools and methodologies and finally to support discussion and decision-making by stakeholders.

A synthesis report and an executive summary were produced in the course of the year as well as 10 Member States' reports (A, B, CZ, D, GR, EE, HU, L, PL, SI, UK) and a press communication. All items exist as manuscripts and are published electronically in the respective ETV window. The first phase which was started in 1998 is finished; The second phase started in 2000; the main project ought to be finished in 2001.

CHAPTER 3

Supporting employment and competitiveness (thematic priority c)

3.1. Funding of vocational education and training

Project coordinators; Sarah Elson-Rogers,
Sven Åge Westphalen

ACTIVITIES IN THE AREA of funding aim to provide systematic quantitative and qualitative descriptions of the financing of VET systems in the individual Member States. The project also attempts to promote research and discussion on financing policies and practices and to encourage debate on funding issues.

A substantial amount of work on financing vocational education and training was undertaken during 2000 according to the objectives of the work programme for 2000. The outcomes of the work on VET funding focus on the themes indicated below.

- **To produce systematic information on the funding of individual vocational education and training systems within the EU.**
- **A synthesis report on the financing of vocational education and training in the EU.**

This three-year project was launched in 1997 for completion in 2000. The aim of the work was to produce reports for all 15 EU Member States, combining a qualitative description of the flow of funding through the VET structures (identifying the funding sources and allocation mechanisms) with quantitative data on expenditure for different training types. The reports are structured according to initial vocational training, continuing vocational training and training for the unemployed.

During 2000, most of the remaining portraits were published, namely: Austria (EN), Finland (FI), Germany (EN), Ireland (EN), the Netherlands (NL), Spain (EN and ES), Sweden (EN). Some of these reflect different language versions of reports published earlier. While publication of many of the portraits has been delayed due to problems of data collection, many more have been completed in 2000 for publication at the beginning of 2001, including Belgium (EN and FR), Luxembourg (FR and EN), Italy (IT and EN), Sweden (SV). Final work on the remaining two countries (Portugal and Greece) should be completed during 2001.

In addition to the individual portraits, preliminary work on a comparative synthesis report on financing VET within the EU was launched in 1999. Part of this work has already contributed to the Cedefop Research Report published in 2000 as well as external journal articles and presentations (examples include articles on funding apprenticeship training and on funding continuing vocational training within the Journal of Vocational Education and Training as well as presentations and background papers for PHARE, OECD and DGEAC workshops and conferences).

Work has continued throughout 2000, but has been affected by delays in completing the individual reports. Furthermore, this project requires a significant amount of data work, which has meant enlarging the project in order to undertake a more sophisticated analysis. Work on the final report will continue during 2001.

- **To promote discussion and research on specific financing policies and practices.**

The aim of this work is to identify certain areas of financing VET that are of particular interest, or new aspects of financing which should be explored. The objective of the reports is to discuss these issues in a balanced way as well as to provide case study examples of their implementation.

Publications in 2000 reflected work undertaken in 1999 on two areas of discussion. First, the increasing use of demand-side financing mechanisms with a specific focus on vouchers. Second, the changing structure of public management structures for publicly-funded vocational training. A third topic was worked on during 2000, namely, the different policies used to support continuing training in small and medium-sized enterprises: this will be published early in 2001.

- **To further work on research into the costs and benefits of training.**

Building upon work undertaken in recent years, a project was launched in 2000 to create an electronic database of research to be situated within the Electronic Training Village. The database will be established during 2001. In the meantime, work has focused on collecting and analysing studies to be inserted within the database. Reviews of research structured according to criteria such as methodology, results, datasets, etc. will be available within the database. The database will be 'live' insofar as it will be continuously updated with new research. The purpose of the database is to create a research tool which will allow researchers to review cost/benefit and training effectiveness studies. It will overcome the static nature of hard-copy publications.

- **To foster links with other organisations and promote Cedefop's work on VET funding.**

The financing VET *listserver* remains active within the Electronic Training Village. For 2000, work was started to consolidate the different electronic resources on the ETV related to funding which will continue during 2001. The *listserver* has provided a means to promote Cedefop's work on funding on a world-wide scale and has generated additional requests for publications.

Through cooperation with the European Training Foundation (ETF) at a number of conferences during 2000, communication with the PHARE countries has also increased. More generally, Cedefop has been invited to various conferences this year to deliver speeches and hold workshops on VET financing in the EU. This has served to raise the profile of the VET funding work and Cedefop.

Cooperation with DGEAC and OECD has increased significantly during 2000. For DGEAC, papers have been produced which have fed into the lifelong learning workshops and Memorandum. Other work has included a brief analysis of the National Employment Action Plans. Furthermore, numerous background papers have been produced for other Cedefop colleagues attending workshops/conferences as well as for those of the EU Presidencies. OECD has actively involved Cedefop in its work on alternative approaches to funding lifelong learning, including invitations to present Cedefop's work. Cooperation such as this should be continued and strengthened during 2001.

3.2. Supporting the employment strategy

Project coordinators: Steve Bainbridge, Tina Bertzeletou, Julie Murray, Martina Ni Cheallaigh

• Supporting the employment strategy

A fruitful exchange took place between Cedefop and DGEAC on the development of a grid for analysing the VET aspects of NAPs under each of the four pillars of the European Employment Strategy – employability, entrepreneurship, adaptability and equal opportunities.

Cedefop colleagues analysed the 15 individual NAPs for the year 2000. This information was sent to the Commission where it was drawn on to produce the Joint Employment Report 2000 and the NAP recommendations and guidelines for 2001. Feedback was sent to the Commission on the sections of the Joint Employment Report dealing with VET and particularly lifelong learning.

• Learning in SMEs

In 2000, Cedefop completed its research on 'Changing skill needs of European small firms due to the internationalisation of the markets' by drawing up the synthesis report concerning the needs of small enterprises in the manufacturing sector. It was presented to the competent Directorates-General of the European Commission as well as to the European social

partners, namely the UEAPME and the ETUC.

At the same time Cedefop launched a similar study concerning the needs of small firms in the service sector, a sector in expansion in all Member States. The study covered the seven previously researched countries and autonomous national reports have been produced while the synthesis report, currently under preparation, will include a comparison between the training needs of small firms and the training offer in the secondary and tertiary sectors.

The results of those studies have been communicated to the representatives of small firms.

Outcomes:

- (1) a synthesis report on 'Changing skill needs in European SMEs firms due to internationalisation of the markets', (manufacturing sector) in English and French.
- (2) Seven national reports on changing skill needs in European SMEs due to internationalisation (service sector) in English.

• **Sectoral social dialogue and studies**

In the context of supporting the sectoral social dialogue and its research on sectoral training issues, Cedefop participated in various meetings such as the conference on 'Employment of agricultural workers in the European Union' jointly organised by the social partners of the sector and the European Commission Directorate-General for Employment. In the same framework the Centre also attended other meetings, namely in the sectors of Tourism, Transport, metal workers and wood industry.

In the context of agriculture, the Centre launched a pilot study on the 'Quality of agricultural products and protection of the environment: training, knowledge dissemination and certification'. The organic production within five Member States of wine, olive-oil, potatoes and fruit juices has been investigated. A synthesis report of the national reports is currently under discussion.

Outcomes: Five national reports on 'Quality of agricultural products and protection of the environment: Training, knowledge dissemination and certification' in English.

- **Quality**

In spring the Commission urgently requested Cedefop to support it in its quality in VET initiative. A close cooperation (exact form still to be defined) was initiated, the outcome of which is a short report on quality measures in training adopted by the various Member States. Cedefop representatives were invited to attend some meetings of the Working Group on Quality, which will take the shape of a forum.

Outcomes: One report on 'Quality in initial and continuing training: aspects and challenges in certain Member States' (in English, French and German).

CHAPTER 4

Improving European understanding and transparency (thematic priority d)

4.1. Transparency of qualifications

Project coordinators: Jens Bjørnåvold,
Sten Pettersson, Philippe Tissot

WORK ON THE TRANSPARENCY of qualifications aims to support Member States and the European Commission in creating permanent and reliable mechanisms for promoting the transparency of qualifications. It analyses how qualifications recognised in more than one country can be strategically integrated into the in-company process of qualification, competence and organisation development.

The work of the European Forum on transparency of vocational qualifications has continued according to plan. The Commission has worked on the issue of how to take the results to a suitable legal form at Community level. An enlarged technical group has been established and has worked on technical aspects of the certificate supplement, network of national reference points and on the translation/terminology issue respectively, proposed by the European Forum.

The work has been guided by the Joint Action Plan and its annexes and coordinated with the follow-up of the Lisbon conclusion 26 regarding a common European format for curricula vitae. Results have been reported to the European Forum. A final meeting with the contractors on the three sector-orientated studies covering the relations between mobility and transparency of qualifications within the chemical sector, health sector and tourism sector respectively has been launched. The purpose of the meeting was to discuss the final reports and create a framework for a synthesis report. The fifth meeting of the European Forum on Transparency took place in Thessaloniki on 22 and 23 May. The future steps to be taken were discussed. The sixth meeting took place in November in Marseilles in cooperation with the French Presidency. With these meetings the first step of the work is finalised. There are concrete proposals on a certificate supplement and a network of national reference points for information. There are principles and means for translation support and a first step taken towards a common European format for curricula vitae.

The proposals of the Forum are integrated in a Parliament and Council Recommendation on mobility as well as in the Action Plan of Mobility by the French Presidency. A report on the transparency projects within the Leonardo da Vinci programme has been prepared and is ready to be published. The main results were presented during Training 2000 in Brussels in December. The three reports from the sector studies covering the relation between mobility and transparency of vocational qualifications are ready for publishing (chemical sector, health sector and tourism sector). Work on a summary report is well under way. A draft paper on the approach used for the work of the Forum has been prepared and presented at a CEDRA colloquium in May. The paper summarises parts of the experiences gained so far and has been further elaborated for publishing. Several articles have been published in a Swedish journal (*Yrkeslararen*) covering mobility and transparency of vocational qualifications, the Swedish Presidency and VET and Cedefop and its 25 years of work. A Joint Action Plan has been agreed upon by the European Forum covering concrete proposals to remove obstacles to mobility due to lack of transparency of vocational qualifications.

The proposals have been taken further by technical work as well as work on political community level and are ready for implementation in Member States. The cooperation with the Commission has been excellent in all respects. Links between the ongoing work of the European Forum and the area of non-formal learning and CV formats have been discussed on several occasions during the year and the issues will be taken up by the Forum during phase two of the work starting in 2001. The Management Board of Cedefop will assess the results and the future of the Forum. There has been an ongoing coordination with the project Mobility in Europe: support and information.

4.2. Mobility

Project coordinator: Søren Kristensen,
Norbert Wollschläger

THE AIM OF THIS PROJECT work is to monitor the area of 'transnational mobility as a learning process in the context of VET' and to provide information and knowledge on this to the users of Cedefop. The field of 'mobility' is a relatively new one, where only little systematic knowledge is available. In the course of the two-year contract period, the following tasks must be completed to form a basis for the work over the next period:

- to create an overview of mobility activities quantitatively and qualitatively in Europe both inside and outside of the European programmes;
- to create a forum for discussion and knowledge sharing on mobility in Europe;
- to assist the Commission with analyses, reports and presentations in connection with the implementation of the LdV programme;
- to launch projects on three themes within the overall framework to extract new knowledge: support for enterprises, evaluation criteria and methodologies, mobility as a didactic tool for disadvantaged groups. In the course of 2000 an 'information mechanism' was produced for the ETV on mobility for project promoters and programme administrators. This was finalised in June and is currently being translated into English and French. Contracts were launched to obtain information for a synthesis report concerning mobility activities in Europe.

On behalf of the European Commission an analysis was made of national reports on LdV strand 1, as well as an analysis of LdV pilot projects concerned with mobility and participation in LdV valorisation activities at conferences in Reykjavik and Copenhagen.

A comprehensive summary of the studies on international qualifications and intercultural competence in SMEs (Synthesis report prepared by M.Bucchi) is available and a 25-minute TV documentary on the BMW/Rover project is available (produced by BBC). Additionally, recommendations for a model for linguistic and cultural development (report by Prof. Hagen) is available and in the sub-project on 'Learning foreign languages and intercultural competence' (ISB Munich) an interim report was submitted in due time. The conference on 'Internationalising VET in Europe', co-organised by ACIU and Cedefop, with support of the EU Commission, has taken place in Thessaloniki on 25 to 27 May 2000. The conference report, a joint publication with ACIU, is available.

CHAPTER 5

Services and research cooperation

Information on vocational education and training

5.1. Basic information on Member States, systems and arrangements

Project coordinators: Michael Adams, Reinhard Nöbauer, Eleonora Schmid, Steve Bainbridge, Julie Murray, Pascaline Descy

THE WORK IN THIS AREA results in the output of high-quality, easily accessible and up-to-date information on vocational education and training systems. It tries to identify trends in vocational education and training policy and assess the strengths and weaknesses of policy intervention.

National descriptions

(Michael Adams, Eleonora Schmid, Reinhard Nöbauer)

The monographs on Italy, Spain, Portugal, the Netherlands, the United Kingdom and Luxembourg have been published in their original languages. So too have the French and German versions of the monographs on Norway and Sweden, the German and English versions of the monograph on France, the English and French version of that on Austria.

The French translations of the monographs on Italy and Spain are now at the design and printing stage. The first proofs of the German version of the monograph on Italy and the French version of the UK monograph are in the final stages. The monograph on Iceland is in print. Progress has been made on the editing, translating,

design and publishing process of various language versions of the monographs on most other Member States, so that a number of language versions are now at the design and printing stages and will be published shortly. Short descriptions of the VET systems in Portugal, France, Italy and Norway have been completed and placed on the ETV. Translations in 2-3 languages are available or being finalised and in the process of being edited before being placed on the web. A short description for Spain has also been received and is in the process of being placed on the Web and translated. A short version on Sweden has finally been completed after a process of revision and has been passed on to translation.

The text of the monograph of Germany was finally submitted in November and is in the stage of being checked. Likewise, the clarification of some differences between the two available language versions of the monograph on Greece is under way.

Meanwhile a lot of time and effort has gone into the further development of the new approach, a restricted call for tender, the evaluation of the bids (five bids were received that all had their strengths and weaknesses and were difficult to assess) and the drafting of the necessary papers to award a contract.

The development of comparable vocational training statistics in Europe

(Pascaline Descy)

Work on this issue requires in-depth knowledge of existing EU data collection tools on education, training and the labour market, international classifications on related issues, survey design and methodology, database management, design of statistical indicators and therefore statistical methods and models. Further knowledge of VET systems and issues in relation to labour market, economic and sociological aspects is required.

The work progressed on the publication '**Key data on vocational training in the EU**'. The final manuscript in French has been sent for lay-out and publication in November 2000. The EN manuscript was sent by the end of December 2000. Considering the sales statistics of the two first editions, it has been decided to produce also a German version. The major part of 2000 budget for the overall project was spent in translation and publication in colour of the Key Data. Publication is expected in spring 2001

Impact of training

In view of the debate which will take place in Eurostat for the future of the panel and of the work undertaken in the new Commission's task force on measuring LLL: analysis of the changes to be implemented to enable the measurement of training impact on individual career and life biographies. Recommendations of the Task Force for measuring lifelong learning (TFMLLL) were drafted by September 2000 and the

final report will be accepted by January 2001. It will lead to the design of one (or two) projects in 2001: Conception of a classification of learning activities (and possibly if both human and financial resources are available) a classification of obstacles to learning.

Database on cost/benefit and impact of training.

A call for tender concerning the creation of a database on cost/benefit and impact of training has been drafted. ISFOL and the LSE were selected and started their work in September 2000. A first review was carried and sent to Cedefop. The first meeting between project managers and contractors has been delayed until January 2001.

Support Commission and Eurostat

The pre-selection of the proposals for the measure on reference material in LdV 2 has been carried out in April 2000. Cedefop could not attend the Eurostat working group on education and training statistics in 2000, but written comments on the different papers have been sent to Eurostat before the meeting. Participation in the TFMLLL has been active. The work of the Task Force is closely linked to the preparation of the Memorandum on LLL (recommendations from the Task Force form the basis of an annex to the Memorandum; Cedefop made a further input to this annex with the results of the feasibility study on the opinion survey) and to the analysis of the NAPs 2000.

The Report on Vocational Training Policy at European level

(Steve Bainbridge, Julie Murray)

Cedefop's first report on vocational training policy at European level - *An age of learning* – was published in English, in January 2000. DE, FR and PT language versions were published in the summer, and the executive summary and chapter 1 of the report are now available in 11 EU languages. The report analyses vocational training policy developments at European level over the past 40 years, and as such provides a comprehensive reference document for defining the *acquis communautaire* in vocational training.

The key messages contained in the report are that to meet the challenge of change, Member States are emphasising the importance of lifelong learning, but establishing systems to deliver it requires a fundamental examination of vocational training policy, organisation and content. In the past, the EU has provided a clear policy framework that has acted as a reference point for the development of Member States' vocational education and training policies. This helped to develop vocational education and training as an important instrument of labour-market policy. A European framework acting as a reference point for Member States could support the development of lifelong learning. The elements of such a system exist – the challenge lies in bringing them together.

The report has been well received and has contributed to the policy debate. During the year 2000, work began on preparation of the second policy report, which will focus on learning and employment across the EU. In 2001, this work will continue and the views of researchers, policy-makers and external consultants will be obtained. It is envisaged that the second report will be ready for publication in 2002.

5.2. Special Library and Documentation service

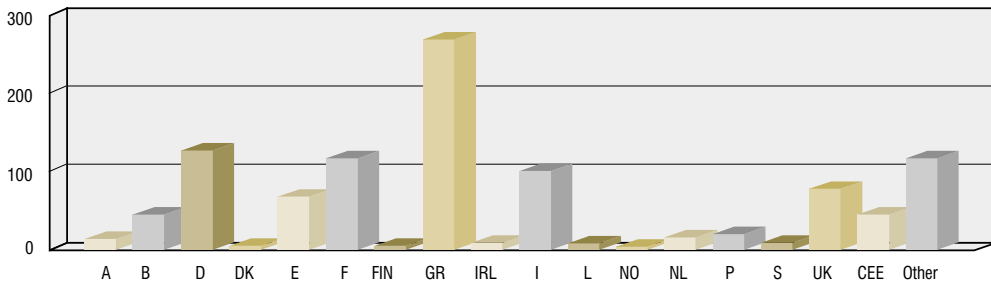
Project co-ordinators: Marc Willem, Colin Mc Cullough, Philippe Tissot

THE LIBRARY AND DOCUMENTATION service collects and disseminates information on vocational education and training in the EU. In addition, it provides an ongoing information service to the Centre's partners, clients and staff.

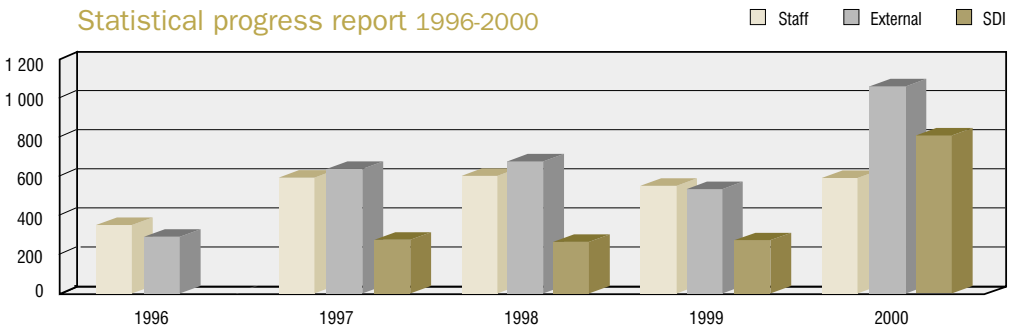
The two first major seminars organised by the Library and Documentation Service during 2000 were:

- (1) the Annual Documentary Information Network, under the Portuguese Presidency, June 2000, Lisbon. This was an important meeting as we discussed

Stat 2000: Distribution by country



Statistical progress report 1996-2000



- the new orientation of the role of the Documentary Information Network from 2001 onwards; and
- (2) the Annual General Meeting of EUROLIB (group of heads of EU libraries), Thessaloniki, October 2000. The draft version of the final report and the updated version of the European Thesaurus of Vocational Education and Training are now under evaluation.

A new bibliographical tool has been developed and made available on a CD-ROM to all members of the Documentary Information Network. It is now used by all members for preparing their input. In addition, the version of the cataloguing and indexing manual for the Documentary Information Network was sent out at the beginning of May and the updating the VET-Instit database remains an ongoing activity. The specifications for a revision of the database have been prepared and sent to the Electronic Media Department. Efforts have also focussed on providing more information services from our Reference Service on Cedefop Intranet: a new VET-TOC (Table of Contents) service has been implemented, as a profile service. A first agreement with the Historical Archives of the European Communities, European University Institute, for Cedefop historical archives has been reached and the contract has been sent out for signature.

A new internal rule concerning current and intermediary archives came into force on the September 2000. The new system will be deployed during 2001. A new ordering and acquisition procedure has implemented and the latest version of this software has been successfully installed on the new server (LIBSERVER), which will also host the VET Digital Library.

Most of the information services and products will be available in electronic format on the ETV. For a broader diffusion and different usage, we have prepared a first version of the leaflet on library services, which has been printed in the 11 official languages. The following information products and services available via the two websites: cedefop.eu.int and trainingvilage.gr, are continuously updated:

- VET-BIB, our bibliographical database;
- VET-Eurodoc, a monthly specialised bibliography;
- VET-Institut, database of training institutions;
- ETV-News contains up-to-date information on the most recent events and issues in the field of vocational training;
- VET-DOS thematic dossiers in electronic format;
- VET-eLIB, digital library containing the electronic format of VET key documents;
- VET-ACRO containing acronyms and abbreviations related to vocational education and training;
- VET-iR a collection of VET Internet resources;
- VET-ePer a selection of electronic periodicals available online;
- VET-CONF a list of conferences related to all aspects of training;
- VET-THES multilingual thesaurus of vocational training;
- and our questions/answers service for all requests received by letter, fax, e-mail.

The Library and Information Service is still involved in the following collaborative activities:

- (a) information services and products on both websites;
- (b) participation in Infocom area work programme;
- (c) strategy for better citation of Cedefop publications in major bibliographical databases (ERIC, PASCAL, ISI, CSA);
- (d) bibliographies, searches, analyses for Cedefop projects;
- (e) bibliographies for Cedefop journals and publications;
- (f) citation rules for Cedefop style manual.
- (g) Launching a new project on the history of VET, with particular usage of historical archives related to Cedefop's activities and the social dialogue on VET.

5.3. External and interactive communication

Project coordinators:

Steve Bainbridge, David Bond,
Isabel Dreyer, Colin Mc Cullough, Bernd
Mohlmann, Tryggvi Thayer, Marc Willem,
Carlos da Cruz

THE OBJECTIVES OF the Information and Communication group within Cedefop are to serve a diverse audience of policymakers, researchers and practitioners by providing information on vocational education and training in Europe tailored to their specific needs. Support is provided to colleagues through information, editing, translation, publication and promotion services. A work programme for Cedefop's information and communication activities was implemented in the course of 2000.

The principal objectives of the plan have been met:

- (a) establishing systems to identify and agree with project managers the preparation type and media of publications and the associated promotion activities;
- (b) develop a new graphic concept for Cedefop hard-copy publications;
- (c) introduce a style manual for Cedefop publications and materials;
- (d) establish a clear Cedefop identity with consistent use of the logo and develop a coherent series of promotional material;
- (e) secure more press coverage of Cedefop activities through establishing a new press database;
- (f) prepare a plan of promotional activities for Cedefop;
- (g) devise a coherent strategy for Cedefop participation in events with more active involvement of project managers and the documentary network;
- (h) review and evaluate mailing lists, distribution, purchase and stock;
- (i) establish a management information system for publications and distribution.

Hard-copy publications (periodicals)

European Journal Vocational Training

A call for tender has been launched to organise a promotion campaign for the European Journal in Sweden. An analysis of the reader profile of the European Journal is also under way to help plan future promotion activities.

Meetings of the Editorial Committee and secretariat took place in January, June and October.

Journal No 19/00 has been published in all four languages.

Journal No 20/00 has been published in all four languages.

Journal No 21/00 is in preparation and will be published on time.

Colleagues have been invited to contribute articles. Articles concerning the outcomes of Cedefop projects or activities have been published on the results of the Agora IV meeting on the minimum learning platform and the policy report. Consideration is being given to an article on Cedefop's mobility project. In addition, the Journal is used to distribute flyers and publicity material for other Cedefop publications.

Cedefop Info

Editorial work and technical production of 'Cedefop Info' 3 issues/year in DE, EN and FR languages.

Cedefop Info No 3/1999 – DE, EN and FR versions; hard-copy: distributed in January 2000; internet: published;

Cedefop Info No 1/2000 – DE, EN and FR versions; hard-copy: distributed in May 2000; internet: published;

Cedefop Info No 2/2000 – hard-copy distributed in Sept. 2000; internet: published; print run: DE 6,000 copies,

EN 6,500 copies, FR 5,000 copies;

Cedefop Info No 3/2000: in editorial stage.

Non-periodic publications

This services comprises technical production, distribution and storage of all hard-copy non-periodical publications:

- (1) Reference books;
- (2) Cedefop Panorama and Dossiers, inclusive of administrative and finance management (calls for tender, contracts, payments), in cooperation with the EUR-OP Luxembourg, graphic designers, pre-press agencies and printers.

A comprehensive list of all Cedefop publications for 2000 is annexed to this report.

A total of some 4 500 pages went through the English editing process during the year in order to ensure the quality and legibility of the publications.

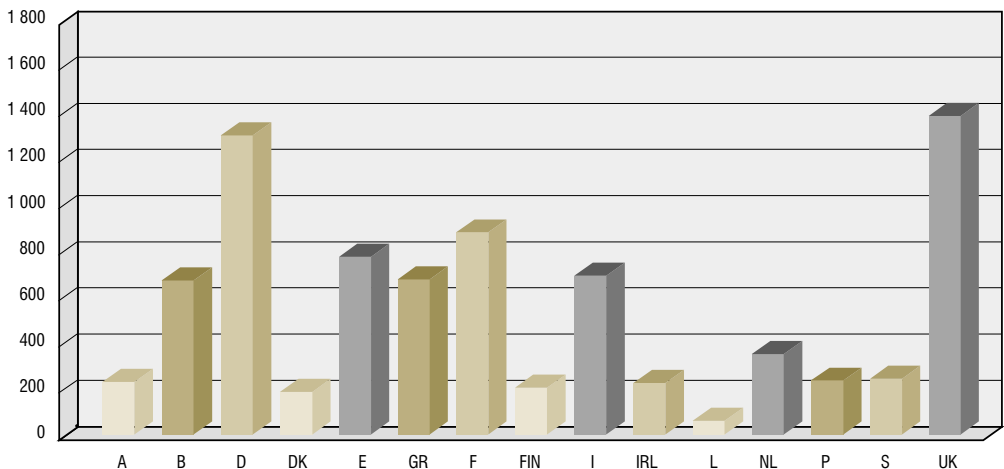
Electronic Media

The Electronic Media service manages the two main websites, www.cedefop.eu.int, and the interactive platform, www.trainvillage.gr. In addition the service cooperates with Commission services on the issue of indexation standards (metadata) for electronic resources. The service also manages the international search engine project (EASE) and produces multimedia presentations and promotional materials for in-house staff.

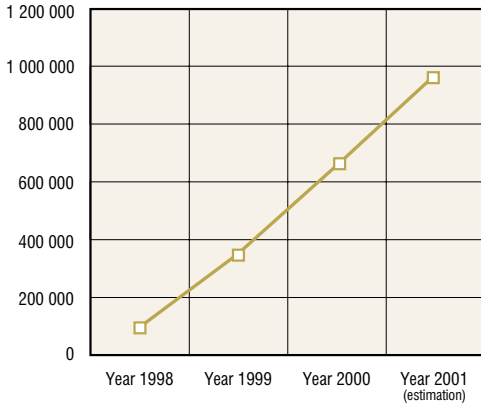
The Cedefop website continued to provide basic information in the 11 official languages of the European Union and was updated regularly throughout the year.

The Electronic Training Village continued to expand and has now become a major European source of electronic resources of training and human resource development. Highlights of the year were the opening of an eLearning site during the Portuguese Presidency and towards the

Distribution of registered users within the EU



Evolution of the number of Page Views



end of the year a specific area on lifelong learning was launched with a redesigned ETV in December.

Throughout the year the ETV has launched a number of on-line surveys, particularly on the use of new technologies in learning. The results of these surveys are made available to users (and to DGEAC).

Particular attention has been devoted to the issue of indexation standards for electronic resources and Cedefop spearheads a drive towards acceptance and dissemination of standards at a European level. The ETV has implemented metadata standards in a number of tools available within the ETV (Digital Library and Metadata wizard for eLearning products). Work also commenced on a project to set up a European database on eLearning products to support the work of DGEAC on creating resources on learning opportunities.

Promoting and interpreting research and the identification of innovation

5.4. Research reporting and cooperation

Project coordinators: Manfred Tessaring,
Pascaline Descy, Barry Nyhan, Pekka
Kämäräinen, Tryggvi Thayer

Second Report on VET Research in Europe

(Manfred Tessaring, Pascaline Descy)

Preparation of the second research report continued as planned in 2000. Like the first report (published in 1998/99), the second report consists in a background report (EN; 3 volumes) with more than 30 contributions of researchers on different topics, and in a synthesis report (EN, FR, DE, ES) elaborated by the Cedefop project team. In addition, an executive summary will be published in all EU languages. Some delay of the publication procedure was due to the heavy translation/revision work.

The **background report** covers seven main parts:

- (1) VET systems, coordination with the labour market and steering;
- (2) lifelong learning and competences: challenges and reforms;
- (3) training and employment in a company perspective;
- (4) employment, economic performance and skill mismatch;
- (5) individual performance, transition to active life and social exclusion;
- (6) VET research activities outside the European Union;
- (7) VET-related research on behalf of the European Commission.

Revision/translation work on the background report was finalised in summer 2000, preparation for print in November/December 2000. Print and publication by EUR-OP in January/February 2001. In parallel, the contributions to the background report will be made available to a broader public through the Electronic Training Village (Research Laboratory) as pdf-files.

At the end of 1999, work started on the elaboration of the **synthesis report** on the basis of the original contributions, and, in addition, of own research. The contents are similar to the background report. The manuscript was finalised in summer 2000, revision and translation of the text (4 languages) in autumn/winter 2000/2001. After final revision we expect publication in spring 2001.

The **executive summary** was finalised in autumn 2000 (40-50 pages); revision/translation into 11 languages was done in winter 2000/2001. Publication is envisaged for early 2001; the summary will be distributed free of costs.

Preparation of dissemination started end-2000. It is planned, for example;

- to present the research report during the Swedish Presidency, for Cedefop's Management Board, in an inter-service group meeting of the Commission, and at diverse other conferences;
- to publish articles in the European Journal and in Cedefop Info;
- to produce flyers to be distributed in the European Journal, at conferences and the like;
- to publish a press release and to hold a press conference in summer 2001;
- to launch advertisements in periodicals and professional journals.

In parallel, preparation of the third research report (to be published in 2003) started end-2000.

Other research activities

Observatory on 'Educational expansion' and participation in the TSER project 'Educational expansion and the labour market' (EDEX)

(Manfred Tessaring, Pascaline Descy)

EDEX (Educational expansion and labour market) is a TSER project building on the former Cedefop project 'Diploma and labour market'. Participating countries/teams: Germany, France, Italy, Spain, UK and partly USA. Manfred Tessaring was invited by the project team to represent Cedefop on an advisory basis.

The project has five work packages:

- (1) analysis and comparison of national structures of education and training;
- (2) extension of macroeconomic and statistical analyses on the spreading of qualifications within national economies and comparison (follow-up of the former Cedefop project); extension in particular by earnings, age and sex;
- (3) analysis of employers' recruitment behaviour in selected sectors in view of the increase of the number of qualified workers;
- (4) possible perspectives of the evolution of national training and employment systems;
- (5) final synthesis.

In 2000, several working meetings in the framework of the EDEX project were held. In these meetings, the work packages were discussed in-depth based on written contributions. The project will be terminated in spring 2001 and a final synthesis report will be elaborated.

Cedefop supported the idea to establish a longer-term observatory or network on the impacts of educational expansion also after the end of the EDEX project. To this end, a conference was held in November 2000 (subsidised partly by Cedefop) with the project teams and a number of other researchers from Europe, Canada and Mexico participating.

It was agreed to establish a network which has short-term and longer-term objectives: shorter-term objectives relate to the EDEX project (follow-up, dissemination) and the preparation of Cedefop's third research report on 'impact research'. Longer-term aspects concern the cooperation between researchers on different and varying aspects, e.g. impacts of demographic and technological change, impacts on VET systems, steering, etc.

Cedefop Research Arena (Cedra)

(Barry Nyhan, Pekka Kämäräinen, Tryggvi Thayer)

In the course of 2000 work progressed in setting up a computer-supported knowledge-sharing facility to address the following three needs:

- Strand I: Providing information on research - **European Research Overview (ERO)**
- Strand II: Building **thematic knowledge-sharing networks** and providing **resource materials**.
- Strand III: Promoting innovative knowledge-development methodologies.

Strand I. Work was undertaken in collaboration with an external contractor to design and develop ERO, in particular developing the section dealing with 'Education resources' (European and national and e-journals) and the section dealing with 'Toolbox for researchers'.

The software to be used in the section of ERO dealing with 'Information on Projects' (mainly national information) was tested. Work also involved collaboration with ETV/Documentation team in drawing up plans for the development of integrating software linking information provided by ERO with that of the ETV and Documentation Centre.

Plans were drawn up for the integration of the section of ERO dealing with 'information on projects' with that of the activities of the Documentation Network. This will provide an integrated and linked service within Cedefop as well as rationalise costs.

Strand II. Building knowledge-sharing networks and providing resource materials/bases

This involved coordinated development of two Web-based 'resource bases' (using advanced software) dealing with the following themes:

- 'education of VET professionals'
- 'learning in organisations'

The 'resource base' entitled 'ICT and learning' (developed earlier under the supervision of Hilde Brodahl) was transferred to a Cedra format. This can also be viewed on the ETV/Cedra website. Work also continued on further development of the thematic area 'learning region' which included:

- a review of international literature that is currently being prepared for publication in paper format;
- a 'knowledge sharing network' which is being established and whose members will participate in Agora XI on the topic of the 'learning region' in March 2001;
- provided assistance in planning and organising a DG Employment and Social Affairs-supported conference on the 'learning region' (Bologna, November 2000).

A small development team ('knowledge sharing network') was set up to produce resource materials in a book format in 2001 on the topic 'European perspectives on the learning organisation'. Foundation work for two new networks which will produce 'resource materials' in 2001 on 'work-based learning' was undertaken.

Strand III. Promoting innovative knowledge-development methodologies.

A CEDRA colloquium on 'knowledge development' and 'social innovation' was held in May 2000. Foundation work was done on writing and editing papers for a reader on 'Knowledge development processes' entitled 'Building blocks for the knowledge society - reflections on knowledge development processes' to be published in the first half of 2001. Planning was undertaken for the design of a platform to provide up-to-date information on trends in knowledge-development methodologies. This is to be launched in 2001.

Support to meet the specific needs of Cedefop's partners

5.5. A partner in policy development

Project coordinators: Michael Adams, Steve Bainbridge, Julie Murray

TO COINCIDE WITH the Portuguese and French Presidencies and in particular to support the meetings of the Directors-General for Vocational Training in Sesimbra in February and Bordeaux in October, Cedefop provided its customary short note (in three languages) giving a synopsis of recent developments in VET in the Member States. Short descriptions of the Portuguese and French VET system were also distributed in three languages at the meetings. Both of these notes were then made available on the window on VET systems site of the ETV. Monographs on the Portuguese and French VET systems have also been published during the year (see project 9 above). Two additional notes (one concerned with assessment and recognition of non-formal learning, the other on skills mismatch) were also prepared for the Bordeaux meeting.

An invitation to the Social Affairs Group of the Council to organise one of its meetings in Thessaloniki was sent to the French Presidency. For planning and budgetary reasons this could not be accepted, but it has now been re-addressed to the Swedish Presidency.

Contacts with a number of organisations at EU level, particularly Eurydice, were strengthened (see also item 18 below). The VET policy report was widely circulated within the Commission's departments, distributed to the Education Committee and at the meeting of Education Ministers in Lisbon and presented to the Advisory Committee on Vocational Training at its meeting in late May. Other areas of work in which Cedefop made a major contribution (e.g. transparency of qualifications, quality of training) were also on the agenda of the ACVT at its meetings in May and December.

The Director made a presentation on Cedefop's work to the Social Affairs section of the Economic and Social Committee in December, while the Deputy Director was invited to participate as an expert at a working group of the Committee concerned with the European dimension in education.

Cooperation with the European Training Foundation has continued well throughout the year on key areas and projects in which the two agencies aim for synergy. In the past year, the European Commission, ETF and Cedefop have had joint discussions on how Cedefop can provide services to the candidate countries in their period of transition to European Union membership. The candidate countries are associated to the Leonardo da Vinci programme and as such participate in the Cedefop Study Visits programme. Many of these countries have also indicated their eagerness to participate in other Cedefop work programme activities. Such involvement, it has been decided will be a gradual and pragmatic process and initial agreements will commence in 2001. Cooperation in specific project work has been good (e.g. Quo vadis vocational education and training?). There has been reflection on creating synergy in the work of the agencies' documentary network and national observatories, on the reporting systems the two agencies adopt for VET updating developments at national level and on how the Cedefop Electronic Training Village can offer specific welcoming electronic services to the candidate countries.

Cedefop worked closely with Eurydice throughout the year and there have been a number of meetings of the joint DGEAC/Eurydice, Cedefop working group. From this it has emerged that both Eurydice and Cedefop play an important role in reporting on developments. They will aim for an integrated approach to reporting on developments in general education and vocational education and training. In future, information gathering activities in the fields of education and training, particularly in the context of the Commission's memorandum on lifelong learning, will be jointly executed. Cedefop and Eurydice would make a joint report covering latest developments in lifelong learning early 2001. A report on cooperation more generally will be made in spring 2001.

5.6. Supporting social dialogue and social partner training organisations

Project coordinators: Burkart Sellin, Iver Jan Leren, Tina Bertzeletou

THE PROJECT ON **supporting the social dialogue** was further deepened in the year 2000 and bought about a confirmed internal strategy for cooperation and support in close cooperation with social partner organisations. The project on **services to (national) training organisations** was newly started and important preparatory initiatives which will be fully implemented in 2001 were taken. Products of **former projects** were either published or finalised in terms of manuscripts and reports. They represent overviews and materials which support Cedefop's referencing function.

Both UNICE and ETUC wanted the Social Partners House in the ETV to be better related to Cedefop's core business, i.e. to vocational education and training. Information on linked areas like industrial relations, the social dialogue, conditions of employment, etc. might divert Cedefop from its primary tasks. References to and links with other on-line databases, e.g. those of the Dublin Foundation, should be included but material from databases on subjects other than VET should be avoided. Other messages from the social partners were related to the database on institutions. On the site they requested only information regarding social partner organisations and training bodies in which

they were involved. Cedefop is checking the organisations, especially those of a tripartite nature, to verify their relation with training and the social partners.

The proposals on a database on legislation were welcomed especially where the contents are explicitly concerned with VET, although links with other databases, e.g. with labour legislation, would be useful.

UNICE and ETUC welcomed the information provided by Cedefop on the social dialogue and particularly the initiatives at sectoral level. The central secretariats would be helped with detailed information on these developments, leaving it to the social partner organisations to decide what to do with it. The inter-professional organisations would like to be informed on VET progress in the sectoral social dialogue. Social partners also have an interest in Cedefop's work on networking for developing and sharing knowledge and the Cedra project.

In relation to the European works councils, there was an interest in having Cedefop analyse in detail the 51 agreements with specific reference to training aspects. Here Cedefop should limit itself to collecting the information. Concerning an electronic reporting system on lifelong learning, UNICE and ETUC expressed interest but neither felt they could provide any support to Cedefop in collecting information on initiatives at company and sectoral level. Examples of good practice as contained in the earlier compendium compiled within the framework of the social dialogue were very useful but the preparation of this had

required additional resources which were not available on a permanent basis.

An internal strategy paper on support of Cedefop of the social dialogue on inter-professional and sectorial level was drafted and discussed. A new design and concept for the ETV Social Partners House was implemented. Input was made into several conferences and working parties of social partner organisations/industries, for example into the education/training working party of TUAC/OECD.

Finally Cedefop assisted the sectoral social dialogue in the construction and transport industries and promoted cooperation with the respective organisations and BIBB (Germany) on some transport occupations.

In respect of the national reports, the Austrian report was finalised in August and put on the ETV. The contracts with the Swedish and Portuguese contractors signed and the initial start-up meeting took place 19 and 20 May. The Swedish and Portuguese reports are finalised. The Portuguese report was put on ETV in November. Early 2001 the Swedish report will be made ready for presentation on ETV.

New contracts were planned/launched for five countries: Netherlands, Greece, Germany, Italy and UK. Calls for tender done, bids received and evaluation of contractors was started. Due to the budgetary situation, the contract will be signed in early January 2001.

Providing forums
for debate and links
between policy-
makers, social
partners,
researchers and
practitioners

5.7. Study Visits programme

Project co-ordinators:
Marie-Jeanne Maurage,
Reinhard Nobauer, Eleonora Schmid

THE COMMUNITY STUDY VISITS programme is an integral part of the Leonardo da Vinci 2 programme –Mobility Strand– (Council Decision of 26 April 1999). Cedefop manages the programme on behalf of the Commission. To do so it receives a budgetary allocation (EUR 1 120 000 to cover expenses (including meetings, interpreting, travel, translations) linked to implementing the programme (OJ L309, p.135).

Two study visit workshops were also held:

- final presentation of the results of the virtual workshop for researchers;
- study visit workshop 'Regional trans-border cooperation in VT' (Aachen/D).

In addition, a training workshop was organised for new national liaison officers at the end of October.

Number of visits completed by 30/09/2000:
63 (and 2 workshops) (17 on vocational training of young people, 17 on the vocational training of adults and 29 on other specific topics) – VET and employment strategies, guidance, equal opportunities, SMEs and competitiveness, social dialogue/new technologies

Number of participants: 638 – applications 803

Number of withdrawals/replacements: 167 (workshops: 1)

Number of transfers between groups: 23

Number of documentary dossiers despatched: 779

(languages EN/FR/ES/DE , depending on the groups)

- 634 grants committed (amounting to EUR 712 870)
- 20 reimbursements: (amounting to EUR 22 980)

For Central and East European countries the funding problems for the second half of the year are resolved on account of funding from the Phare programme.

In addition, four working group meetings for the NLOs took place as agreed at the annual meeting: the committee on the choice of topics, working group on new technologies for the management of the programme, work group on end-of visit reports and a working group on the timetable (proposals for the organisation of the application procedures).

In the course of the summer a report covering the last five years of the Study Visit programme under Leonardo da Vinci 1 was drafted and transmitted to DGEAC in August.

5.8. Agora Thessaloniki

Project coordinator:
Eric Fries-Guggenheim

THE AGORA THESSALONIKI project was initiated in 1997 to permit the different key players to debate freely. The aim of Agora Thessaloniki is to brainstorm between researchers, social partners and other policy-makers and practitioners.

The core of an Agora is the analytical and research work. Researchers have the opportunity to compare their findings and to match them with main players in the field who can get more global and long-term perspectives on the problems they encounter in their everyday work.

The idea underlying Agora Thessaloniki corresponds to the main aims of Cedefop as stated in its founding Regulation: to provide an interface between research, policy and practice and to give impetus to promising innovation.

Agora VIII – Job rotation (20-21 March 2000) This Agora gave exposure to the excellent capabilities of such a simple and efficient tool as rotation between employment and training. This was first tested in Denmark and is beginning to spread to other European countries. The Agora concluded in expressing great interest in such an instrument not so much as a means of managing human resources and combating unemployment but as a means of creating ways of linking different training processes. Rotation between employment and training benefits everyone.

It gives individuals the opportunity to find employment or new training and career perspectives. Such rotation guarantees the companies both adaptation and upskilling of their human resources. For society as a whole it increases social cohesion by reducing disparities and combating long-term unemployment and social exclusion.

Although it is not a panacea for solving all the problems related to employment and training, it is an excellent means of promoting lifelong learning. (For details see <http://www.trainingvillage.gr/download/Cinfo/Cinfo22000/C20T2EN.html>)

Agora IX – Alternative forms of training (26-27 June 2000) Agora IX examined the paradox of the success of alternative forms of training. Their success accounts for increasingly precise filtering of young (and not to young) who have dropped out to creating a group who are left by the wayside. How can one combat dropping out from the outset and permit the individual to access key skills necessary for finding a place in society. Although Agora IX did not have any miracle solution it insisted on the need to mobilise all ‘intervening partners’ in an education system which goes beyond a single education system. In the context of lifelong learning individuals should be allowed to learn at their own speed. It became clear that the more one is interested in individuals, the more their desires and needs are taken into account, they become motivated and achieve excellent results.

Agora X – Social and career guidance (19-20 October 2000)

Agora IX showed that in a constantly changing world, it is an illusion to harmonise completely training and employment. The fact that the jobs of tomorrow are harder to foresee makes guidance increasingly complex. One has little certainty today of the skills required in the future in order to find employment. Guidance is becoming more a philosophy of life and of social orientation than the choice of a particular career. As the labour market fluctuates and is unpredictable, the individual needs constantly to review his situation and grasp the opportunities which become available.

Guidance can no longer remain a single event, as is too often the case today, leading to a decision which affects the entire course of one’s life, both socially and professionally. Guidance should become a long-term recurring process corresponding to life and training in post-industrial society. (For further details see <http://www.trainingvillage.gr/download/Cinfo/Cinfo22000/C20T1EN.html>).

5.9. Training of Trainers network (TTnet)

Project coordinator: Mara Brugia

DEFINED AS A COMMUNITY forum for communication, cooperation and expertise in the field of the training of teachers and trainers of vocational training, the TTnet network has two complementary objectives:

- (a) to foster at national level the development of teachers' and trainers' competences as a key element of the quality of vocational training systems and
- (b) to organise dialogue at transnational level to ensure that the professionalisation of trainers becomes an aspect of Community VET policy in its own right.

In the course of the year 2000 there was an expansion of the network through associating additional countries. Six additional national networks were set up in 2000 (Denmark, Finland, Luxembourg, Norway, Portugal and Spain). This brings to 15 the total number of existing networks.

Transnational thematic workshops

Two thematic workshops were organised: the first one on 'Validation of competences and professionalisation of trainers' (Lisbon, 24-25 May), and the second one on 'Teachers and trainers: qualification standards, training standards – towards a community model of definition of competences' (London, 12-13 October 2000). Documentation concerning both workshops is available on the TTnet website. The results of both workshops will be published in the TTnet Dossiers series in the year 2001.

Studies

Three studies were launched:

- A comparative study (Italy, United Kingdom) on 'Qualification and training standards for trainers', to accompany and reinforce the results of the London workshop;
- *bilan communautaire des acquis dans le champ de la formation des formateurs*, to analyse the results of Leonardo projects in the field of training of trainers during the period 1995-1999;
- a study on the production of a grid to analyse innovative practices in training of trainers, with a view to comparing national contexts, sharing experience and building common knowledge.

Interim results of the three studies are available. Final results are expected in 2001.

Electronic network

The TTnet website in the ETV has been completely restructured - in close cooperation with the ETV team - in order to become a real interactive tool to disseminate information and foster cooperation. The new site was inaugurated in mid-November 2000.

TTnet Annual Conference

The TTnet Annual conference was held in Brussels on 7 and 8 December. The conference allowed TTnet to: take stock of the network's activities; lay down guidelines for the next three years; and place the network's expertise at the disposal of policy-makers at regional, national and Community level. The final report of the Conference will be published in 2001. For a complete list of publications see Annex X.

At the request of the Commission the results of TTnet were presented at the Commission 'Training 2000' event (5-6 December), TTnet contributed to the preparation of the thematic workshop on 'Training of Trainers'. To this end, a preparatory note has been drafted: *La dimension formation des formateurs dans les projets Leonardo*. The note is available on the Commission server.

TTnet also took up the challenge of eLearning, and cooperation with the Commission is envisaged in the framework of the eLearning initiative - strand e-trainers.

5.10. Brussels Office

Responsible: Michael Adams

THE OFFICE PARTICIPATED IN, and contributed to, the process which led to the agreement on cooperation between Cedefop and DG EAC. It has also continued to play a leading role in the development of Cedefop's relationship with Eurydice, which resulted in the establishment of a joint EAC, Eurydice, Cedefop working group. It participated in, and reported on a meeting with the secretariats of the social partner organisations at the European level.

The office organised the Cedefop participation in the contact and information days for the Leonardo da Vinci 2000-2006 programme in Brussels on 27-28 January. Cedefop's presence on the Commission's stand at Employment week in October was ensured. It also coordinated the Cedefop input for the Training 2000 event in December, at which not only was a great deal of Cedefop information distributed, but major contributions were also made by Cedefop staff members to three of the six workshops.

The office has attended and reported to colleagues in Thessaloniki on meetings organised by various bodies, but particularly DG EAC, such as

- the LdV programme committee on 13 January, 14 March, 20 June, 5 October and 6-7 November;
- the LdV National Agencies on 6 and 7 April, 31 May and 17-18 October;
- the LdV 1 Article 10 evaluation group on 3 April and 15 June;
- the committee to assist in the development of the EUROPASS initiative on 12 May;
- language learning on 14 January and 22 May;
- Advisory Committee on Vocational Training 18 January, 30 May and 12 December.

The office organised the visit of the LdV 1 external evaluators to Thessaloniki on 21 March.

Staff from the office participated in editorial meetings of *Le Magazine* on 11 January, 25 April and 12 December, arranged for the inclusion of an article on the policy report, as well as preparing material for the usual VET round up, for issue No 13. It also contributed in a major way to the preparation and publication of the three issues of *Cedefop Info*.

A number of queries were either replied to directly or passed on to Thessaloniki for reply. A new system for recording all enquiries (to be linked to that used by the Doc. Service in Thessaloniki) is being developed, but has not yet been effectively put in place.

Visitors received included those who called spontaneously looking for specific documents and others, such as researchers and trainers at European level, colleagues from Member States working in non-European countries, two small delegations from China received at the request of the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and a trade unionist from Malta. With all of these lengthy discussions were held. The office was also asked to contribute to a presentation by DG EAC for a group of trainers from the University of Rennes on 16 May.

A total of 43 meeting days were organised on the premises. These included three meetings of the Bureau of the Management Board (4 February, 23 June and 29 September) and its working group on resources, a meeting at which all the EU's decentralised agencies participated as well as meetings related to individual Cedefop projects. We estimate this involved about 800 participant/days. In addition a meeting of the Eurydice network was also held on the premises.

The office provided a base from and in which the Directors and other Cedefop colleagues could work during visits to Brussels. Changes, involving an upgrading of facilities, including IT, were launched and almost completed during the year.

5.11. Public relations

Coordinator: Norbert Wollschläger

IT IS THE TASK OF public relations to communicate with Cedefop audiences and to create a corporate reputation for Cedefop in order to maintain mutual understanding between the Centre and the public.

The Centre launched a series of specific measures in order to secure more extensive press coverage of its activities. A press release service has been relaunched and an international press database has been established. Two contracts have been signed with a high-profile British marketing agency covering the Centre's press activities in various languages across the EU. Special attention was given to media relations in Greece, which were conceived, organised and evaluated on the spot at Cedefop. A broad spectrum of different targeted activities have been carried out like news releases, briefings and facilities visits, video news releases, features and syndicated articles, press conferences and photography. Consequently, the Centre achieved a very positive and wide press coverage in Greek newspapers, magazines and reports transmitted by different TV channels.

Preparatory work has been carried out as to the development of an electronic press and media information service ('trainingnews-online') with decentralised input from selected sources throughout Europe.

The Centre's public relations activities focussed on celebrating its 25th anniversary. A festive concert was jointly organised with the State Symphony Orchestra of Thessaloniki at the new concert hall in Thessaloniki. A commissioned piece of music has been entrusted to a young Greek composer, which had its premiere that evening. The jubilee concert has been recorded and a music CD was produced.

An illustrated brochure has been published (in four languages) describing the origin and background of the Centre and the work it has been carrying out over the past 25 years. Furthermore, an exhibition has been organised presenting photographs on working life, education and training, and covering the same period for which Cedefop has been in existence.

The Centre has created and inaugurated an exhibition space, the Cedefop Gallery, to demonstrate the close relationship between education, training and culture. Three exhibitions have been organised during the year 2000 of which one, due to its great success, has been repeated in Brussels on demand and at the premises of the European Trade Union Institute. Exhibitions were also made available on the Internet in the Centre's virtual gallery as part of the ETV.

On the Centre's initiative the foreign cultural institutes (British Council, Institut Français, Goethe-Institut) based in Thessaloniki, together with the Aristotle University, the Thessaloniki Film Festival and a local radio station, have produced, throughout the year 2000, a series of roughly twenty events exploring a thorny issue for Europe: immigration, migration and integration. Cedefop organised a lecture (illustrated with extracts from various TV programmes) on 'How broadcasters can help to develop a multicultural society' and a jazz concert featuring the music of the Sinti and Roma. Without a doubt this series of jointly organised events ('XENOS') has produced very positive synergy effects and has remarkably helped to raise awareness of Cedefop in the city of Thessaloniki and beyond.

5.12. Staff training

Coordinator: Dominique Besson

ON THE BASIS OF an analysis of training needs in 1999, proposals were made for developing staff training and a training plan for 2000/2001. This report was forwarded to the Directorate and the Staff Committee in March and discussed at the Directorate/Staff Committee meeting on 18 April and at a meeting of the Joint Committee on Training on 31 May.

Pursuant to the training plan, courses were held in the three categories foreseen:

I. Training courses of common interest

1. Greek language courses:
 - Survey of needs in 1999;
 - Call for tender January 2000;
 - Initiation of weekly courses;
 - intensive summer courses.
2. Computer courses:
 - Windows NT, Fibus for all staff.
 - June 2000: drafting of a survey to create training groups for: Word, Excel, Powerpoint.
 - fourth quarter 2000: organisation of these courses for all staff.
3. Others:
 - March 2000: introduction to administrative regulations on contracts (2 courses in French and English).
 - September 2000: training in archiving (for one individual per service or project).

- October 2000: training in team work, comprising two parts:
 - part one for all staff,
 - part two, more detailed for group leaders.
- December 2000: writing techniques (one group in English/one in French)

II. Training in the interests of the service

1. Languages:
 - Call for tender in January for courses in English, French, German and Spanish. Selection of six teachers.
 - Organisation of 16 courses for 50 staff members.
 - Organisation of two summer intensive courses in English.
 - December 2000: English: training workshops for particular skills (dossiers for meetings, writing reports).
2. Computer training: call for tender in January 2000, selection of three training companies. Training at the request of the service. Use of:
 - HTML (March, 1 group)
 - Excel (May, 3 groups)
 - Powerpoint (May, 4 groups)
 - Photoshop (April, 1 group)
 - Word (May, 1 group)

III. Other training activities

- Writing for web pages (May, 10 persons).
- Administrative writing in Greek (1 person).
- Specific training for computer staff (March, April, May, three different courses for 3 persons).
- Archive management (April, 1 person).
- Multimedia (Marc, April, two courses for three persons).
- Documentation techniques (April, May, 3 courses for three persons).
- Publication techniques (March, April, May, 3 courses for one person).
- Accounting (1 course for 1 person).
- Introduction to the new rules of German orthography (May, 12 persons).
- Fourth quarter 2000: training for staff of the ETV.
- Courses in: java-script, access levels 1, 2 and 3, Html, Xml, asp and Home-site.

Ten members are currently undergoing training at their own request for professional purposes.

On the basis of an analysis of training needs, a training plan will be drafted for each staff member and will be implemented in 2001.

This training plan will have three strands:

- one for common training needs for all staff (computers, languages);
- one for the needs of the service;
- one for individual career needs.

In 2000 Cedefop received several stagiaires both in Thessaloniki and Brussels, who had the opportunity to gather experience and insight.

5.13. Translation service

Coordinator: Alison Clark
(e-mail: amc@cedefop.eu.int)

The Translation service carries out the translation work required for the day-to-day running of the Centre and for the Centre's projects as determined in the annual work programme. Besides translating and revising documents, the translators ensure consistency in terminology in documents translated by the freelance network and advise internally on language issues. A considerable amount of editing work, particularly in French and German, was carried out by the Service. Throughout 2000, the Centre cooperated with the Translation Centre in Luxembourg.

The breakdown of translation work for 2000 was as follows:

Number of pages translated by Cedefop:	12 273
<hr/>	
Number of pages translated by Translation Centre, Luxembourg:	1 699

5.14. Conference and Interpreting service

Coordinator: Despo Mourmouri
(e-mail: dm@cedefop.eu.int)

The Conference and Interpreting service was responsible for management of the Centre's conference facilities in Thessaloniki and organising 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 273 meetings were organised amounting to a total of 358 meeting days. Of these, 89 meeting days took place outside Thessaloniki, 44 of which were in Brussels.

ANNEX 1

Cedefop publications list 2000

Systems, Reports, Data

2201	Key Data on Vocational Training in the European Union. Young People's Training (Education and Culture, Eurostat, Cedefop)	EN, FR
3005	An age of learning: vocational training policy at European level	DE, EN, FR, PT
3006	Towards the learning region – Education and regional innovation in the European Union and the United States	EN
3009	TTnet Dossier No 1. Trends in the development of training and the role of innovation as a transferable practice	EN, FR
3010	TTnet Dossier No 2. The role of the tutor from a Community perspective	EN, FR
7001	Vocational education and training in Austria	EN, FR
7002	Vocational education and training in France	DE, EN
7003	Le système de formation professionnelle en Suède	DE, FR
7004	Le système de formation professionnelle en Norvège	DE, FR
7005	Vocational education and training in the United Kingdom, 2nd Edition	EN
7008	Beroepsonderwijs en scholing in Nederland	NL
7009	O sistema de formação profissional em Portugal	PT
7010	Il sistema di formazione professionale in Italia	IT
7011	El sistema de formación profesional en España	ES
7012	Le système de formation professionnelle au Luxembourg	FR

Thematic Studies

	Promoting competences and lifelong learning	
3013	Making learning visible. Identification, assessment and recognition of non-formal learning in Europe <i>Cedefop Panorama</i>	EN
5091	The impact of information and communication technologies on vocational competences and training. Case studies in Italy, France and Spain. Synthesis Report	EN

5100	Identification, assessment and recognition of non-formal learning in Spain	EN
5101	Identification, assessment and recognition of non-formal learning in Greece	EN
5105	The need for competences due to the increasing use of information and communication technologies	EN
Supporting employment and competitiveness		
3003	European trends in the development of occupations and qualifications. Volume I	EN, FR
3004	European trends in the development of occupations and qualifications. Findings of research, studies and analyses for policy and practice. Volume II <i>Cedefop Panorama</i>	EN
5093	De financiering van het beroepsonderwijs in Nederland. Financieringsprofiel	NL
5094	The financing of vocational education and training in Germany. Financing portrait	EN
5097	AGORA – IV. The low-skilled on the European labour market: prospects and policy options. Towards a minimum learning platform. Thessaloniki, 29-30 October 1998	ES, DE, EN, FR
5098	Supporting quality in vocational training through networking	DE, EN
5099	Innovation and training in the agribusiness complex. Synthesis report of a study in various product chains in five European countries	EN
5102	The financing of vocational education and training in Spain. Financing portrait	ES, EN
5103	The financing of vocational education and training in Sweden. Financing portrait	EN
5106	Berufliche Bildung und innovative Praktiken im Umweltbereich. Vergleich von zehn EU-Staaten mit Fallbeispielen. Synthesebericht zum Cedefop Projekt 'Beobachtung von Innovationen in der Berufsbildung'	ES, DE
5107	The financing of vocational education and training in Ireland. Financing portrait <i>Cedefop Dossier</i>	EN
6003	Demand-side financing - a focus on vouchers in post-compulsory education and training: discussion paper and case studies	EN
6004	Transforming the public provision of training: reorganisation or privatisation? Long-term changes in Sweden and the Netherlands. Discussion dossier	EN

Mobility and transparency

5104	<i>Cedefop Panorama</i> Internationalising vocational education and training in Europe. Prelude to an overdue debate. A discussion paper	EN
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Periodicals

Cedefop info		
829	No 3/99	DE, EN, FR
830	No 1/00	DE, EN, FR
831	No 2/00	DE, EN, FR
832	No 3/00	DE, EN, FR
European Journal 'Vocational Training'		
962	No 18/99	ES, DE, EN, FR
963	No 19/00	ES, DE, EN, FR
964	No 20/00	ES, DE, EN, FR
About Cedefop		
4004	Operational guidelines and medium-term priorities 2000-2003	DE, EL, EN, FR
4005	Annual report 1999	DE, EN, FR
4006	Work Programme 2000	DE, EN, FR
4007	Cedefop 2000. Publications catalogue	Multilingual
4008	Cedefop 2000. New publications	Multilingual
CD 54	Glossarium. Vocational Training	Multilingual

ANNEX 2

Human resources

Staff situation as of 31.12.2000

THERE IS A STAFF complement of 81 posts.

As of 31 December 2000 the Centre employed 81 staff on the basis of the table of posts:

28	A category staff of whom	20	are temporary (1 on I.C.)
7	LA category staff of whom	2	are temporary (1 on I.C.)
16	B category staff of whom	11	are temporary (9 on I.C.)
27	C category staff of whom	15	are temporary (13 on I.C.)
3	D category staff of whom	2	are temporary (2 on I.C.)

I.C.: indefinite contract

Out of a total of 50 temporary staff, 26 are employed on indefinite and 24 on fixed-term contracts.

Among the 31 officials, 16 were part of the Centre's staff in Berlin and 15 have been recruited in Thessaloniki (former officials of various EU institutions).

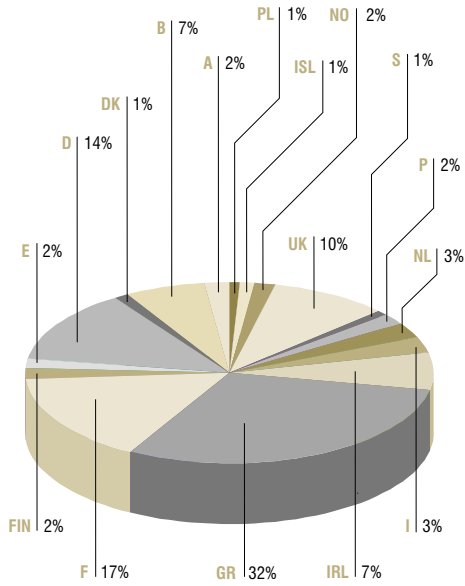
In addition, there are 6 auxiliary staff, 13 local staff and 7 seconded national experts.

The Centre maintained 15 service contracts: security (one security guard at the disposal of the Centre 24 hours per day, three shifts), medical officer (one person present two afternoons/week), Computer Department helpdesk and support (three persons), Electronic Media (four persons), Publications (one person), Administration (three persons, two of whom temporarily replacing staff members on long absence for health or family reasons).

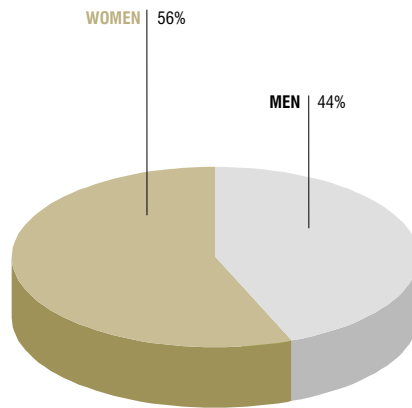
Below there are indications on the composition of the staff working in the Centre at the end of 2000, which was a total of 107 persons. Adding to this number the external service providers as indicated above, there are 122 persons in total active in the Centre.

The total staff of 107 can be categorised in a number of ways:

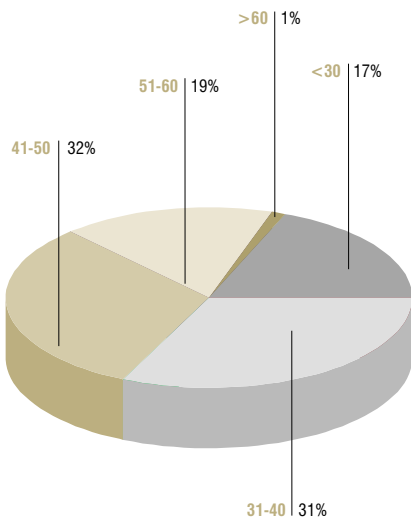
By nationality



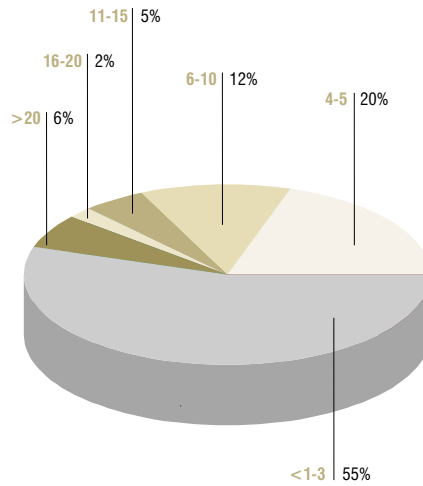
By gender



By age



By years of service with Cedefop



ANNEX 3

Staff and financial allocation 2000

INDICATIONS FOR BUDGET 2000 - TITLE 3

CODE	2000	PROJECT / ACTIVITY	STAFF RESPONS.	PROJECT MANAGER	EXECUTION ⁽¹⁾
01.1	011020	Lifelong learning	MNCH	M. NI CHEALLAIGH	130 822.69
01.2	012150	Key qualifications	PK	P. KÄMÄRÄINEN	26 609.31
02.1	021220	Validation of non-formal learning	JB	J. BJØRNÅVOLD	159 501.37
03.1	031300	ICT & VET	NN		0.00
03.2	032300	Lower-skilled workers	RLO	ROLAND LOOS	12 064.00
03.3	033320	Innovation in VET	BNY, RLO, MB	ROLAND LOOS	84 102.45
04.1	041070	Scenarios and strategies for VET	BS, MT	B. SELLIN	118 781.49
04.2	042300	Supporting social partners (ILO)	SAW	S.A. WESTPHALEN	0.00
05.1	051280	Financing of VT	SER, SAW	S. ELSON-ROGERS	111 320.14
06.1	061020	VET & NAPs	MT, SB, JMU, MNCH	M. NI CHEALLAIGH	0.00
06.2	062050	SMEs / entrepreneurship	TB	T. BERTZELETOU	92 292.09
07.1	071390	Transparency	PHT, SPE, JB	S. PETERSSON	61 497.61
08.1	081080	Mobility in Europe: support and information	NW, SKR	N. WOLLSCHLÄGER	128 152.58
09.1	091010	Information/Monographs & VET	JMA, RN	J.M. ADAMS	112 820.61
09.2	092270	Key data on VT	PDE	P. DESCY	84 600.26
09.3	093260	Report on European VET policy	SB, JMU	S. BAINBRIDGE	49 154.23
10.1	101370	Library and Documentation service	CMC, MWI, PHT	M. WILLEM	359 233.71
10.2	102380	Terminology	PHT	P. TISSOT	9 317.73
11.1	111290	External and interactive communications	ID, CMC, SB, MWI	C. MC CULLOUGH	245 315.59
11.2	112260	European Journal VT	SB, BM	S. BAINBRIDGE	221 587.91
11.3	113120	Cedefop-Info	BM, JMA, EFG	B. MÖHLMANN	108 102.29
11.4	114120	Non-periodicals, information and communication	INE, SB, CMC, BM, ID	S. BAINBRIDGE	92 965.89
11.5	115120	Publications (hard-copy)	BM	B. MÖHLMANN	134 917.68

CODE	2000	PROJECT / ACTIVITY	STAFF RESPONS.	PROJECT MANAGER	EXECUTION ⁽¹⁾
12.1	121210	Research report	MT, PDE	M. TESSARING	227 441.76
12.2	122350	CEDRA	MT, BNY, PK	B. NYHAN	104 367.55
13.1	131010	Partner in policy development	JMA	M. ADAMS	1 727.63
14.1	141070	Social dialogue	SAW, BS, TB	B. SELLIN	14 235.69
14.2	142070	Services to training organisations	BS	B. SELLIN	54 057.36
15.1	151030	Study Visits programme	MJM, RN	M-J. MAURAGE	752 890.00
16.1	161330	Agora	EFG	E.FRIES GUGGENHEIM	246 633.29
17.1	171200	Training of Trainers network	MB	M. BRUGIA	339 123.19
18.1	181010	Brussels Office	JMA	J.M. ADAMS	0.00
19.1	191360	Public relations	INE	I. NEZI	195 497.74
20.1	201400	Training	DBE	D. BESSON	4 224.06
	992000	Management Board meetings (3050)			148 380.78
		TOTAL			4 431,738.68

(1) Data obtained at 17-01-2001 before the closing of the year.
Modifications could be introduced by the Authorising Officer in the amounts engaged. The 4th and the 5th digits concern the number of the expert; the last digit is related to the year

ANNEX 4

Management Board members

Situation 31.12.2000

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D	Bundesministerium für Bildung und Forschung Referat 111 Heinemannstr. 2 D-53175 BONN	Herr Peter Thiele Regierungsdirektor Language of correspondence: DE Peter.Thiele@BMBF.BUND.DE	Tel. (49-1888) 57 21 09 Fax (49-1888) 57 821 09 or 57 36 03
DK	Undervisningsministeriet Uddannelsesstyrelsen Område for voksenuddannelse og folkeoplysning Frederiksholms Kanal 26 DK-1220 KØBENHAVN K	Ms Mette Beyer Paulsen Language of correspondence: EN Mette.Beyer.Paulsen@uvm.dk	Tel. (45) 33 92 73 03 Fax (45) 33 91 83 38
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E	INEM - Instituto Nacional de Empleo Directora General Calle Condesa de Venadito, 9 E-28027 MADRID	Mme M. D. Cano Ratia Language of correspondence: FR Dolores.cano@inem.es	Tel. (34) 91 585 98 25/26 Fax (34) 91 408 00 17
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IRL	FÁS -Training & Employment Authority P.O. Box 456 27-33, Upper Baggot Street IRL-DUBLIN 4	Mr Pat Nealon Assistant Director-General Language of correspondence: EN Pat.Nealon@fas.ie	Tel. (353-1) 607 07 21 Fax (353-1) 607 06 17
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L	Ministère de l'Education Nationale et de la Formation Professionnelle Ministère de l'Education Nationale et de la Formation Professionnelle 29, rue Aldringen L-2910 LUXEMBOURG	M. Aly Schroeder Directeur à la formation professionnelle Language of correspondence: FR plier@men.lu	Tel. (352) 478 52 30 Fax (352) 47 41 16
NL	Ministerie van Onderwijs, Cultuur en Wetenschappen Directie Beroepsonderwijs BE//KENO - kamer G 550 PO Box 25000, Europaweg 4 NL-2700 LZ ZOETERMEER	Mr Michael Hupkes Language of correspondence: EN m.j.hupkes@minocw.nl	Tel. (31-79) 323 49 25 Fax (31-79) 323 41 92
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Employee organisations' representatives

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D	DGB Deutscher Gewerkschaftsbund Burgstrasse 29-30 D-10178 BERLIN	Herrn S. Oliver Lübke Language of correspondence: DE	Tel. (49-211) 68 30 07 Fax. (49-30) 240 60 716
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P	UGT-P Rua de Buenos Aires nº 11-1249-067 P-1294 LISBOA	M. Evaristo Oliveira Language of correspondence: FR ugt@mail.telepac.pt	Tel. (351) 21 393 12 00 Fax (351) 21 397 46 12
S	TCO Sweden Linnégatan, 14 S-11494 STOCKHOLM	Mr Thomas Janson Language of correspondence: EN Tco@tco.se	Tel. (46-8) 782 91 00 Fax (46-8) 663 75 20
UK	National Centre for Volunteering Regents Wharf 8 All Saints Street UK-N1 9RL LONDON	Mr John Rodgers Language of correspondence: EN john.rodgers@thecentre.org.uk	Tel. (44-20) 75 20 89 86 Fax (44 181) 520 89 10

Employer organisations' representatives

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B	F.E.D.I.S. - Directeur Général de la Fédération Belge des Entreprises de Distribution rue Saint-Bernard 60 B-1060 BRUXELLES	M. Alfons de Vadder Language of correspondence: FR ad@fedis.be	Tel. (32-2) 537 30 60 Fax (32-2) 539 40 26
D	Bundesvereinigung der Deutschen Arbeitgeberverbände Haus der Deutschen Wirtschaft Breite Strasse 29 D-10178 BERLIN	Frau Dr. Barbara Dorn Language of correspondence: DE b.dorn@bda-online.de	Tel. (49-30) 2033 1700 / 1702 Fax (49-30) 2033 2702 / 2705
DK	Dansk Arbejdsgiverforening – DA Vester Voldgade 113 DK-1709 KØBENHAVN V	Ms Lise Skanting Language of correspondence: EN lisk@da.dk	Tel. (45) 33 93 40 00 Fax (45) 33 93 05 92
E	CEOE – Confederación Española de Organizaciones Empresariales Diego de León 50 E-28006 MADRID	Mr Juan Maria Menéndez -Valdés Álvarez Language of correspondence: EN Menendez@ceoe.es	Tel. (34) 91 563 96 41 or 566 34 00 Fax (34) 91 411 19 82
F	Chef du service Enseignement Mouvement des Entreprises de France - MEDEF av. Pierre 1er de Serbie 31 F-75784 PARIS Cedex 16	M. Jean-Pierre Farrugia Language of correspondence: FR jfarrugia@medef.fr	Tel. (33) 1 53 67 72 40 Fax (33) 1 47 23 61 87
FIN	Employers' Confederation of Service Industries – PT Eteläranta 10 FIN - 00130 HELSINKI	Mrs Paula Kilpeläinen Language of correspondence: EN paula.kilpelainen@ palvelutyonantajat.fi	Tel. (358-9) 17 28 32 62 Fax (358-9) 66 46 73
GR	Titan Cement Company S.A. 22 A Halkidos Street GR-111 43 ATHENS	Mr Evangelos Boumis Language of correspondence: FR edb@titan.gr	Tel. (30-1) 25 91 123 or: (30-1) 25 95 895 Fax (30-1) 25 91 183

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L	Chambre des Métiers du Grand Duché du Luxembourg BP 1604 Circuit de la Foire Internationale 2 L-1016 LUXEMBOURG	M. Ted Mathgen Language of correspondence : FR Direction@chambre-des-metiers.lu	Tel. (352) 42 67 67 Fax (352) 42 67 87
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Communication OJ C88 of 25.03.2000

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NO	Confederation of Norwegian Business and Industry P.O. Box 5250 - Major Stua N-0303 OSLO	Mr Helge Halvorsen Language of correspondence: EN helge.halvorsen@nho.no	Tel. (47) 23 08 81 25 or 23 08 80 00 Fax (47) 22 69 55 93
NO	Norwegian Confederation of Trade Unions Youngsgate 11 N-0181 OSLO	Mr Per Syversen Language of correspondence: EN	Tel. (47) 23 06 17 10 or 23 06 61 03 Fax (47) 23 06 17 53



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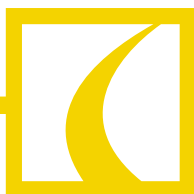
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