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**Annual report**





# Annual report 2004

Cedefop

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

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# General developments

The year 2004 was productive for Cedefop. Its activities and services contributed to the development of vocational training. Major recognition for this policy support came in the form of the Centre's highly visible and appreciated contribution to the success of the Maastricht events during the Dutch Presidency in December 2004. The Maastricht communiqué, adopted by the Ministers of 31 countries, the European Commission and the European social partners, briefly assesses developments since the Copenhagen Declaration in November 2002, formulates new European and national priorities and indicates the way forward. The Maastricht communiqué provides new elements for achieving the 2010 objectives. It will help to guide our activities in the coming years.

The enlargement of the EU on 1 May 2004 to include 10 new Member States was also an historic event for Cedefop. The exit of these countries from the ETF and entry into Cedefop went smoothly. This was partly due to the fact Cedefop had already been familiarising them with its work for some years. Good progress was made on consolidating enlargement, but the process will not be complete for a few years. However, the enthusiasm and dynamism of the new Member States had the effect of reinvigorating our networks and activities. The countries are well integrated in the ReferNet and their data and comparable positions will be gradually integrated into our knowledge management system (KMS).

The KMS continued to develop as planned. Information can now be searched for on the ETV for most of the 11 themes. The eKnowVet database is the main source, but other instruments, databases and tools, such as the virtual communities, also provide information. Because of occasionally spontaneous developments and changing priorities, streamlining and synergy were key to achieving greater coherence and providing better service.

The knowledge system of good examples of policies and practice was taken up again in a more systematic way and has arrived at an agreed approach to practical implementation during 2005. Mutual learning and transfer of experience and knowledge are key to innovation, which is essential if existing problems and challenges are to be tackled successfully. The 80 million low-skilled in the EU and the need to double the number of people in the workforce with higher (tertiary) level skills, mean that all stakeholders and individuals need to make considerable efforts and investment.

The third research report, which was finalised in 2004, shows that more investment in VET and lifelong learning stimulates economic growth, improves the fabric of society and produces high returns for individuals.

With such results in 2004, Cedefop provided useful building blocks for constructing innovation strategies and making combined efforts towards reforms and further action.

There is an urgent need to step up action, especially at national and decentralised level, if we are to have any chance of achieving the ambitious 2010 goals.

The following report reflects the main achievements of Cedefop's activities, based on the aims set in the work programme. A brief area report precedes the individual project reports. More detailed outcomes of reports and research can be found in our publications catalogue and on the Cedefop websites and communities.

AREA A

## Developing research

**Those working in this section are  
Mette Beyer Paulsen,  
Pascaline Descy,  
Éric Fries Guggenheim,  
Barry Nyhan, Manfred Tessaring,  
Petr Vicenik, Norbert Wollschläger.**

## Introduction and general progress

In 2004, several important research publications, networking and more intensive cooperation with our stakeholders have increased the visibility and dissemination of Cedefop's research results.

Major work has been undertaken in the European research overview (ERO) to enable the pooling of research-related information and resources. Through being fully integrated within the ReferNet and KMS, ERO databases provide an information and communication service for the European research community as well as for policy-makers and practitioners.

The Cedefop research arena (Cedra), which promotes interactive and collaborative networking among VET researchers to develop, disseminate and share knowledge, continued supporting projects dealing with work-related learning. In particular, two publications on work experience and work process knowledge were published this year and two new projects on older workers and lifelong learning and the learning region were launched.

Cedefop provided scientific monitoring and input for the study *Achieving the Lisbon goal: the contribution of VET*, carried out on behalf of the European Commission (DG EAC) by an international consortium. A synthesis report *Vocational education and training: key to the future. Lisbon-Copenhagen-Maastricht: mobilising for 2010* was

published. This formulates messages and conclusions on how to speed up the implementation of the Lisbon-Copenhagen strategy. This work was presented at the Ministerial meeting in Maastricht on 14 and 15 December 2004, under the auspices of the Dutch Presidency.

Cedefop's third research report *The value of learning* addresses the contribution of education and training to realising a knowledge-based society. It specifies the material and non-material benefits of learning for individuals, enterprises and society as a whole. It also discusses ways of improving the design and implementation of education and training by purposeful evaluation. Hard-copy publication is expected in February 2005. Extracts are already available online in the research laboratory of the European training village.

The quality of articles for the *European journal* continues to improve and efforts are continuing to reduce production delays further. Common activities are envisaged with the Redcom network of journals on comparative education.

In its Agora Thessaloniki conferences, Cedefop provides a place for the discussion of VET issues among different actors. It facilitates cutting-edge debates on research results between researchers and our policy and practice stakeholders. The two conferences organised in 2004 again proved the stimulating nature of these kinds of discussions and their potential to enhance the market visibility of Cedefop in a larger sense.

Further, activities on the history of

VET are important for understanding the different VET systems in Europe and for a future-oriented shaping of education and training in a lifelong learning perspective.

Finally expert support was provided to the EC Objectives process working group H on Making learning attractive, links with research, working life and society at large, which plays a key role in implementing the Copenhagen process.

Activity field 1:

## research cooperation

### A.1.1. Proposed outcomes 2004

- (a) *Coordinate the integration of ERO databases into ReferNet and the knowledge management system (KMS).*
- (b) *Promote networking and web-based cooperation for the development, dissemination and sharing of knowledge between all stakeholders, increasingly including acceding and candidate countries.*
- (c) *Gather research material about KMS themes, according particular priority to the following topics:*
  - *initial vocational education and training;*
  - *continuing vocational education and training;*
  - *guidance and counselling for learning, employment and career development;*
  - *financing investment in human resources;*
  - *training VET teachers and trainers.*

- (d) *Moderate collaborative networks for specific themes:*
- *the European network on early identification of skill needs;*
  - *local networks for collaborative learning, knowledge development and research;*
  - *human resource development and learning within organisations;*
  - *work-related learning and older workers;*
  - *virtual community for young researchers in VET.*
- (e) *Coordinate/commission research studies on the following topics:*
- *Lisbon/Barcelona/Copenhagen study on the goals outlined in these policy initiatives, ensure input based on Cedefop findings and databases, analyse progress, prepare policy reflection and points of attention to be discussed at Council level during the Dutch Presidency in December 2004;*
  - *approaches to and findings on the early identification of new or changing skills needs, including at sectoral, regional and occupational levels and their transfer to policy and practice;*
  - *human resources development (HRD) within lifelong learning implementation strategies.*
- (f) *Organise the following activities on the history of VET:*
- *follow-up to the first conference 2002;*
  - *in cooperation with the European historical archives, a virtual community animated and moderated from Florence;*
  - *arrange a publication on the history of VET as possible input for the celebration of '30 years of Cedefop' in 2005.*

#### A.1.2. Activities/results in 2004

- (a) The ERO database was opened to the public in May on the ETV in connection with the reconstruction and updating of the Cedra pages <sup>(1)</sup>. Cedra and one of its strands, ERO, have their own houses available through the projects and networks neighbourhood of the ETV. National ReferNet members were brought up to date with developments in ERO at the ReferNet meeting in June. They were asked to update their records and agreed <sup>(2)</sup>. Training sessions with ReferNet ERO administrators (in particular the new EU Member States) took place in October. Manuals on implementing ERO were distributed. A template for presentation of an overview of research policies (national research reports) within each country was also developed. ERO national administrators are to submit their entries by the end of March 2005. The ERO mailing list (with more than 400 members), known as ERO call, is now being

(1) The hyperlink to the Cedra pages is [http://www.trainingvillage.gr/etv/Projects\\_Networks/Cedra/](http://www.trainingvillage.gr/etv/Projects_Networks/Cedra/). The ERO database is accessible from the hyperlink to the ERO page.

(2) There are still major problems regarding the inputting, quality control and updating of data for many Member States.

managed internally by Cedefop staff <sup>(3)</sup>.

(b) In the framework of Cedra, research findings are disseminated via paper publications and the Cedra website. The Cedra website was revised in May 2004. Cedra continued to provide support for the European network for VET research (Vetnet) in the framework of the European Educational Research Association (ECER), which had its annual conference in Crete in September 2004. Two research papers on the work of Cedra/ERO were presented at the conference by Barry Nyhan and Petr Vicanik. The ERO call mailing list continues to be actively used by the research community.

(c) A call for tender with lots on each topic was launched in 2003. Three lots were successful:

- theme 4: initial vocational education and training;
- theme 5: continuing vocational education and training;
- theme 6: training VET teachers and trainers.

Contracts started in February 2004. All final reports were delivered and accepted. The outcomes will enrich the content of the ERO database. The outcomes of these studies were evaluated and a broader strategy for integrating research in the KMS formulated by Area A. This entails improving and assuring the quality of the content of ERO,

semantic linking of ERO database and eKnowVet, and developing a common search interface for users of both databases.

(d) Theme: local networks for collaborative learning. A research project entitled 'Learning together for local innovation - the promotion of learning regions', commenced in December 2004 (to be continued in 2005).

- Theme: human resource development and learning within organisations.

Two papers were presented at the annual European HRD research conference, which took place in Limerick in May 2004, on reflective learning for excellence in work organisations and making sense of European work and learning cultures.

- Theme: work-related learning and older workers.

This project commenced with a meeting of a new small network on 21 October 2004 in Brussels (to be continued in 2005).

- Virtual community for young researchers in VET.

This project was successfully launched by Area A in 2003 <sup>(4)</sup>.

- Support continues to be given to Group H of the concrete objectives process, dealing with the theme 'making learning attractive', links with research, working life and society at large.

<sup>(3)</sup> It was previously managed by an external agency under contract to Cedefop.

<sup>(4)</sup> Since the second contract that was launched at the end of 2003, the main focus of this work has shifted away from that of Young VET Researchers to that of Youth issues, continuing the work developed on the You@ETV site. Therefore, Area A is no longer responsible for this project.

This entails providing specialist input in preparation for and during meetings and seminars. Presentations were made at three meetings in 2004.

- The book (reference publication) *Learning through work experience for the knowledge economy: issues for educational research and policy* was published in March 2004 and launched at the ECER conference in September 2004. (This book examines how work experience placements can be better utilised for learning.)
- The book *European perspectives on learning at work: the acquisition of work process knowledge* was sent to the printers at the beginning of October and will be published in February 2005.
- A paper based on the Cedra publication *The challenge of e-learning: issues for policy and practice in Europe* was delivered at the annual European consortium for the learning organisation (ECLLO) conference in Dublin (May 2004). A paper on e-learning and SMEs was presented at the e-skills 2004 conference in Thessaloniki in September 2004. A paper on the same topic was delivered at an EC workshop organised in Brussels by the European Commission and Unisys/Europace on 18 October 2004.

- (e) Cedefop has undertaken to provide the scientific monitoring and input for the study *Achieving the Lisbon goal: the contribution of VET*, carried out on behalf of the European Commission (DG EAC) by a consortium (coordination: Tom Leney, QCA) with several ReferNet members. The study was presented at the conference in Maastricht, on 15 December 2004 under the Dutch Presidency. Based on this study and additional material, Cedefop has published a synthesis report *Vocational education and training: key to the future. Lisbon-Copenhagen-Maastricht: mobilising for 2010* (authors: Manfred Tessaring and Jennifer Wannan). The study summarises the main results and formulates messages and conclusions on how to speed up the implementation of the Lisbon-Copenhagen strategy. The report was presented at the Ministerial meeting in Maastricht on 14 December 2004.
- The information platform on Skillsnet, operational since January 2004, has been continuously updated and new working papers and publications made accessible to Skillsnet members and to the public. The first Skillsnet sectoral workshop 'Trends and skill needs in the tourism sector', was organised in cooperation with the German FreQueNz network in Halle on 29 and 30 April. Preparation to publish the conference proceedings (in English



and German) started immediately after the conference; the publication will come out in early 2005.

Skillsnet provided a contribution to the symposium Construction of European Qualifications, organised by the French Commission on Employment and Training in autumn 2004, which was supported by the European Commission. On 25 and 26 November, the Skillsnet workshop 'Systems, institutional frameworks and processes for early identification of skill needs', in Dublin, was organised jointly with Ireland - the expert group on future skill needs and FAS. The conference proceedings will be published in 2005.

- Other research work concentrated on sectoral approaches for competence development, especially in the agri-food complex. The first survey of governmental responsibilities for vocational training in the agri-food sector has been completed. Obtaining this information was particularly relevant since no overview existed, owing to the fact that in various Member States agricultural education is under the responsibility of the Ministry of Agriculture.
- (f) The proceedings of the conference on the history of vocational education and training in Europe were published in two parts in late 2004. Part one is *The rise of national VET systems in a*

*comparative view* and part two *The development of VET in the context of the construction of the EU and the role of Cedefop*. Most of the articles have also been submitted for publication in the *European journal vocational training*. The publications should be seen in the light of the relevance of historical perspective for obtaining better understanding of current situations to have an impact on future policy development (to be continued in 2005).

Activity field 2:

## research reporting

### A.2.1. Proposed outcomes in 2004

- (a) *Publication and promotion of a background report containing individual contributions from external research experts; selected contributions will be published electronically.*
- (b) *Publication, promotion and dissemination of the synthesis report drawing on external and own research work and including an overview of the wider research field.*
- (c) *Publication and dissemination of extracts and an executive summary of the third research report in hard copy and in the European training village (ETV).*
- (d) *Setting up of a steering group and consultation with colleagues and stakeholders, including the ReferNet, to define the themes of the fourth research report and to identify relevant research.*

**A.2.2. Activities/results in 2004**

- (a) Contributions to the background report have been grouped thematically in three volumes:
- impacts of education and training;
  - the foundations of evaluation and impact research;
  - evaluation of systems and programmes.

Hard-copy publication, in English, is due in February 2005. However, contributions have been online in the ETV since November 2004 and can be downloaded.

[[http://www.trainingvillage.gr/etv/Projects\\_Networks/ResearchLab/](http://www.trainingvillage.gr/etv/Projects_Networks/ResearchLab/)]

- (b) *The value of learning: evaluation and impact of education and training*, third report on vocational education and training research, has been finalised, edited and is currently undergoing layout for publication.

Hard-copy publication, in English, is due in February 2005. French and German versions will follow later in 2005. The publication is advertised on the ETV, on a dedicated homepage:

[[http://www.trainingvillage.gr/etv/Projects\\_Networks/ResearchLab/](http://www.trainingvillage.gr/etv/Projects_Networks/ResearchLab/)]

- (c) Various products were designed:
- papers and presentations were prepared using material presented in the report;
  - two articles on the third research report were drafted for Cedefop info(also available on the ETV);
  - an executive summary will be available in 20 EU official languages in 2005 in hardcopy and on the ETV;

- a flyer on the background report will be published in English;
  - a flyer on the synthesis report will be published in 20 EU official languages.
- (d) The starting of the preparations for the fourth research report has been postponed until early 2005 to wait for the Governing Board's (current Management Board) decision on the future of the research and policy reports and pending the Maastricht communiqué.

Activity field 3:

## European journal vocational training

**A.3.1. Proposed outcomes 2004**

- (a) *Publish three hard-copy issues of the European journal on time, which implies a continuous cycle of regular and recurring organisation, management and production tasks.*
- (b) *Continue efforts to raise the number of subscriptions, in particular by introducing a paid membership package for Cedefop products that includes subscription to the European journal.*
- (c) *Improve efficiency and quality of production cycle.*
- (d) *Analyse and strengthen cooperation with other European and international journals working in VET in Europe and beyond;*
- (e) *Carry out and evaluate market research and work out a strategy to increase the number of sold copies and to tailor themes to the needs of clients.*

- (f) *Increase cooperation with acceding and candidate countries, both in terms of collecting articles and in promoting the European journal.*
- (g) *Publish a special issue on acceding countries.*
- (h) *Prepare a report on the cost-effectiveness of the European journal (and other publications) and seek a better return on investment.*

#### A.3.2. Activities/results in 2004

- (a) Issue 31, January-April (2004/I) was delivered to subscribers in December 2004; Issue 32, May-August (2004/II). Printing started in December and will be delivered to subscribers in February 2005; Issue 33, September-December 2004/III should be published and in the hands of readers in March 2005; Issue 34, January-April (2004/I) is on time and should be delivered on 4 April 2005.
- (b) The idea of introducing a paid membership package for Cedefop products that includes subscription to the *European journal* has been shelved for the moment as it is not yet technically feasible.
- (c) The whole publication process (decision on the content of an issue, translation, lay out, printing, distribution to the subscribers) currently takes about 12 months. Monthly meetings for all Cedefop staff involved aim to shorten the process, initially to nine months, and even shorter if possible.
- (d) In July 2004 contacts were concluded with the Redcom

network (*Réseau de diffusion de l'éducation comparée*). Redcom is a network of journals, the aims of which are to:

- publish jointly articles on education and training policies in different European languages.
- develop an Internet website on education and training policies in Europe.

The editor-in-chief and the chairman of the editorial committee of the *European journal* participated in the most recent meetings of the steering committees of the Redcom project. It was decided to:

- organise a common seminar on the theme 'Creating a European knowledge base on education: key issues in TSER education', in Kassel (11 and 12 March) 2005
- produce a common publication, or at least a common special issue with the five journals participating in the Redcom project, in the third quarter 2005: *European Journal of Education, Politique de l'éducation et de la formation, Die Hochschule, Trends in Bildung international, and the European journal vocational training* [Issue 36, September-December 2005/III for the EJVT]. The ad hoc editorial committee which had the task of selecting the common articles met on 13 December 2004.
- (e) After analysing the reasons for the delays in the production process, the editorial committee has decided that the editorial

secretariat and the editorial committee should concentrate efforts on collecting quality articles. The marketing campaign has thus been postponed until 2005.

- (f) In October 2004, the editorial committee of the *European journal* welcomed two new members representing the new Member States, one from Poland and one from Lithuania. A new member of the editorial secretariat has been selected and comes from Lithuania. The format of the *European journal* has been translated into the nine languages of the new Member States and into the four languages of the candidate countries. Articles written in any one of these languages are now taken into consideration.
- (g) Special issue No 33 September-December 2004/III, on VET in the new Member States and in the candidate countries, will be published in February 2005.
- (h) The tables presented in the note of 18 April 2003 from the editor-in-chief to the Director on the cost analysis of the *European journal*, have been updated. The updated data will be analysed and published in 2005.

Activity field 4:

## Agora Thessaloniki

### A.4.1. Proposed outcomes in 2004

- (a) *Preparation, execution and follow-up dissemination for three Agora conferences*

on the following topics:

- *innovation in enterprises through VET;*
  - *new approaches in VET through sport;*
  - *guidance and counselling: new policies and instruments for lifecourse learning and working.*
- (b) *Continue efforts to make Agora conferences cost-neutral activities.*
- (c) *Longer-term planning for future years.*

### A.4.2. Activities/results in 2004

- (a) The Agora conference 'New approaches to VET through sport', was prepared in close cooperation with DG EAC, sport unit. It took place on 10 and 11 May 2004 and was attended by around 120 participants. A draft conference report has been submitted in German.

A new Agora conference website (<http://www.cedefop.eu.int/agora/>) has been developed in close cooperation with colleagues from the ETV. The new website makes clear the principles of the conferences and especially their proven quality. The new solution is structured according to crucial website development standards and gathering, also encompassing the principles of a well-formed graphical user interface (GUI). The database used satisfies all normalisation standards.

The Agora conference XXI (Life course guidance and counselling, 4 and 5 October 2004) brought together about 75 participants (of which about 50 paid the

conference fee) from 18 countries. A draft conference report is available and will be published soon.

The Agora conference XXII (Innovations in enterprises through VET), initially planned for 29 and 30 November 2004, had to be postponed for organisational reasons and is now scheduled to take place on 28 February and 1 March 2005.

The number of delegates participating in the different Agora conferences and their background varies considerably, depending on the issues raised. The broader the theme of the conference, the higher the potential interest. However, the number of practitioners participating in the Agora conferences remains quite small. Although the whole series of Agora conferences throughout 2004 was announced at the end of 2003, there is still a need for a longer preliminary planning period and improved promotional activities.

- (b) The plan to make Agora conferences cost-neutral activities remains a very ambitious objective. New promotional and marketing activities (exhibitor programme) were launched and tested but did not produce the expected results.
- (c) The idea of merging three smaller Agora conferences into one annual event and linking it to an international exhibition on education and training that will be launched in Thessaloniki next year (brand name, Educational

Horizons) was rejected.

An internal discussion on the future structure of the Agora conference took place. The main remarks were:

- the importance of these exchanges of views between practitioners, policy-makers and scientists;
- the importance of the budget issue;
- the positive reaction from participants;
- the mixture of themes, the focus on the more specific Copenhagen process;
- the possibility of holding two Agoras per year instead of three;
- interest outside the EU should be increased to give an international flavour to encourage comparability;
- possibly link the themes of Agora to the themes of the study visits programme for next year;
- these conferences should also be used to enhance the market visibility of Cedefop in a larger sense.

The following issues have been proposed as topics for future Agora conferences:

- lessons to be learned from the Maastricht study;
- teachers and trainers in VET;
- exams, tests and diplomas in VET;
- informal and non-formal learning in practice.

The Agora conferences could be carried out as a platform for different Cedefop projects rather than as a separate project.

Area A

**Financial and human resources (2004)**

	Estimates (')	Implementation
<b>Full-time equivalent total Area A staff:</b>	11.6	10.9
Activity field 1: Cedra/ERO	311	252
Activity field 2: Cedefop research report	270	190
Activity field 3: <i>European journal of vocational training</i>	302	319
Activity field 4: Agora Thessaloniki conferences	98	78
Total €	1 981	839

(') The figures differ from the ones published in the *Work Programme 2004* because the subsidy received was less than the Management Board had requested and because mission costs have been allocated to the activity fields.

## Observations

The reasons for the differences are mostly to be found in the text on implementing the work programme. It should also be noted that:

- the differences for the research report are mainly due to the fact that preparation of the next research report has not yet started. Cedefop's contribution to the Maastricht study and the synthesis report was given priority;
- implementation of Cedra/ERO was cheaper owing to synergy effects with ReferNet and the knowledge management system. Further, the database was managed internally instead of by an external contractor.

## AREA B

# Reporting and facilitating a concerted approach

**Those working in this section are James Michael Adams, Tina Bertzeletou, Mette Beyer-Paulsen, Sylvie Bousquet, Mara Brugia, Lynne Chisholm, Pascaline Descy, Sarah Elson-Rogers, Corinna Frey, Franz Gramlinger (from 1/7/2004), Eila Heikkilä (from 17/5/2004), Maria-José Janardo (from 3/6/2004), Anne-France Mossoux (until April 2004), Julie Murray (†), Colin Mc Cullough, Irene Psifidou (from 1/10/2004), Eleonora Waltraud Schmid (until 14/9/2004), Burkart Sellin, Dora Stefansdottir, Philippe Tissot, Jennifer Wannan.**

## Introduction and general progress

The activities carried out by Area B during 2004 focused on the following fields:

Establishing the knowledge management system (KMS). Major emphasis has been placed on a thematic approach to reporting on all aspects of VET within the KMS and results are already online in the ETV. The work on more traditional hard-copy publications has also continued.

The support for the Objectives and Copenhagen processes has focused on three main aspects. First, technical and scientific support for the working groups set up by the Commission (guidance, transparency, e-learning, teachers and trainers, quality in VET, validation of non-formal learning, etc.). Second, 23 virtual communities (with over 7 000 active users) have been set up to facilitate discussion, both within these working groups and in wider circles. Third, Cedefop, mandated by the Commission, is developing the Europass single platform, to be operational at the beginning of 2005.

Support for implementing lifelong learning has focused on three aspects: first, a key reference publication; second, contributing to the Commission's latest report on progress in Member States' LLL policy development; and third, a mock-up of the LLL knowledge base produced in close cooperation with the European Commission (DG EAC) and other stakeholders, such as the LLL coordinators of the Member States.

The work on e-learning has continued with the use of electronic surveys to measure developments and trends, with a view to providing Cedefop with an observatory function at a European level.

The process of familiarising the new Member States, acceding and candidate countries has been taken forward through various activities in the area in close and fruitful cooperation with the ETF (for further details see Area C).

Activity field 1:

## reporting in the knowledge management system (KMS)

### B.1.1. Proposed outcomes in 2004

(a) *Using the material provided by ReferNet and other sources (such as Eurydice and OECD), as well as in-house information resources/databases and research, to document the debates on the following issues:*

- *financing investment in human resources;*
- *guidance and counselling for learning, career and employment.*

*Review and analyse the material provided by ReferNet and other sources (such as TTnet) on the following themes:*

- *initial vocational education and training;*
- *continuing vocational education and training;*
- *training of VET teachers and*

*trainers;*

- *skills and competence development and innovative pedagogy.*
- (b) *Stabilise a common structure used for the KMS (11 themes) and for the thematic overviews covering all themes in a synthetic way. Information will be collected through ReferNet. The thematic overviews serve as a guide for preparing short descriptions of national VET systems. Prepare regularly updated electronic publications for all Member States plus Iceland and Norway and hard-copy publications for Presidency countries, that is to say:*
- *Ireland (early 2004),*
  - *the Netherlands (middle 2004).*
- (c) *Integrate progressively the new Member States into the KMS reporting system (thematic overviews and 11 specific themes) in close cooperation with the ETF and acceding countries.*
- (d) *Consolidate cooperation activities between Cedefop, Eurydice and the ETF, and between Cedefop and relevant international organisations (such as the OECD, the ILO, the Council of Europe, Unesco, EVTA and European Schoolnet), in the framework of the KMS and by creating a consortium of international organisations.*
- (e) *Disseminate and follow up Cedefop's second policy report and prepare the third policy report in the light of the outcome of the Maastricht study.*



- (f) *Prepare two reviews of major current developments in VET for the DGVT meetings under each EU Presidency (disseminated through ETV).*
- (g) *Publish in hard-copy and electronic form three issues of Cedefop info, reporting on European and national developments in VET.*

#### **B.1.2. Activities/results in 2004**

- (a) Work on eKnowVet during 2004 focused on stepping up the process of stocking the database with thematic information from both the EU 15 (plus Iceland and Norway) and the 10 new Member States. Six of the 11 themes have been in one phase or another throughout the year (i.e. one or more of the three eKnowVet products have been worked on for each theme: thematic overview; detailed thematic analysis; and comparative analysis), as described below.
- Thematic overviews (second editions, EU15+2): updates were received during February and March 2004 for Austria, Denmark, Finland, Germany, Greece, Ireland, Italy, the Netherlands, Norway, Spain, Sweden and the UK. Country feedback was sent in April and all 12 reports were published on the ETV at the end of April. The main change in this update had been the restructuring of theme 10 to match the structure of the detailed thematic analysis.
  - Thematic overviews (third editions): a revised template was issued at the beginning of May with an end of 2004 deadline. The main change in the template was the restructuring of theme 4 to match the structure of the detailed thematic analysis. While this is the third edition for the EU 17, it is the first for the new Member States. So far revisions/first draft inputs have been received from Denmark, Estonia, Spain and the Netherlands.
  - Theme 10, financing investment in human resources: revised second submissions were received from Austria, Denmark, Finland, Italy, Norway, Portugal, Spain and the UK throughout the year and were published on the ETV (November 2004). Work on the comparative analysis continued (for 12 countries, so far not all have sent a finalised submission). A final comparative presentation has been agreed, with the next steps requiring agreement from ReferNet.
  - Theme 9, guidance and counselling for learning, career and employment: final input from 29 countries (EU 25 + Bulgaria, Iceland, Norway, Romania) was published online in the ETV with a comparative analysis (in April 2004 on the guidance pages and then in an eKnowVet specific area in October 2004). This work had been prepared in 2002-03 by OECD, Cedefop and the ETF.
  - Theme 4, initial vocational education and training: first draft submissions had been received from Austria, Denmark, Finland,

France, Germany, Greece, Iceland, Ireland, Italy, the Netherlands, Norway, Portugal, Spain, Sweden and the UK in June 2004. Country feedback was prepared by Cedefop and sent out in August 2004. Final inputs taking our comments into account have been received from: Denmark, Spain, France, the Netherlands, Portugal and Finland. A feasibility study was concluded in April 2004 to establish the possibilities of preparing a comparative analysis (to be continued in 2005).

- Theme 5, continuing vocational education and training: first draft inputs were received throughout the year from Austria, Denmark, Finland, France, Germany, Iceland, Ireland, Italy, the Netherlands, Norway, Portugal, Spain, Sweden and the UK. Country feedback was prepared by Cedefop and sent out in mid-November 2004. Revised submissions are due at the beginning of 2005 which will be published in spring. A feasibility study to assess the possibility for a comparative analysis was launched in May and concluded at the end of December 2004 (to be continued in 2005).
- Theme 6, training of VET teachers and trainers: based on the study contracts initiated in 2003 and early 2004, final inputs for Austria, Finland, Germany, Greece, Iceland, Ireland and Italy have been agreed by Cedefop, approved by ReferNet and

published online in the ETV (end of December 2004). Final inputs have also been received from Belgium, Denmark, France and the UK but are awaiting ReferNet approval. Interim reports have been received (or are due) from Spain, the Netherlands, Portugal and Sweden. Calls for tender for the new Member States will be launched at the beginning (to be continued in 2005).

- Theme 3, institutional framework: provision of learning opportunities: a detailed template structure was created during October and November 2004 and was issued to ReferNet after consultation with Eurydice and ETF. The templates are to be completed by the EU 17 by spring 2005.
- Theme 7: this was originally in the work programme for 2004, but was replaced by theme 3.

#### **Other activities/results for 2004**

Again 2004, has been a year of change. The full-time database manager has been replaced by a part-time manager and a content liaison officer has been replaced.

Nevertheless, work has forged ahead to complete as many themes for as many countries as possible. The integration of 10 new Member States into eKnowVet has been a challenge. Some important activities have been achieved in parallel to the main work programme:

- (i) improvements in the operation of the web-based interface to ensure a more efficient administration and

a more dynamic interface including:

- upgrading the interface for ReferNet to edit work;
- better capacity to copy, paste and edit diagrams and tables;
- cleansing the user list (to be continued in 2005).

(ii) improvements for the user accessing information via the ETV, including:

- rewriting of all the national VET systems pages and re-presenting eKnowVet;
- starting work on linking to the VET-Acro database;
- links to the authors, sources and references database on eKnowVet.

A workshop was also held with ReferNet (as an extension of their annual technical meeting) in October 2004. It was designed as a learning process for the new ReferNet members and as a forum for discussion and exchange with existing ReferNet members.

(b) Short descriptions of the VET systems

During 2004, work was done on short descriptions for Ireland, Luxembourg, the Netherlands, Norway and the United Kingdom. Apart from Norway, all others have been planned to be available in time for the Directors-General meetings in the framework of the respective Presidencies. All have been (or will be) published in the Panorama series, also being available on the ETV.

The short description on the VET system in Ireland was edited by Cedefop on the basis of input from

FAS, the Irish ReferNet member, to the thematic overview within Cedefop's eKnowVet (see paragraph above) project. It was translated into French and German. The short description on the VET system in the Netherlands was drafted by Cinop (the Dutch ReferNet member) and edited jointly by Cedefop and Cinop using their thematic overview input to eKnowVet and a previously published short description. It was translated into Dutch, French and German.

Although initial contacts with the Luxembourg ReferNet member were made during the early summer, it was only following the intervention of the Ministry for Education in Luxembourg in September that work commenced on preparation of a report.

Following very close cooperation between Cedefop and the Ministry, a draft was completed and sent for publication and translation (into English and German) in December. During the final months of 2004, discussions were held with the UK ReferNet member, which will prepare the report for the UK Presidency (second half of 2005). After the Norwegian ReferNet member had expressed interest in preparing a short description of the Norwegian system and having it published by Cedefop, initial discussions were held with a view to such a publication in late 2005.

(c) See B1.2. a) reporting in KMS has been extended to the new Member States.

- (d) A meeting took place early in the year with representatives of Eurydice to present the current state of progress in reporting within the KMS. Cedefop has also offered technical expertise to the Council of Europe in setting up a knowledge base on youth policy. There are close ties between Cedefop and the EUN Schoolnet eTwinning activities.
- (e) The second policy report was disseminated in a variety of ways. The report was formally launched at the annual HRD event in London in April 2004. Its publication was also announced to ETV registrants. Executive summaries of the report were prepared in 20 languages (also covering new Member States) and widely distributed at conferences and events that Cedefop attended and via the ETV. In addition, PowerPoint presentations of particular countries (Spain, Greece, the Netherlands, Sweden) were prepared using data in the report and could be downloaded from the ETV. Both before and after the report's launch a series of presentations made by the Director, Deputy director and other colleagues were made to MEPs and other interested parties setting out the report findings. The policy report was also used as a major source document for the Maastricht study, which charted the EU's progress towards its Lisbon goals in education and training.
- (f) A report was prepared, translated and distributed in three languages for the meeting of the Directors-General for Vocational Training (DGVTS) held in Dublin in March. Due to excellent cooperation with the ETF, this report, for the first time, covered in an integrated way not only the EU Member States and some of the other EEA countries, but also the then accession and candidate countries. A report also covering the Member States of the enlarged Union was prepared for the October meeting in The Hague. It was translated and distributed in four languages. A partially up-dated version of this report was provided for the second DGVTS meeting under the Dutch Presidency, in Maastricht in December. These reports are available in the different languages on the ETV. The challenge is how to edit a report covering almost 30 countries in a way which respects the objectives of brevity, readability and accuracy. The exercise became more difficult in the second half of 2004, as Cedefop must now cover 27 countries directly without the support and assistance of the ETF.
- (g) The delayed Issue 3/2003 of *Cedefop info* was published at the beginning of the year. The three 2004 issues, each containing 20 pages, were prepared, edited and translated. Issues 1 and 2/2004 were published and distributed in June and September respectively. Issue 3/2004 will be printed and distributed in January 2005. The contents of all the issues, together with some additional material for

which there was no space in the paper version, have been published in Cedefop's European training village (ETV).

All the issues contained information on the new Member States and the candidate countries, while Issue 1/2004 contained an eight-page special section on the 10 new Member States. Efforts have been made to report more fully on Cedefop's own activities and other EU and international level activities in the fields of VET.

During the year, work has continued in cooperation with the graphic designer to improve the appearance of *Cedefop info*.

Activity field 2:

## reporting on lifelong learning (LLL)

### B.2.1. Proposed outcomes in 2004

#### (a) Lifelong learning

- (i) *Eurobarometer LLL in-depth analysis and preparation of short and full reports for print and electronic publication. A repetition of the 2003 Eurobarometer in 2004 including the new Member States will be considered with DG EAC.*
- (ii) *Key reference LLL publication as outcome of LLL conference in 2003 concentrating on highly relevant topics for future policy, research and practice development.*
- (iii) *Follow up to LLL reporting emanating from the interim*

*report to the spring 2004*

*Council bringing together the Copenhagen, objectives and LLL processes and from the social partners' reporting on their framework agreement.*

- (iv) *Cooperation with OECD on national qualification frameworks and lifelong learning.*
- (b) *Skills development*
- (i) *Cooperation with the Career Space Consortium for:*
    - *definition of ICT skills profiles for media/graphics, automotive/aerospace and banking/finance occupations;*
    - *curriculum development recommendations for subdegree skills training in corresponding industries;*
    - *finalisation of a new website for the targeted occupation and industry sectors (see also Area C, activity field 3).*
  - (ii) *Mounting workshops with CEN/ISSS to validate the ICT skills profiles developed with Career Space for a range of other industries and sectors. Seeing how links can be made with the sector approach in the Copenhagen process.*
  - (iii) *Support of e-skills forum through moderation on e-skills virtual community and content input into the reporting, exploitation of e-skills products for Cedefop's KMS, etc.*
  - (iv) *Facilitating an e-skills conference in June 2004 in Thessaloniki – follow-up of the*

*2002 e-skills summit in Copenhagen – to finalise the discussion with policy, research and practice on the findings of the e-skills forum set up by DG ENTR and supported by Cedefop.*

(c) *E-learning*

(i) *Follow-up of the e-TTnet project supported under the e-learning action plan:*

- *innovative practice review;*
- *competences system;*
- *web portal and resource guide;*
- *scenario building;*
- *indicators;*
- *collaborative learning.*

(ii) *Participate actively in establishing a sustainable e-learning observation system, preferably as a private public partnership (PPP) arrangement.*

(iii) *Participate actively in the e-learning quality discussion through managing a European e-learning quality forum, bringing together the competent stakeholders; exploitation for Cedefop's KMS is envisaged.*

(iv) *Follow-up of other e-projects under the e-learning action plan/programme:*

- *final phase of DELOS to establish an e-learning observatory in Europe;*
- *continuation of the quality in e-learning projects to develop a sustainable framework for quality in this technology-supported area;*

- *concrete e-learning observation activities with a research consortium using ETV as platform.*

#### **B.2.2. Activities/results in 2004**

(a) The first Eurobarometer results on LLL had already been published in 2003 under the title *Lifelong learning: citizens' views*. In 2004, a detailed analysis of the results was carried out and published in English: 'Lifelong learning: citizens' views in close-up'. French and German translation will be published in 2005. Both publications are also available electronically on the ETV. A repetition of the Eurobarometer in the new Member States in collaboration with DG EAC was under consideration (to be completed).

In 2003 and 2004, Cedefop was an active member of the Thematic Group 1 within the OECD activity on the role of national qualifications systems in promoting lifelong learning. Final editing of a report *The development and use of qualifications frameworks as a means of reforming and managing qualifications systems* was done in 2004 and the report will be made available in 2005. It presents definitions and concepts for qualification systems and frameworks, conditions for introducing frameworks, case studies, and a model for introduction. It also discusses other issues, e.g. benefits, scenarios and the international dimension of such

frameworks. Contributors to that report came from Australia, the Czech Republic, Germany, Greece, Ireland, Italy, Japan, Spain, the UK and from the International Labour Organisation ILO.

(b) Skills development

The ICT user industry skills and training solutions were analysed for three sectors (automotive, banking and financing, and graphics/media). In addition, a report was produced on subdegree or vocational level ICT skills and training solutions. These reports were fed into the debates of the European e-skills forum set up by the European Commission (DG Enterprise) in March 2003. In parallel, Cedefop set up a virtual community in support of the e-skills forum <http://communities.trainingvillage.gr/esf>. Hard copies of the four final reports were published in 2004. A synthesis report is in print. All reports and the outcomes were fed into the e-skills conference organised by the Commission in cooperation with Cedefop and industry partners in September 2004 hosted by Cedefop in Thessaloniki (see below). This was attended by approximately 150 delegates from all parties involved and led to a set of recommendations and conclusions that are highly relevant to further action at European and national levels. Its success can also be deduced from the fact that

around 100 applications could not be accepted for technical reasons. Relevant documents were made available on the website ([www.eskills2004.org](http://www.eskills2004.org)) set up by Cedefop and by the e-skills forum VC.

Cooperation with DG Enterprise encompassed several new joint actions:

- a European e-skills reference or meta framework;
- the further animation of the esf virtual community and the editing of two e-skills newsletters (number 1 was published by Cedefop and the Commission in late 2003, number 2 in June 2004);
- the establishment of a conference website: [www.eskills2004.org](http://www.eskills2004.org);
- a background report for the aforementioned e-skills conference;
- a brochure summarising the deliberations and outcomes of the latter.

The Curriculum development guidelines for ICT skills training and the Generic ICT job profiles were successfully validated and updated at the CEN/ISSS <sup>(5)</sup> ICT skills workshop in late 2003 and early 2004. The outcomes can be found on the website [www.cenorm.be](http://www.cenorm.be) and in the virtual community set up by Cedefop <http://communities.trainingvillage.gr/cen-ict>.

<sup>(5)</sup> European Committee for Standardisation/Information Society Standardisation System.

Cedefop is currently preparing jointly with CEN/ISSS and Cepis, the European Association of Computer Professionals that organises national computer societies, a second phase of the ICT-skills workshop for further discussion of outcomes of the European e-skills forum as well as the outcomes of Cedefop studies and proposals for a European level e-skills (meta-)framework. Two preparatory workshops were organised by CEN/ISSS and Cedefop

(<http://www.eskills2004.org/>).

A contract was concluded in spring with Cepis on approaches to ICT certification in Europe. A draft final report was made available in November. Final outcomes will be fed into the CEN/ISSS workshop on ICT skills frameworks (to be continued in 2005).

The career space consortium's website has continued to be hosted by Cedefop and was maintained and updated by the ICT industry consortium. See also [www.career-space.com](http://www.career-space.com).

The moderation and animation of the e-skills VC and of the VC on the CEN/ISSS ICT skills workshop were handed over to another moderator. Cedefop and Cepis organised a two-session workshop on 'towards a European ICT skills framework' at the major annual conference on e-challenges which took place in Vienna at the end of October ([www.echallenges2004.org](http://www.echallenges2004.org)).

The papers delivered can be consulted on the website.

(c) Since the beginning of the year, work has focused on completing the deliverables of the six transnational working groups (TWGs) for the eTTnet web portal. The development work for this portal has been outsourced while Cedefop manages and maintains the virtual community for the working groups ([cedefop.communityzero.com/ett](http://cedefop.communityzero.com/ett)). The eTTnet portal is now up and running and is integrated into the ETV portal. The final meeting of the eTTnet project took place in Rome in mid-December. Under the eTTcampus project, funded by the e-learning programme 2004-06, Cedefop will continue to provide assistance in this area of activities. An e-learning observation system has been initiated by DG EAC under the e-learning programme as a transversal action with the objective of monitoring the progress of e-learning and producing relevant data for the European policy-makers and other stakeholders, such as researchers, practitioners, users, etc. As part of this system, an e-learning online survey has been conducted. The bibliography is now available on the ETV and e-learning glossary projects have been initiated to integrate different e-learning activities and to produce a concerted approach to e-learning at Cedefop. In addition a number of activities have been organised in close cooperation with DG EAC in relation to e-learning in iVET, to support an e-learning quality forum,



considered as a sustainable tool for virtual collaboration on this issue. The existing virtual communities on e-learning are highly active.

Activity field 3:

## good examples of practice database

### B.3.1. Proposed outcomes in 2004

#### (a) Databases

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

#### (b) Networking

TTnet

*In 2004, priority will be given to*

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

- *analysis of new skills required for teachers and trainers in vocational education and training for the knowledge society;*
- *quality assurance and the training needs of teachers and trainers (study completed in 2003) validation of its results by the network and identification of best practices and of related tools (e.g. self-assessment);*
- *development of the indicator 'investment in teachers and trainers' in collaboration with the working group on quality;*
- *strengthen the network's national representativeness, in particular by involving public authorities and the private sector;*
- *develop synergies with existing networks that have similar targets and objectives, e.g. the European Training Development Federation (ETDF);*
- *further mobilise national networks to identify and analyse innovative practices, experience-sharing and common learning about key themes related to the professional development of teachers and trainers;*

- *harmonising and capitalising on the results of thematic analysis of practices to bring out common transnational issues in training professions across and beyond the network;*
- *optimise the flows of information and communication of the network, by developing an interactive collaboration tool for the network linked to a wider virtual platform, accessible to the community of VET professionals, to stimulate the debate on key issues related to the professionalisation of teachers and trainers;*
- *expand the network to include the acceding countries and search for cooperation and synergy with other networks such as ENTEP;*
- *the TTnet will have to be revitalised and better linked to the future objectives and the Copenhagen process. Links with the ReferNet and activity field 4 of Area B will increase and the KMS will be strengthened.*

### B.3.2. Activities/results in 2004

- (a) An initial draft concept for the database on good policy and practice in LLL has been drafted. Discussions with the European Commission (DG EAC) have taken place and an initial strategic plan has been commonly agreed. A call for tender has been issued for human resources to support the work on the database and an external contractor has been selected to support the necessary
- work. An initial input template for the contents is now being drafted and discussions took place with the Commission services and the lifelong learning coordinators of the Member States. A presentation to the meeting of national coordinators for lifelong learning on 26 November confirmed this orientation in general terms. A mock-up of how a knowledge system might appear was also presented. However, efforts to draw up an initial input template have underlined the fact that describing and classifying policy strategies and initiatives is much more complicated than dealing with pilot projects. A flyer on the proposal was prepared and disseminated at the Maastricht conference and exhibition in December (to be continued in 2005).
- Discussions on a database related to lifelong guidance and counselling concluded that this initiative should form part of the LLL database. A database of news and forthcoming events has been completed and work is focusing on how it can be implemented using the new Livelink technology.
- (b) In March 2004, *E-learning for teachers and trainers: innovative practices, skills and competences*, was published in English and Italian (Cedefop Reference series). The report presents the result of research work done by TTnet in 2002-03 in analysing 25 examples of innovative practices - collected by the TTnet national networks - in

the training of teachers and trainers who use e-learning and identifying the range of activities, competences and roles involved in such practices. An executive summary of the above report was also produced and posted on the TTnet website:

([http://www.trainingvillage.gr/etv/Projects\\_Networks/TTnet/](http://www.trainingvillage.gr/etv/Projects_Networks/TTnet/)) and in the TTnet virtual community (<http://communities.trainingvillage.gr/ttnet>). In December 2004, *Professional development of VET teachers* was published (Cedefop Panorama series). It presents the results of work done by TTnet in 2003 in analysing 10 good examples of practice showing how VET teachers meet the challenges of their profession. An executive summary was also produced and posted in the TTnet website ([http://www.trainingvillage.gr/etv/Projects\\_Networks/TTnet/](http://www.trainingvillage.gr/etv/Projects_Networks/TTnet/)) and in the TTnet virtual community (<http://communities.trainingvillage.gr/ttnet>) to foster discussion in this field. Building upon the results of the TTnet study *The role of VET teachers and trainers within quality approaches in the EU* (study completed in December 2003), a TTnet transversal project quality assurance and VET teachers and trainers was launched with the following objectives:

- to collect and analyse good examples of practice in quality assurance in the TTnet countries;
- to develop an outline proposal on common criteria and

methodologies to identify learning needs of VET teachers and trainers, including recommendations to be addressed to policy-makers.

A thematic workshop on the above issue was held on 15 October 2004. A preliminary report was presented at TTnet annual conference in December 2004.

The results of the above project will contribute the Copenhagen priority of 'learning needs of VET teachers and trainers' within quality approaches.

Cooperation with TTnet on the quality of the training of teachers/trainers. One of the 10 indicators of the common quality assurance framework relates to investment in the training of trainers and has been communicated to this network.

The indicators defined by the TWG have been communicated to the standing group on indicators and to the Higher Education Unit, Directorate A of the DG EAC (to be continued in 2005).

At Cedefop level the person responsible for this project is regularly invited to the annual meetings of the TTnet where she presents the outcomes of the work on quality achieved on a yearly basis.

In December 2003, the TTnet national coordinators were asked to analyse the composition of their own networks with a view to further involving public authorities and the private sector. In this connection, a vademecum on how to set up a

national network and a document presenting some examples of practice arising from the experience of TTnet national networks have been drafted. This process proved to be particularly efficient in the newly established TTnets in the new Member States, where public authorities and the private sector were members of the network from the outset.

The recent proposal (December 2004) to establish a TTnet network in Germany reveals a composition that is highly representative of the key national players in the field of VET, ensuring the involvement of public authorities and private sector as well.

The TTnet virtual community allowed new partners to be associated in the TTnet, thereby increasing its representative nature. Discussions are taking place with the European Training Development Federation on a joint (TTnet/ETDF) project on quality, with a special focus on the connections between on- and off-the-job learning and therefore between VET teachers and trainers.

Two thematic projects have been launched by TTnet on the following themes: quality assurance and the learning needs of teachers and trainers and recognition and validation of non-formal and informal learning for VET teachers and trainers. In this connection, the TTnet networks provided good examples of practices on the above

themes on the basis of a common questionnaire and analysis grid. Recommendations will be addressed to policy-makers on the basis of common transnational issues identified.

Thematic workshops on the above projects were held on 15 October and 5 November. Preliminary results of the projects were presented at the TTnet annual conference (December 2004).

Small working parties were set up for the two TTnet thematic projects to meet the aim of harmonising and capitalising on analysis of practices (across countries and across practices) and to valorise the scientific dimension to the projects' outcomes and their relevance to the network's target groups.

A TTnet virtual community was discussed and designed in March 2004 to increase the visibility of the activities carried out by the TTnet national networks and to foster thematic discussions on key priority issues for VET teachers and trainers. The community currently has a total of 1 200 members (<http://communities.trainingvillage.gr/ttnet>).

TTnet national networks - in particular Estonia, France, Italy, Lithuania, Malta and Finland - are making good use of the community, which also includes a calendar of future national and transnational activities.

The thematic discussions focus on e-learning, quality assurance, validation/certification and professional development

of VET teachers.

Work has commenced on profiling the current members. The community will then focus more on the specific areas of interest of the profiled members.

The TTnet site on the ETV has been progressively updated with publications (e.g. executive summary on the studies e-learning for teachers and trainers, PROFF), working papers, presentations and new information (e.g. new version of vademecum), including input from all TTnet networks. A new section was created on the EU policy context for VET teachers and trainers. The database of good examples of practice is being filled with examples provided by the TTnet networks.

The process of integrating the new Member States in TTnet activities was gradual and done on a case-by-case basis, reflecting their needs, priorities, demands and proposals. In this connection, TTnet is setting up a framework for each country defining the national objectives, priorities and needs in the field of training of teachers and trainers. A road map was drafted to involve the 10 States in TTnet activities.

Six new national networks were launched in 2004: Lithuania (12 March), Malta (21 April), Slovenia (2 June), Slovakia (4 June), Estonia (15 June), and Hungary (8 September). All these networks are representative national forums of key actors from both the public authorities and the private sector.

The launching of TTnet Czech Republic is planned for 21 January 2005. In parallel, negotiations are being held with Cyprus, Latvia and Poland. Representatives from Bulgaria, Croatia, Romania, and Turkey were invited as observers to the TTnet annual conference.

### **TTnet revitalisation**

Further steps have been taken to involve Germany in the activities of the TTnet network.

Preliminary discussions took place with some key actors at national level, e.g. KWB (*Kuratorium der Deutschen Wirtschaft für Berufsbildung*). In July 2004, a meeting was held with BIBB to discuss the composition, objectives, priority themes and launching seminar of TTnet Germany (proposed date spring 2005). The conclusions of the meeting were sent to the German representatives in Cedefop's Management Board.

Contacts are in progress with a view to rebuilding a TTnet network in Greece.

Actions have been taken to revitalise TTnet Denmark and TTnet Portugal, which actively participated in recent TTnet workshops and in the 2004 TTnet annual conference.

Better links to the future objectives and the Copenhagen process.

TTnet contribution to the objectives and Copenhagen processes.

TTnet is member of expert group A set up by the Commission on Objective 1.1. improving the education of teachers and trainers. More specifically, TTnet is closely involved in the work of the subgroup on quality

assurance and VET teachers and trainers (subgroup 3). In addition to the objectives priorities for teachers and trainers, this subgroup also addresses the Copenhagen priority of identifying the learning needs of VET teachers and trainers in a quality assurance framework. In this connection, TTnet collected and analysed 18 good examples of VET teacher and trainer learning needs from 10 TTnet countries (Belgium, Denmark, France, Ireland, Italy, Malta, the Netherlands, Portugal, Finland and the United Kingdom). The results of the analysis are presented in a draft report (discussed at the TTnet annual conference) on quality criteria and approaches to the identification of learning needs of VET.

### **TTnet contribution to the EU policy priority of identification and validation of non-formal and informal learning**

In October 2004, TTnet launched a study on recognition and validation of informal and non-formal learning for VET teachers and trainers in the EU Member States. The study aims to provide an overview of the approaches and methodologies implemented at national level on recognising and validating informal and non-formal learning for VET teachers and trainers. It also aims to identify common transnational issues and make recommendations for policy-makers. Nine TTnet countries are participating in the study (Belgium, Denmark, France, Ireland, Italy, Lithuania, Slovakia, Finland and the United Kingdom).

Preparatory steps have been taken to develop synergy between ReferNet and TTnet. In March 2004, a letter was sent to ReferNet and TTnet national coordinators to establish some practical points for the period 2004-05. In this connection, close cooperation has also been developed with KMS in relation to theme 6, training of VET teachers and trainers. For more detail, refer to the KMS/eKnowVet progress report.

Activity field 4:

## **a concerted approach to an open area of VET**

### **B.4.1. Proposed outcomes in 2004**

- (a) *Cedefop will provide horizontal support through:*
- *providing general, scientific and technical support to the technical working groups on the enhanced European cooperation and attending their meetings;*
  - *facilitating the communication and cooperation of the working groups, including the use of the virtual communities, for relevant and interested stakeholders at all levels;*
  - *contributing to and participating in ad hoc European-level seminars to be organised in 2004.*

*In particular, support on each thematic priority will include:*

- (b) *developing the European dimension through mobility, partnerships and other transnational initiatives;*

- (c) *improving transparency, information and guidance:*
- *increasing transparency by rationalising tools and integrating instruments into one single framework;*
  - *strengthening policies, systems and practices supporting information, guidance and counselling;*
  - *carrying out a study of existing quality guidelines and criteria for guidance and outline options for action;*
- (d) *recognising competences and qualifications, including a scheme for transferring credits between programmes: European credit transfer in VET:*
- *studying common principles of certification for qualifications and a credit transfer system for vocational education and training;*
  - *managing the two studies launched in September 2003, on credit systems and zones of mutual trust, and contributing to a further study to be launched by the Commission in 2004 (to be defined);*
  - *facilitating and participating in regular teleconferences and sessions on the virtual community on credit transfer in VET;*
  - *supporting qualification and competence development at sectoral level, especially with the social partners, and providing a mapping of initiatives and a database also using virtual communities for input, exchange and dissemination of knowledge;*
- *developing common principles on validating non-formal and informal learning to ensure greater compatibility;*
  - *setting up in close cooperation with DG EAC an inventory of practices and a methodology for recognition and validation of non-formal and informal learning in VET, in cooperation with the European Foundation in Dublin;*
- (e) *encouraging Member States to upgrade quality assurance through exchanges of models and methods:*
- *providing expertise on specific topics included in the 2004 programme (e.g. models and practices for quality assurance, indicators and self-evaluation);*
  - *supporting networking initiatives;*
  - *analyses of case studies in Member States on implementing the quality assurance framework;*
  - *comparative analyses of the use of quality indicators, and standards/norms in Member States;*
  - *a study visit in the form of a peer review on quality assurance;*
  - *thematic monitoring of LdV activities related to projects on quality assurance in VET;*
  - *setting up a structure for reporting on quality assurance policies and actions in Member States;*
- (f) *supporting the identification of learning needs of teachers and trainers in connection with the work of Group A (Improving the education of teachers and trainers)*

*of the objectives process through:*

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

#### **B.4.2. Activities/results in 2004**

- (a) Throughout 2004 Cedefop provided support to the technical working groups on enhanced European cooperation in VET, facilitating their communication and

cooperation and contributing to European level seminars.

- (b) See Area C.
- (c) Transparency: Cedefop has participated in the Commission working group preparing the proposal for a decision concerning Europass adopted by the Council in May, and which is expected to be formally adopted by the Council and the Parliament in late 2004 or early 2005. The political launch took place at the Ministerial conference in Maastricht December 2004. The new 'Europass' comprises five existing elements: the cv (already on Cedefop's website), the Europass language portfolio, the diploma and certificate supplements and the Europass mobility (former Europass). Cedefop has developed the supporting IT infrastructure: a prototype website, templates of the five documents translated into 25 languages, and instructions for use. Paper and web-based documents should be available to citizens when it is launched during the Luxembourg Presidency. Cedefop will host the website. The process has been supported by the virtual community, which has established a closed subgroup for national Europass correspondents/centres (NECs), the national coordinating bodies for the new Europass.
- Guidance: strengthening policies, systems and practices supporting information, guidance and counselling: Cedefop assists the Commission in providing the



secretariat of the expert group on lifelong guidance. The expert group provided source material and critical comments for the draft discussion paper on the Resolution on guidance throughout life adopted by the Council in May 2004. The group also agreed on a set of common aims and principles for lifelong guidance provision, developed a set of key features of lifelong guidance systems and oversaw the preparation of an EC-OECD joint career guidance handbook for policy-makers. Following a study commissioned by Cedefop, the group agreed on common criteria to assess the quality of career guidance provision. These aims and principles, key features, quality criteria and the policy handbook are all intended to be used for national, regional and local self-assessment and self-development of guidance provision with a view to supporting the review and improvement of guidance systems as called for in the Council Resolution. In 2004 Cedefop launched a study on indicators and benchmarks for career guidance, which should be completed early in 2005. A Cedefop report on guidance policies in the knowledge society was published in English and French and was discussed at the informal inter-ministerial meeting on guidance in April 2004. Cedefop's virtual community on lifelong guidance has supported the work of the expert group. In 2004 guidance web pages were created

on Cedefop's ETV to disseminate the results of the work of the expert group more broadly.

- (d) The work of Cedefop in the area of credit transfer focused on:
- launching and accompanying two studies, the first on schemes for credit transfer and the second on reference levels and zones of mutual trust;
  - supporting the Commission (DG EAC) in preparing, stimulating and implementing working group meetings;
  - tendering and launching a third study on a typology of knowledge, skills and competences to advise the technical working party and complement the work done so far;
  - supporting the overall discussion on an overarching European qualifications framework, which ought to encompass VET and HE as well as LLL.

The first two studies were finalised and are currently being translated and sent for printing. The second one was made available for printing as a Cedefop publication. The third one was launched in May and a first draft final report was made available by the end of 2004.

Two workshops were supported in September and October within the framework of larger conferences on skills/qualifications and credit transfer systems initiated by French and German governments.

Cedefop contributed to a workshop within the Strasbourg symposium (200 participants from all over

Europe) hosted by the French Ministry of Education and by Strasbourg University at the European Parliament on Commission proposals for European qualifications and was invited to participate in a final panel. Cedefop also supported the organisers (LdV agency of Germany and German Ministry for Education and Research) of the workshop on ECVET, which took place on 12 and 13 October 2004 in Bonn at the *Wissenschaftszentrum* with some 100 participants. Finally, Cedefop assisted the Commission in preparing an expert workshop in November on a European qualifications framework. Cedefop coordinated case studies on the potential application of the ECVET model developed so far within real exchange projects. The relevant report was presented at the informal meeting of the TWG in Bonn, covering projects from Denmark, Spain, the Netherlands and Finland; the outcomes will be disseminated once supplemented by additional UK cases. Validation of non-formal and informal learning: Cedefop has participated in the Commission working group preparing the Council conclusions of May 2004 concerning common principles for identifying and validating non-formal and informal learning, comprising individual entitlements, obligations of stakeholders, confidence and trust, credibility and legitimacy. The virtual community

has been active in supporting the process and should be instrumental in the implementation of the principles at national level. Thematic monitoring activities of LdV related to projects on transparency and validation of non-formal learning: in cooperation with the French NA responsible for theme 4 and the French CNCP Cedefop undertook an analysis of LdV II projects in the field, presented at a conference in Bordeaux in spring and also presented in Riga, Bratislava and Brussels. Main results showed that there are no fundamentally new approaches compared to LdV I. Projects deal with general methods for validating non-formal skills, mainly with the aim of enhancing self awareness for the low skilled, developing (sector) specific (language) skills for specific purposes, developing common modules, curricula, certificates.

- (e) The work in 2004 focused mainly on implementing the results of the work of the TWG on quality in VET achieved last year. Four peer learning visits were hosted by Denmark, France, Finland and the UK and covered the following aspects of quality:
- current models on how to match VET supply and demand in two specific sectors;
  - current models on implementing quality assurance in the various Member States with particular reference to the common quality assurance framework (CQAF), the quality approach that the

TWG worked out last year;

- current approaches to implementing self-assessment at the VET-provider level both in initial and continuing training;
- current approaches to quality indicators with the main focus on availability and data collection in the Member States.

In June the first two peer learning visits took place: one in Helsinki, Finland (21 and 23 June) on the use of indicators as a means to enhance quality in VET, and another in Paris, France (28 and 29 June), on approaches for better matching training offer and demand.

In the first peer learning visit, in which six Member States took part, the Finnish hosts concentrated their presentation on the collection and use of national and local statistical data and indicators for decision-making. The peer learning visit included a visit to an important VET-provider in the Helsinki region to discuss its quality system and the role played by indicators on its performance.

A cross-analysis was carried out of the procedures for national data collection on the use and availability of the quality indicators commonly agreed by the TWG; the relevant report has been finalised. Eight countries participated in the second peer learning visit. They were given an overview of the VET provision set up by the building and printing sectors in France. The discussions focused on the social dialogue on training issues,

recognition of skills and delivery of diplomas, mainly in the printing industry.

Another two peer learning visits took place in Autumn 2004. One in Coventry, UK (13 and 15 October 2004), on self-assessment of quality in VET in which 11 countries took part, and the second one in Copenhagen, Denmark (25 and 26 October 2004), on the comparison of the CQAF with the quality approaches in the Member States, in which 12 countries participated.

A study on standards at system, VET-provider and trainee levels was launched in December 2004 and will consider the use of the standards prepared by the TWG as part of the common quality assurance framework.

Networking is a priority, and to ensure this the virtual community on quality assurance, the information tool that Cedefop has set up, has been reorganised to become more user-friendly. The virtual community is presented at all national, European and even international meetings on the subject of quality.

Two conferences were held in cooperation with the ETF, the Phare programme, Romania and the Czech Republic to publicise the work of the TWG and to foster cooperation with the new Member States and the candidate countries:

- the European conference on quality in VET, 20 and 21 February 2004, Sinaia, Romania;
- the European seminar on quality

assurance, 19 and 20 April 2004, Prague, Czech Republic.

Cedefop was involved in the preparation and implementation of:

- three meetings of the TWG;
- two meetings of the restricted group of experts on quality, 12 February and 27 April, 2004, Commission Brussels and of a third meeting of this group, 30 June 2004 in Paris.

Four guides to peer learning visits on:

- quality indicators;
- self-assessment;
- matching VET supply and demand;
- models and practices for quality assurance in VET have been finalised.

Four cross-analysis reports related to the content of the above-mentioned four peer learning visits have nearly been finalised (revised contributions from a few Member States are still expected).

Launch of a restricted call for tender for the comparative study on output standards, selection of the successful candidate and award of contract.

Participation in various meetings on quality (such as in the EVBB conference on the internationalisation of European training and education, Strasbourg, 15 and 17 September 2004, and quality assurance in vocational training for people with disabilities: a European perspective, EPR, Brussels, 16 and 17 December 2004) and drafting of notes and relevant meeting reports.

Cooperation with TTnet to ensure awareness of the achievements of the work on quality in VET.

- (f) TTnet is a member of the expert group on improving the education of teachers and trainers (group A) set up by the Commission as a follow-up to the objectives process. In this framework, a subgroup on quality assurance and VET teachers and trainers (subgroup 3) was established by the Commission, with the assistance of TTnet. The aim of this subgroup is to formulate common criteria and recommendations on the learning needs of VET teachers and trainers within quality approaches. Three working meetings (March, June and December) were held with the Commission on the composition of the subgroup, the working approach and the expected results. The subgroup produced a working paper which was submitted to the July plenary meeting of group A. In this connection, TTnet drafted, at the request of the Commission, a note on the changing roles and competences of VET teachers/trainers, their contribution to quality in training and their new roles, needs and competences in quality approaches. In addition, the collection of case studies (18 from 10 TTnet countries) was conducted through the TTnet network. The results of the case study analysis are presented in a draft report (discussed at the TTnet annual conference) on quality criteria and

approaches to identifying learning needs of VET teachers and trainers. An expert was selected to support the TTnet work in this field.

(g) See Area A.

(h) See Area A and the section on DGVT.

(i) The core of the virtual communities hosted by Cedefop reflect the

thematic priorities set by the Copenhagen and future objectives processes. Valuable documentation and reports hosted in the communities are extracted through a process of knowledge harvesting and made available through the eLib database to users of the KMS.

#### Area B

#### Financial and human resources (2004)

	Estimates (€)	Implementation
<b>Full-time equivalent total Area B staff:</b>	21.9	19
Activity field 1: reporting in the knowledge management system	311	263
Activity field 2: promoting the implementation of lifelong learning	356	299
Activity field 3: good examples of policy and practice database	417	332
Activity field 4: a concerted approach to an open area of VET	386	428
<b>Total €</b>	<b>1 470</b>	<b>1 322</b>

(†) The figures differ from the ones published in the *Work Programme 2004* because the subsidy received was less than the Management Board had requested and because mission costs have been allocated to the activity fields.

## Observations

The reasons for the differences are mostly to be found in the text on the implementation of the work programme. In addition, it should also be noted that:

- reporting was less, mainly because Cedefop did not start preparation of the next policy report owing to the Maastricht study commissioned by the Commission and the need to formulate future policy reporting

outside the knowledge management system;

- the cost of cooperation with the ReferNet on knowledge collection was booked mainly in Area D (Activity field 3);
- the good examples of policy and practice approach was reformulated but has not yet been put into practice;
- support for the Copenhagen process was more intensive than expected.

AREA C

## Exchange and supporting partners

**Those working in this section are Ralucca Brinza, Thomas Janson (until June 2004), Giorgos Kostakis, Bodil Ullestad Lovas (until July 2004), Marie Jeanne Maurage.**

### Introduction and general progress

The activities carried out by Area C during 2004 focus on the following fields:

Providing a concrete contribution to the priorities of the Copenhagen process, through the study visits. The framework of themes was wholly related to the Copenhagen themes.

Preparing for the enlargement of the EU and familiarising Cedefop staff with it. A knowledge-sharing exercise was successfully conducted in cooperation with the ETF. High-level experts or policy-makers from new Member States presented the challenge of enlargement to Cedefop staff. Most of the activities of all areas, in particular our reference network of information, were gradually opened up to the new Member States.

The development of mapping related to the development of competences and qualifications at sectoral level with a view to analysis and building databases. Unfortunately the early departure of the seconded expert in charge of this field did not permit full completion of this task. Work on it will resume in 2005 with a new seconded expert.

Strengthening links with social partner organisations (working groups, social dialogue at different levels, extension to acceding countries, support for the study visits programme, revision of the web pages devoted to social partners and enhancement of cooperation with the Dublin and Bilbao agencies.

Providing a contribution to the European year of education through sport (contribution to the Agora and organisation of a successful special study visit).

Activity field 1:

## Leonardo da Vinci II study visits programme

### C.1.1. Proposed activities in 2004

- (a) *Organise around 65 study visits for around 731 participants in more than 20 European countries.*
- (b) *Expand participation in study visits for:*
  - *the social partners,*
  - *the new Member States.*
- (c) *Organise a synthesis workshop on SMEs and new technologies in Riga (June).*
- (d) *Strengthen synergy with other actions in the LDV II programme and participation in Leonardo da Vinci committee meetings.*
- (e) *Continue to improve efficiency by involving national liaison officers (NLOs) in developing management and evaluation tools for study visits through a working group and web management, with emphasis on the vademecum for NLOs and on the added value of study visits.*
- (f) *Encourage study visit participants to take part in different virtual communities supporting the themes indicated above.*
- (g) *Organise the statutory annual meeting (in March in France) with analysis of results and planning for 2005.*
- (h) *Prepare for the next generation of programmes and for the 20th anniversary in 2005.*

### C.1.2. Activities/results in 2004

- (a) 62 study visits took place in 2004 in 27 countries for a total of 730 participants (see Annex). Special calls were organised successfully by Cedefop to complete study visits that had few participants in the following themes: combating social exclusion for socially disadvantaged groups, guidance and counselling, older workers, making vocational training more attractive for young people, developing entrepreneurship, including the spirit of enterprise, among young people, and education through sport. Three study visits were cancelled due to an insufficient number of participants (one on guidance and counselling in France, one on socially disadvantaged groups in Spain and one on entrepreneurship in Germany).
- (b) In line with the decision taken at the 2002 annual meeting, the participation of social partners is being increased. Four study visits were organised on the theme training agreed by both sides of industry (two more than in 2003). A sectoral approach to this theme was adopted, paying more attention to the transport (two visits), banking/finance (one visit) and food sectors (one visit). As mentioned in C1.01, a special effort was made to ensure that these visits had a sufficient number

- of participants interested in the theme.
- This was done using the Cedefop network and, more specifically, with the Cedefop expert responsible for the sectoral approach in vocational training at European level.
- The programme coordinator also used her contacts with other agencies such as the ETF, EU-OSHA, Eurofound as well as the ETUC/CEEP/UNICE network offering study visit places to the social partners.
- The coordinator established good contacts with the ETUC and ETUI during their summer session in July 2004.
- In line with the decision of the Cedefop Management Board, in 2004 the acceding and candidate countries were attributed 39 places more than in 2003. A total of 119 people from these countries participated in study visits in 2004. Whenever there is a special call, priority is given to participants from these countries. The European Training Foundation also assists us in this process through their extensive network of contacts in these countries. Cooperation is very constructive.
- The number of study visits organised in these countries increased: 12 study visits in 2004, which is one more than in 2003.
- (c) A seminar was held on 14 and 15 June in Riga, Latvia. It was a synthesis of the study visits on the theme 'small and medium-sized enterprises faced with the growing use of information and communication technologies: attitude and requirements *vis-à-vis* vocational training'.
- Participants of study visits in 2002/2003 (more than 50 % came from the new Member States) and members of the Leonardo da Vinci e-learning and SMEs projects attended the seminar.
- The goal of the seminar was to take stock of the situation and to gather material to summarise and circulate the results of study visits on this theme held during the period 2002 to 2004.
- The seminar was structured as follows: a snapshot (research results) of the spread and use of ICT in European SMEs with case studies from Lithuania and regions from Finland, France and Italy.
- The key message was that the Internet is the prime tool today. The way SMEs use the Internet and reorganise their work accordingly determines their success or failure.
- (d) The main visible area of cooperation is the fact that most of the NLOs and technical support agencies (TSAs) are part of the Leonardo unit or members of the Leonardo da Vinci Committee. They made sure that information on the study visits programme and the results of study visits were posted on the LdV websites. Representatives of the LdV Committee and/or LdV agencies were also involved in the process of selecting participants for study visits. Some of them also occasionally participated in study visits.



The reference themes are concrete applications of the Leonardo da Vinci priorities.

The members of thematic projects are invited to study visits related to their theme.

(e) Working group on the vademecum for study visits

The primary aim of the working group was to produce the clearest possible document so as to ensure optimum quality in the implementation of the programme, following the example of the Arion programme. France kindly offered to steer and host the preparation work for a vademecum on implementation of the study visits programme, as agreed at the 2003 annual meeting in Frascati. The Commission's first objective was to ensure that the vademecum contained a part explaining the specific responsibilities of (NLOs). Another objective was the description, point by point, of how a study visit is organised so that guidance could be given to those actually organising visits.

Working group on the catalogue of study visits

Following the suggestion made at the annual meeting of TSAs on 25 and 26 September 2003, a working group was set up to review the content of the study visits catalogue. The objective of this exercise was to:

- provide appropriate and comparable information about study visits,
- attract appropriate target groups.

The working group comprised the TSAs from Austria, Slovenia and the UK, two experts on editing, Marc Mangin and David Bond, and members of the study visits team. The working group had its first meeting on 30 January and agreed on the following:

- two half-yearly catalogues;
- one dispatch per year;
- separate introductory leaflet available in 20 official languages;
- a new template and layout describing the content of the study visits.

The above was presented at the 2004 annual meeting in Biarritz and received the approval of all NLOs.

The form and content of the catalogue and the introductory leaflet was the result of the combined efforts of the ad hoc working party, communication experts, Cedefop's publications department and a great deal of work by the study visits team.

Preparation of the study visits by sector: banking and finance:

On 6 December the first study visit on the banking and finance sector took place in Athens, Greece. The NLOs that will organise study visits in 2005 on this theme were invited to participate. The conclusions from this study visit will be communicated to future organisers to serve as a basis for improving the organisation of their visits on this theme.

Preparation of study visits by sector: agriculture and food:

The preliminary work for a working group meeting to be held in Prague

on 31 January 2005 to prepare study visits on the agri-food sector was completed. The NLOs and organisers from Austria, Greece, Iceland, Italy, the Netherlands and Portugal, that will organise study visits on this theme in 2005 are invited to participate. The results of this working group will be communicated to all NLOs and TSAs.

- (f) As the themes of the study visits are in line with the objectives of enhanced European cooperation in VET and Cedefop's medium-term priorities, they correspond to the themes supported by the virtual communities (VCs).

When the participants of study visits receive background documentation on the theme of their visit, they are informed of the existence of a VC on the same theme and are invited to register. The members of the study visits team are also registered in the VCs. With the assistance of Cedefop experts responsible for each one of the communities, they select useful articles and links from the VC and send them to the study visit participants in preparation for their visit.

The VCs are also used as a source of potential participants whenever it proves necessary to make up the numbers of a study visit.

- (g) The annual meeting of national liaison officers of the study visits programme took place in Biarritz (France) on 22 and 23 March 2004.

The NLOs approved the results of the working groups on the vademecum and the catalogue. They also laid down the national criteria to be used for the selection of study visits participants. A limited number of framework themes proposed by Cedefop for the 2005 study visits were discussed. The programme coordinator stressed the need to be able to exploit and disseminate the results of study visits based on common themes covered by many countries.

There was concern expressed by the big countries over the decrease in the number of study visits grants, despite the Director's explanations about those developments.

There was also a stimulating discussion about recent developments in VET issues in France, driven by the French social partners and the national and regional authorities, with special attention paid to the decision-making process.

- (h) It was agreed at the November Management Board meeting that during 2005 focus will be on evaluating the programme, and this should contribute to further reflection about its future. In this spirit, some of the 2005 study visits will be used as pilot visits to be linked to the working groups of the Copenhagen process and the Maastricht communiqué.

Activity field 2:

## integrating acceding countries

### C.2.1. Proposed outcomes in 2004

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

- (a) *For the new Member States Cedefop will concentrate on the following:*
- *successful integration into Cedefop's Management Board, in which they have already participated as active observers;*
  - *implementation, in close cooperation with ETF, of the exit from the ETF and the entry into Cedefop activities (see Annex V) and participation in the joint ETF/Cedefop working group;*
  - *building on the results of the familiarisation process in all areas of Cedefop's activities;*
  - *effective integration of stakeholders and actors from the future Member States into our work.*
- (b) *For the remaining candidate countries (Bulgaria, Croatia, Romania and Turkey) Cedefop will continue to:*
- *assure two-way information and exchange flow;*
  - *take part (as participants and*

*hosts) in the study visits programme;*

- *work towards integrating candidate countries and virtual communities;*
  - *plan the best division of work and funding with ETF (Cedefop is not allowed to spend part of its normal subsidy outside the EU).*
- (c) *More generally, Cedefop will:*
- *follow up and provide a financial assessment of the Phare agreement;*
  - *liaise with DG Enlargement on the best strategy for future enlargement and funding of familiarisation (probably through the ETF).*

### C.2.2. Activities/results in 2004

- (a) A training session took place on 12 May 2004 for the Management Board members, especially for those from the 10 new Member States. The objectives of the training were:
- *to familiarise the new members of the Management Board with Cedefop's activities, products and services;*
  - *to examine the role of Cedefop, to bring together and, if possible, to network a large number of actors in this area;*
  - *to present some relevant Cedefop projects related to the responsibilities of the Management Board members (KMS, ReferNet, etc.) with an overview of VET developments in EU 25.*

An exhibition was also prepared for this event to present general

information on the socioeconomic background and educational system in each of the new Member States.

The activities related to the exit from ETF and the entry into Cedefop activities and participation in the joint ETF/Cedefop working group were the following:

- The exit-entry strategy

As part of the preparations for 1 May 2004, cooperation between the two agencies was intensified in the last months before EU enlargement to support and finalise the implementation of the exit-entry strategy consisting in a transfer of ETF know-how and information resources to Cedefop. Country dossiers for the new Member States were handed over by ETF to Cedefop staff as useful tools for the future. The information will be available online on the web page dedicated to enlargement on the ETV. Meanwhile, the ETF received information about Cedefop's future plans and offered its support in finding the appropriate human resources for the new Member States. Also, as an important part of this strategy, the ETF is providing assistance in building networks on thematic issues in these countries, which later on will be integrated into Cedefop's networks and communities.

- Cedefop staff training

The first ETF-Cedefop knowledge-sharing seminar was held in Cedefop on 26 and 27 January 2004, in cooperation with ETF colleagues. The aim of this seminar

was to increase Cedefop staff awareness of the vocational education and training systems in the ACCs countries gained through ETF research.

On 13 September 2004 the second Cedefop-ETF knowledge-sharing seminar took place in Turin with the aim of increasing ETF staff awareness of trends in EU Member States in selected topics and familiarising them with Cedefop activities, products and services.

- ETF-Cedefop joint working group

The joint ETF-Cedefop working group met in January 2004 and discussed the 2004 work programme, especially activities in connection with familiarisation of the remaining candidate countries after May 2004 (see also Annex V of the Cedefop 2004 work programme).

The next ETF-Cedefop joint working group meeting took place in Turin on 14 September 2004. The main points on the agenda were the joint 2005 work programme and future cooperation between the two agencies and the candidate countries. All points stressed during that meeting have been included in Annex V to Cedefop's 2005 work programme. Also, a strategic paper on familiarisation of the CCs in the run-up to accession was drawn up at the end of the year as a framework for cooperation between the two agencies.

- Others

In March 2004 ETF, Cedefop, the European Investment Bank and the

European Agency for Reconstruction organised a workshop entitled 'VET reforms in the western Balkans; how to finance and implement'. The objectives of the workshop were to investigate the VET needs in this region, to assess the costs of reform, and determine the need for the development of VET and the IFI in supporting VET in the Balkans.

With the support of the ETF, in-house staff training was organised on VET systems in the new EU Member States.

The familiarisation process in all areas of Cedefop's activities mainly focused on the following:

- a roadmap to facilitate familiarisation of national observatories and other key organisations in each country with Cedefop's ReferNet (network of reference and expertise) activities (<http://www.cedefop.eu.int/directory.asp?refernet>). Some of the national observatories of these countries have already started their reporting activities;
- a roadmap to ensure that each country is associated with other Cedefop networks and communities, in particular the training of trainers network (TTnet) and the network on the early identification of skill needs (SkillsNet). Several events, conferences, meetings and working groups took place this year to develop this roadmap

and to extend it to the new EU members.

On 8 May 2004, in Thessaloniki/Plateia Aristotelous, Cedefop, the European Centre for Communication, Information and Culture (EKEPP) in cooperation with the European Agency for Reconstruction, organised an open-air event to celebrate the enlargement of the European Union and the accession of the new Member States. The event, named 'Celebration of the day of Europe and the accession of the 10 new Member States', was targeted at the Greek public and had the support of the embassies and consulates of the 10 new Member States.

Cedefop also started collaboration with the ETF on up-to-date information on the new Member States. A list of potential contact points in these countries was created and it will be used for disseminating information and maintaining close cooperation. ETF provided Cedefop with the names of stakeholders and representatives from the new Member States and the candidate countries, who then join in different Cedefop activities, i.e. conferences, *European journal*, Cedefop infoand, last but not least, study visits. After May 2004, Cedefop and the ReferNet compiled profiles on vocational education and training in the new Member States and the acceding countries. The documentary profile posted on the ETV website reflects the latest

developments in the European Union concerning vocational education and training in the new Member States and the acceding countries.

- (b) For the remaining candidate countries (Bulgaria, Croatia, Romania and Turkey): Cooperation aimed at reinforcing the electronic exchange of information, in particular through more systematic links between the Cedefop's ETV and the ETF website. Cedefop continued to involve candidate country stakeholders in its virtual communities (<http://cedefop.communityzero.com/>). ETF promoted participation as well as registration in the ETV (<http://www.trainingvillage.gr/etv/default.asp>) to facilitate access to information about vocational education and training in the EU and to increase involvement in Cedefop activities. Both ETF and Cedefop started, in close relation with the Commission, to draw up a detailed programme of familiarisation for Bulgaria and Romania. Bulgaria and Romania have a long tradition of collaboration with Cedefop. They have expressed a strong interest in continuing it, especially in fields where they are already involved: participation in EU policy development, study visits programme, ReferNet and reporting, TTnet, research cooperation, information and communication. Cedefop's Deputy director was

invited by the Romanian Ministry of Education and Research to contribute to the final conference of the Phare TVET RO, held in September under the title Achieving the Lisbon goals, 2010: contribution of TVET in Romania. He met representatives of Romania and ETF to identify the country's key priorities for support with a view to Romania's accession to the EU (probably in 2007). Cedefop's Deputy director was invited as a key-note speaker to a major LLL Conference held in Sofia, Bulgaria, on 8 October 2004. He used that opportunity to meet with high level representatives from the Ministry of Education and Science, the Ministry of Labour and Social Policy, the National Agency for VET, the HRD Centre, etc. to identify the key issues in which the country would need strong support from Cedefop and the ETF in preparation for EU accession (probably in 2007). Finally, Cedefop accepted an invitation from the Turkish National Agency to attend the conference to launch the EU programmes (Socrates, Leonardo da Vinci and Youth) in Turkey. Cedefop's contribution related to study visits. Several meetings with representatives from Ministry of Education and experts from the Turkish National Agency took place to identify together the key issues in which the country would need strong support from Cedefop. As a follow-up to this mission a Turkish delegation from the agency visited

Cedefop in November to learn more about Cedefop's activities and main projects.

- (c) Involving new Member States and CCs in the policy development of the Community was also part of the Cedefop and ETF joint work programme 2004. The Phare programme familiarising central and eastern European countries with Cedefop's activities, covering the 10 candidate countries which then became new Member States, ended on 16 February 2004. The results were achieved according to the project proposal and the impact of the programme was positive. Responding to a request from Cedefop for financial support for familiarising Bulgaria and Romania to continue until their accession to the EU, probably in 2007, the Commission approved a so-called 'Phare III envelope' in September 2004, with the title 'Familiarising remaining candidate countries with Cedefop's activities'. It will be implemented during 2005 and 2006 in close cooperation with ETF and different VET players from both countries. However, the Commission will consider financial support for the familiarisation of Croatia and Turkey at the beginning of 2005. In the meantime, the ETF and Cedefop will support those two countries within the existing framework of cooperation. The two agencies support the European Commission in implementing and monitoring actions related to the work on the

future objectives of education and training systems in the EU and enhanced European cooperation in VET. The ETF is offering financial support for some of the activities related to the familiarisation of the remaining candidate countries with Cedefop activities, such as study visits, Agora, and TTnet events.

Activity field 3:

## support and service to stakeholders

### **C.3.1. Proposed outcomes in 2004**

- (a) *Support enhanced cooperation in VET, as indicated in Area B activity field 4, and contribute as indicated there to the review process and the Dutch Presidency conference and exhibition in December.*
- (b) *Deliver background analysis for the planning for the next generation of Community programmes.*
- (c) *Evaluate the final reports of mobility projects under LDV II and insert results into the database of good examples of practice.*
- (d) *Define quality criteria for evaluating the impact of mobility projects.*
- (e) *Servicing, supporting through virtual communities, content analysis, review, report writing and expert support and participating in the working groups and technical groups.*
- (f) *Encourage the LdV agencies to support the work of the thematic monitoring groups within LdV II as a means of promoting thematic policy development at EU level*

- and reinforcing the knowledge management approach.*
- (g) *Contribute to the finalisation of the good examples of practice database.*
  - (h) *Participate in the Bilbao/Dublin/Cedefop/ETF working group on how agencies can best serve the social partners, especially on enlargement.*
  - (i) *Strengthen links with social partner organisations (working groups, social dialogue at different levels, extension to acceding countries, support for the study visits programme).*
  - (j) *Support the development of competences and qualifications at sectoral level.*
  - (k) *Strengthen the involvement of social partners, notably in the light of their framework agreement and its progress reporting. Organise practical support in lifelong learning for implementing the work programme of the European social partners 2003-05.*
  - (l) *Provide services to the social partners and enterprises based on the results of Cedefop's work.*
  - (m) *Use the second policy report to promote understanding and acknowledgement of the work of the social partners.*
- c.3.2. Activities/results in 2004**
- (a) Participation in the seminar 'European education and training solutions at sector level' organised by the Dutch Presidency in The Hague, 5 and 6 October 2004.
  - (b) Debate during the November Management Board meeting.
  - (c) Database on process: structure and content are ready.
  - (d) Web development continuing.
  - (e) No explicit demand.
  - (f) Continuing process.
  - (g) Done (see C1.04).
  - (h) Continuing (see C3.03).
  - (i) A number of internal meetings took place on this subject as well as a number of contacts with the three agencies, DG Employment, UNICE and ETUC. Cedefop visited the Dublin and Bilbao agencies to establish the first contacts. It was decided as a first step to cooperate on themes of common interest (sectoral approach, study visits on social dialogue in specific sectors and study visits on older workers).
  - (j) To improve the visibility of, and strengthen support for, the social partners, Cedefop has started work to improve the social partners' house on ETV, which will include a structure linked to the framework of actions, information on the development of the social dialogue and examples and practical tools for use in organisations. Contacts and the exchange of opinions with the social partners are still too limited. Therefore, efforts are being made to establish closer contacts with them and to support their work. The study visits programme is promoted through the established network of contacts with social partners at European sectoral and national level. Continuing analysis of education and training activities implemented within sectors at EU and national level.



- (k) Cedefop supports the development of competences and qualifications in several ways. Efforts have been made to promote the use of electronic media. The database on initiatives concerning the development of sectoral qualifications based on the results of the mapping exercise is being prepared. Furthermore, a house on sectoral qualification within the ETV is planned with a sectoral profile for all its information. A bibliographical database on the Sectoral approach to development of qualifications, education and training, with news, forthcoming events, etc. is under way. The aim is to improve the electronic exchange of information and increase transparency in that field. The sectoral approach in the new Leonardo call for proposals, 2005-06, is disseminated through the VC. Special attention was paid to the European sport sector and the agriculture sector. Regarding the first, Cedefop supported a project in the sport sector on the relationship between vocational training and employment in sports across Europe, providing information and advice. Concerning the latter, Cedefop contributed to a conference on developments in future agricultural education: insights from practice and research, organised by Wageningen University in the Netherlands.
- (l) An initiative was launched to organise a kick-off meeting to discuss how Cedefop can cooperate with the social partners on this issue. So far it has not been possible to organise such a meeting with all partners present. Individual contacts with the ETF, Dublin, Bilbao, ETUC can be considered as useful steps.
- (m) Efforts are being made to establish and develop these services, although these efforts were not as intense as they might have been because of continuing recruitment procedures to replace the two national seconded experts who left in 2004.
- (n) To raise awareness of the work of the social partners, the entire chapter on the social partner perspective and social dialogue in the second policy report, *Learning for employment* is available in the virtual community on sectoral qualifications. The social partners' second follow-up report on the framework of actions is available on the same site. Furthermore, these reports will also be available in the newly constructed social partners' house on the ETV and these documents are being, and will continue to be, promoted in any relevant forums in which Cedefop participates.

Area C

**Financial and human resources (2004)**

	Estimates (*)	Implementation
<b>Full-time equivalent total Area C staff:</b>	12.5	10
Activity field 1: LDV II study visits programme	1 105	1 105
Activity field 2: integrating candidate countries	24	17
Activity field 3: support and service to stakeholders	174	53
Total €	1 303	1 175

(\*) The figures differ from the ones published in the *Work Programme 2004* because the subsidy received was less than the Management Board had requested and because mission costs have been allocated to the activity fields.

## Observations

The reasons for the differences are mostly to be found in the text on the implementation of the work programme. In addition, it should also be noted that the support for services to stakeholders did not develop as expected because two experts in this area left and because the database on sectoral qualifications gained new momentum after the Presidency conference in October in The Hague, and even more so after the Maastricht communiqué in December.

AREA D

## Information, communication and dissemination

**Those working in this section are Michael Adams, Steve Bainbridge, David Bond, Sylvie Bousquet, Alison Clark, David Crabbe, Carlos da Cruz (replaced by Jesus Bustamante in November 2004), Anna-Grethe Dolberg Schomburg, Isabel Dreyer, Corinna Frey, Ioanna Nezi, Philippe Tissot, Amaryllis Weiler-Vassilikioti, Norbert Wollschläger, Marc Willem.**

### Introduction and general progress

During the year, Cedefop produced a number of publications and periodicals in various languages. Cedefop shares a stand with DG EAC and uses exhibitions and events to promote general awareness about Cedefop and specific publications or initiatives. A programme of 16 events up to February 2005 has been agreed with DG EAC, 12 of which are in the new Member States.

The European training village (ETV) is an interactive platform bringing together policy-makers, social partners, practitioners, researchers and all those with an interest in vocational education and training. Established in 1998, the ETV has become an expertise community of more than 60 000 registered members. The ETV website's registrations have increased from 37 000 in December 2003 to 50 000 in December 2004, an increase of more than 35 %. The increase in registrations from the new Member States has been even higher, at almost 60 %.

The ETV provides up-to-date information on vocational education and training in Europe. The website features four main areas: ETV news, information resources, projects and networks and exchange of views. It also provides access to Cedefop's eKnowVet database which is structured according to 11 themes and several subthemes. The ETV has areas for cooperative working where users can make contacts and exchange

information and it also hosts several virtual communities supporting developments in policy and research. They provide a platform for members to engage in dialogue, publish documents, share bookmarks and access news.

The ReferNet network was launched in April 2002 as a natural continuation of the documentary information network that had existed for more than 12 years. In each of the countries, one organisation is given the role of national coordinator following a restricted call for tender based on a call for expressions of interest. One of the pre-conditions is the creation of a national consortium of key organisation in VET. The main aim is to improve cooperation at national level to facilitate the collection of information and thematic analyses in all fields/areas, if possible. The 17 countries, namely the then 15 Member States plus Iceland and Norway, were joined in May 2004 by the 10 new Member States, which means that ReferNet can now cover 27 European countries. All the national consortia were represented at the last two meetings, the plenary meeting in June 2004 and the technical meeting in October 2004, with the exception of Luxembourg. The network also supports Cedefop's library's principal objective: to acquire, process and disseminate printed and electronic materials on vocational education and training; and to update a series of databases, the major one being VET-Bib containing over 43 000 references to published and electronic material on vocational education and training. To improve the overall management of the

network, as the communication and relations between the Centre and the members of the network, a new web-based application has being set up (Livelink).

On the quality management system of the library, documentation and archives service, Cedefop achieved registration with the British Standards Institute (BSI) for BS EN ISO 9001: 2000. For updating and translation the European training thesaurus in all official languages, a translation tool was designed to ensure the semantic interoperability with European major thesaurus from Eurydice, European Schoolnet and the Office for Official Publications of the European Communities.

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

The Brussels office hosted a number of meetings (see below).

Activity field 1:

## dissemination and publications

### D.1.1. Proposed outcomes in 2004

- (a) *Review Cedefop's publications policy and make recommendations to the Director for any changes.*
- (b) *Apply a system of quality control.*
- (c) *Develop and maintain an events information database.*
- (d) *Identify more specifically stakeholders' needs for and interest in our products and services through a series of surveys.*
- (e) *Improve and create synergy in Cedefop's various news services, through a press-dedicated part of the Cedefop website and redesign of its newsletter.*
- (f) *Increase substantially subscriptions to the European journal through a specific promotion campaign.*
- (g) *Improve dissemination of, and accessibility to, Cedefop's products and services by implementing an e-commerce facility, introducing a revamped Cedefop website.*
- (h) *A series of targeted promotion activities will be carried out linking Cedefop's participation at conferences, fairs and exhibitions with promotion of specific new publications or services, including active support for activities organised in the EU Presidency conferences.*
- (i) *Revise the press database and establish an effective network of journalists to build up good contacts.*

### D.1.2. Activities/results in 2004

- (a) Cedefop's provisional programme listed 28 new titles in 2004. In effect Cedefop published 31 new titles in a total of 62 publications taking account of different language versions. In addition, 19 periodicals in various languages were published. A list is attached at Annex I. The technical production process has been revised to improve the planning, speed and quality of Cedefop's publications.
- (b) A system of internal quality control through a publications review board has been conceived as one of the changes to the new system of technical production of publications.
- (c) Cedefop has a database of conferences, fairs and exhibitions in Europe, on vocational education and training. It includes events Cedefop organises and hosts in Thessaloniki, events hosted by other organisations in which Cedefop participates either as delegates or exhibitors and others of interest to vocational education and training specialists. Information on events is posted on the Cedefop website and was distributed through Cedefop's monthly newsletter. An input tool is being developed as part of the Livelink implementation to enable ReferNet members to input information about events directly for publication on Cedefop's websites.
- (d) Surveys foreseen on the use of Cedefop's products and services

- and on the *European journal vocational training* had to be postponed until next year owing to staff changes and delays in recruitment.
- (e) The full development of the press website is on hold owing to the implementation of Livelink. Publication of Cedefop's popular monthly electronic newsletter stopped in June owing to staff changes and delays in recruiting a replacement. However, plans for a new e-news service are being developed.
- (f) Efforts to promote the *European journal* were hampered by delays in its publication. There are some signs of improvement and the delay has been reduced from eight to six months and all language versions are published simultaneously. A detailed production plan has been outlined for next year seeking to produce the *European journal* in all five languages on time. Organising a survey on and the marketing of the *European journal* are under discussion with the Publications Office.
- (g) A full reworking of Cedefop's website was postponed as part of a general reorganisation of Cedefop's web-based services. Cedefop is cooperating with the Publications Office on the EU bookshop project to make its priced publications available for purchase online. However, this project encountered difficulty over VAT receipts. Cedefop would face similar problems in launching its own commercial site. Work began on setting up electronic mailing lists of Cedefop's free publications to increase circulation.
- (h) Cedefop shares a stand with DG EAC and uses exhibitions and events to promote general awareness about Cedefop and specific publications or initiatives. A programme of 16 events up to February 2005 was agreed with DG EAC, 12 of which are in the new Member States. Under this arrangement, Cedefop attended exhibitions in Cyprus (February 2004) Warsaw (March 2004), London (April 2004) and Lubljana (October 2004), Bratislava, Prague. (both November 2004), Berlin, Tallinn and Maastricht (all December 2004). At most events Cedefop focused on raising general awareness about its products and services. More specifically in London in April, Cedefop promoted its second policy report *Learning for employment* and in Maastricht its report *Vocational education and training: key to the future* analysing progress towards the Lisbon goals for 2010.
- (h) ReferNet members were asked to provide the top 10 publications in their country for articles about vocational education and training. These would provide the initial contact points to develop a database. However, the response from ReferNet so far was disappointing, only two countries having replied. A further request will go out next year. A call for

expression of interest among journalists was launched and a list drawn up from responses. Journalists on the list will be used to write and revise articles on vocational education and training for publication in Cedefop periodicals, as well as to prepare press releases.

### Brussels office

During the year the office hosted meetings over 56 days, involving some 1 100 participant/days. While most of these were Cedefop meetings, e.g. of the Bureau, they included other meetings on subjects of interest to Cedefop. The office also received visits from individuals and groups, e.g. from China (June), Sweden (October) and Saxony (November), who wished to have information about Cedefop's work.

During the year there was increased demand for office working space by Thessaloniki-based colleagues on mission in Brussels. Staff in the office responded to information enquiries, particularly from Brussels-based bodies. Brussels office staff organised and were present on Cedefop (Commission) stands at exhibitions in Maastricht and Brussels. They participated in, and reported on, meetings and conferences organised by the European institutions, particularly the Commission, for example meetings of the Leonardo da Vinci programme committee and the Advisory Committee for Vocational Training.

In the summer a paper was prepared reviewing the role and

development of the office since its establishment, but particularly during the 10 years since Cedefop was transferred to Thessaloniki.

Activity field 2:

## raising visibility and use of the European training village

### D.2.1. Proposed outcomes in 2004

- (a) *Consolidate the technological platform for the KMS.*
- (b) *Become a member of the European knowledge management forum.*
- (c) *Conceptual work and management of a number of thematic communities related to policy issues at European level.*
- (d) *Ensure interoperability between KMS in ETV: eKnowVet database and the thematic classification, by the best use of metadata and the European thesaurus of training and other KMS-relevant databases, including the thematic virtual communities.*
- (e) *Raise ETV user rates and raise the profile of candidate countries' presence in and use of the ETV.*
- (f) *Organise jointly managed areas of electronic cooperation with the European social partners.*
- (g) *Improve its quality through serving as platform for the virtual communities and integrating the following databases:*
  - *lifelong learning (good examples of practice);*
  - *ERO (European research overview) database on experts,*

- papers and projects in Cedra (the Cedefop research arena).*
- (h) *Improve the user management system.*
  - (i) *Renew the ETV homepage.*
  - (j) *Implement the procedure for providing specific information resources for the candidate countries.*
  - (k) *Conduct online surveys.*
  - (l) *Consolidate the regular publication of a quarterly e-learning electronic newsletter and increase the awareness and application of learning technology standards and specifications.*

#### **D.2.2. Activities/results in 2004**

- (a) Work progressed on integrating the KMS into the ETV platform.
- (b) Cedefop is an active member of the European KM forum.
- (c) Conceptual work on, and management of, a number of thematic communities related to policy issues at European level:
  - The Europass was presented in December 2004 at the Maastricht conference. The launch of the website is planned for January 2005:  
<http://europass.cedefop.eu.int>
  - The eTTnet website is hosted on the site server of the ETV. Authentication of the eTTnet users is done through the ETV user management (LDAP). The development was done by an external company, and access to our development server has been provided. The eTTnet website were available online from July 2004.
- (d) Integration of the 11 KMS themes into the ETV and a way to present the eKnowVet database content to ETV users. The interface developed to retrieve eKnowVet database content has been further enhanced. The content is displayed through the ETV in the National VET systems house. The improved national VET systems pages on the ETV were available
  - <http://ettnet.trainingvillage.gr/>
  - Skillsnet: creation of new pages that provide the information platform for a virtual community of researchers, policy-makers, practitioners and social partners world-wide. It is a forum for the exchange of information and experience as well as for cooperation in identifying, anticipating and monitoring changing and newly emerging skills at various levels (national, regional, sectoral and occupational) and for different target groups. The Skillsnet pages on the ETV were available online from the beginning of March 2004.  
[http://www.trainingvillage.gr/etv/Projects\\_Networks/skillsnet/](http://www.trainingvillage.gr/etv/Projects_Networks/skillsnet/)
  - Guidance: these pages are intended as a resource both for the provision of information on recent European Union policy developments in guidance and for the exchange of views. The guidance pages on the ETV were available online from the beginning of April 2004.  
[http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/)



online from November 2004.  
[http://www.trainingvillage.gr/etv/Information\\_resources/NationalVet/](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/)

- (e) ETV registrations increased from 37 200 in December 2003 to 53 740 in December 2004.

	2003	2004
Hits average per day	41 673	53 230
Page views average per day	6 174	9 035
Visits average per day	1 374	1 776
Visitors who visited more than once	32 652	52 716

- (f) Establishment of an in-house working group on social partners. The ETV's social partners' house is under reconstruction. The aim is to provide social partner representatives, interested in the development of social dialogue on VET at European level, with relevant information, and provide other stakeholders with information on the social dialogue. The social partner pages on the ETV have been available online since the end of May 2004.

[http://www.trainingvillage.gr/etv/Projects\\_Networks/SocialP/](http://www.trainingvillage.gr/etv/Projects_Networks/SocialP/)

- (g) Cedra, established in 2000, supported research cooperation in the fields of vocational education and training (VET) and human resource development (HRD). It facilitated communication and contributed to community building among European researchers. The new Cedra pages have been available online since the end of May 2004.

[http://www.trainingvillage.gr/etv/Projects\\_Networks/ero/](http://www.trainingvillage.gr/etv/Projects_Networks/ero/)

The Cedra database for projects, papers and experts, the European research overview (ERO), provides a platform for members of the research community to share information about: themselves, their interests and activities, and research projects, papers and publications. It also offers a general information service for the wider VET and HRD communities. At the heart of ERO is an information base comprising three parts:

- directory of experts (information on researchers),
- paper base (mainly conference papers and reports not published formally),
- project base (information on national and European research projects).

These three parts are connected to the Cedefop VET institutions database (VET-INSTIT). It was developed and successfully passed the testing phase and was available online from the end of May 2004.

[http://www.trainingvillage.gr/etv/Projects\\_Networks/ero/](http://www.trainingvillage.gr/etv/Projects_Networks/ero/)

- (h) Virtual communities were introduced into the appropriate areas within the ETV according to the degree of visibility of each virtual community. The single sign-on (SSO) customisation provides a method of sharing user data and sessions between the ETV and the Community Zero, Advantage site hosted by Ramius Corporation. With the completion of the single

sign-on functionality, ETV users have seamless access to content in both systems, no repeat registration or authentication necessary. Development was done by an external contractor in close collaboration with ETV developers. The SSO functionality was launched at the end of November 2004.

- (i) The ETV homepage enhancement is to be seen in the context of personalising the site. The layout of the homepage was adapted accordingly. The news items available on the front page are organised by category. All the news items are stored in one single database. Work on enhancing and restructuring the news database has been done. Finalisation of the database has been delayed by a lack of human resources. It is expected to be launched in February 2005.
- (j) The results of the surveys will be used in developing a section in the ETV on enlargement. The prototype of the enlargement pages on the ETV has been ready since the beginning of May 2004. Further content needs to be added to supplement the pages. These pages have been constructed with the cooperation of the ETF.
- (k) A survey on enlargement was launched in December 2003. Another on the same topic, translated into 11 EU languages, was launched in February 2004. The purpose of this survey was to find out what the general opinion inside and outside EU borders is

and what the needs of users in VET systems are. A total of 1 263 users participated in this survey and a report has been finalised. Another survey on lifelong guidance was launched at the beginning of June 2004, to obtain a better understanding of the needs and interests of the users of the guidance's virtual community and website, which will enable Cedefop online guidance resources to be reviewed and modified. This survey is restricted to the users of the virtual community.

- (l) Contacts have been made with Checkpoint (a German e-learning newsletter) to cooperate on joint publications in 2005.

Activity field 3:

### databases and ReferNet managed by the library and documentation service

#### D.3.1. Proposed outcomes in 2004

- (a) *Improve the administration, management and animation of the ReferNet, through appropriate software, which will include five main functions: workflow, collaboration, document management, document retrieval and content publishing.*
- (b) *Complete the extension of the ReferNet to the acceding countries and ensure partnerships with all relevant VET institutions and research bodies.*

- (c) *Manage the ReferNet community at European level and coordinate work at national level; synergy has to be assured with all other collaborative tools used for KMS (see Annex I).*
- (d) *Improve the total quality management system, certified against ISO 9001 standard for the overall library, documentation and archives quality management.*
- (e) *Arrange for Europe's major citation databases to include Cedefop publications.*
- (f) *Update and publish the European training thesaurus in all 11 EU official languages.*
- (g) *Active participation in standardisation activities under the CEN-ISSS workshop on learning technologies, to improve our information services.*
- (h) *Stimulate association of all partners in the learning technology community and promote synergy in knowledge management in the EU.*

#### **D.3.2. Activities/results in 2004**

- (a) With a view to improving communication and relations between the Centre and members of the network, a new web-based application is being set up (Livelink).  
Area D, in collaboration with Area E, has finalised the implementation of the newly acquired OpenText Livelink platform, which covers Cedefop's current and future needs for document management, record management, workflow, information retrieval, collaboration and web content publishing.

Four major projects run in parallel: ReferNet extranet, intranet, EDMS and record management. An additional project based on the web content management functionalities of Livelink will be initiated in 2005.

ReferNet:

A pilot group of five ReferNet member countries (Germany, Iceland, Ireland, Lithuania and the United Kingdom) conducted a trial phase aimed at testing and validating the new ReferNet extranet functionalities.

All ReferNet members started working on the new platform on 15 November 2004.

Interinstitutional collaboration:

Cedefop actively participates in an Interinstitutional Livelink user group comprising representatives of the Commission, OPOCE, OSHA, ETF, EFSA, EIB and Cedefop. A three-day workshop took place in the Bilbao agency in November.

- (b) The preparation of the extension of the ReferNet to the acceding countries has continued since 2001 and was pursued in close cooperation with the ETF. The familiarisation of ETF's national observatories with the activities of Cedefop's ReferNet included requesting the national observatories to create a national consortia and perform some of the ReferNet activities, mainly documentary tasks, prior to accession.

In this preparatory phase some of the national observatories have also organised ReferNet preparatory meetings in their

- countries, where potential consortium members were informed about ReferNet, its aims and its tasks, and invited to join it. In December 2003, Cedefop launched a request for proposals regarding national ReferNet coordinators in acceding countries, to which all national observatories applied successfully. On 1 May 2004 Cedefop's ReferNet increased in number from 17 members (EU Member States, Iceland and Norway) to 27 (EU Member States plus new Member States, Iceland and Norway). The first plenary ReferNet meeting after enlargement was successfully held in June 2004. Representatives from all 27 ReferNet members, associated members and delegates from candidate countries participated in this meeting. In November 2004 the library staff was joined by two librarians from the new Member States. They will be the contact points for the new members.
- Regarding the four candidate countries, Bulgaria, Croatia, Romania and Turkey, close cooperation with the ETF is once more under way. The process to familiarise them with Cedefop activities has already begun and is continuing.
- (c) The role of the ReferNet national consortium as a national platform for vocational training actors is increasingly being recognised and the activities and initiatives of some consortia provide advantages for the Member State above and beyond those required by Cedefop. Moreover, meetings of the consortia bring together national representatives of European networks who do not otherwise have many opportunities to meet (e.g. Leonardo agencies, Eurydice unit, NRPs, Euroguidance, etc.).
- (d) In the year 2004 the library, documentation and archives service not only improved its quality management system, but achieved registration with the British Standards Institute (BSI) for BS EN ISO 9001: 2000, a globally recognised quality standard. Thus, our library is most probably the first in a EU body to achieve such certification and also the first one in Greece. More specifically, following assessment by a BSI auditor in January 2004, the library was awarded registration in March 2004. Since registration, the library passed its first continuing assessment in December 2004.
- (e) The library prepared a study on the visibility of Cedefop and its products. This study presents the state of the art of Cedefop's visibility. It analyses and lists all sources (directories, databases, websites, etc.) in the wider field of social sciences in which Cedefop or its products are currently described.
- As a second step, a collection of important directories, databases and websites was drawn up, in which Cedefop and/or its products are not yet represented, but where inclusion is the goal. Furthermore, special emphasis was

given to Cedefop's *European journal vocational training* and its inclusion in citation databases. In close collaboration with the editorial team of the *European journal*, an active approach towards raising awareness is being taken.

- (f) The European training thesaurus is being updated in: Spanish, German, Greek, Italian and Portuguese. New language versions are being produced in Czech, Danish, Estonian, Dutch, Polish and Swedish. The Finnish version was completed. For the multilingual version, a translation tool was designed to ensure semantic interoperability with European major thesauri from Eurydice, European

Schoolnet and the Office for Official Publications of the European Communities.

- (g) In 2004, Cedefop provided a contribution for a report on the harmonisation of vocabularies for the CEN/ISSS learning technologies workshop. This report provides concepts, techniques and guidelines for the harmonisation of vocabularies. It covers an analysis of harmonisation issues and options, concepts and guidelines on how to design vocabularies facilitating harmonisation, and requirements of methods and tools for the harmonisation and sharing of vocabularies.
- (h) See above (c).

#### Area D

#### Financial and human resources (2004)

	Estimates (€)	Implementation
<b>Full-time equivalent total Area D staff:</b>	37.15	34.85
Activity field 1: dissemination and publications	584	372
Activity field 2: the European training village (ETV)	335	340
Activity field 3: databases and ReferNet within the KMS	631	991
Total €	1 550	1 703

(\*) The figures differ from the ones published in the *Work Programme 2004* because the subsidy received was less than the Management Board had requested and because mission costs have been allocated to the activity fields.

## Observations

The reasons for the differences are mostly to be found in the text on the implementation of the work programme. In addition, it should also be noted that:

- there were fewer publications than hoped for, also owing to, among other things, lack of planning and of respect for deadlines;
- the cost of the ReferNet was higher because the transversal activities on research coordination, national reporting, revision and translation of contributions were booked here.

AREA E

## Administration, facilities and resources

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

Activity field 1:

### implementation of Management Board decisions

#### **E.1.1. Proposed outcomes in 2004**

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

- (g) *Assess the administration of the Centre as a service with a view to implementation of the financial, administrative and staff reforms.*
- (h) *Scrutinise the procedure to appoint the new Director and Deputy director and ensure a smooth handover.*

#### **E.1.2. Activities/results in 2004**

- (a) The procedure for recruiting the Director was carried out according to the elements and timetable laid down in the Management Board's decision. The recruitment procedure did not reach a successful conclusion due to the Commission's decision not to appoint any of the candidates proposed by the Management Board, and it has had to be re-launched.
- (b) The procedure for recruiting the Deputy director was carried out according to the elements and timetable laid down in the Management Board's decision. The recruitment procedure for the Deputy director reached a successful conclusion.
- (c) A mid-term review of the medium term priorities was carried out at the first meeting in which the new Member States officially participated (May 2004). The results were used to strengthen implementation in 2004 and 2005 and to deliver feed-back for preparation of the new priorities.
- (d) This process continued in 2004 and has reached its optimal form.
- (e) Regular monitoring and updating was carried out. The formulation of output indicators was improved but still needs further development. It is not always easy to define s(imple), m(easurable), a(chievable) r(elevant) t(angible) indications for successful policy support.
- (f) Cross area cooperation was established by introducing the management team and monthly meetings to coordinate execution of the work programme, ensure regular reporting and monitoring and to prepare recruitment procedures. The Commission's internal audit service gave a positive assessment of the area structure.
- (g) The entry into force of the new staff regulations on 1 May 2004 presented a considerable challenge to the administration services. Work has begun on implementing the reform in the working group of the agencies and the Commission on implementing rules. Preparations for the transition of local staff to contract agent staff began in 2004 and are expected to be concluded in early 2005. The implementation rules are still a point of concern.
- (h) See answer to (a) above. The handovers will now take place in 2005.

Activity field 2:

## improving internal efficiency and effectiveness

### E.2.1. Proposed outcomes in 2004

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

### E.2.2. Activities/results in 2004

- (a) The introduction of the management team and the functions of heads of areas improved coordination and the spirit of cooperation. More decentralised responsibility had a positive influence on the performance of our activities, budget execution and contracts.
- (b) Simplification of administrative and financial management led to a centralisation of the procedures related to contract management in combination with the reported

decentralised delegation of budget responsibilities. This had positive effects and increased transparency. The reporting and discharge procedures went well. The Court of Auditors visited Cedefop for two weeks and the internal audit service (IAS) of the Commission organised a risk assessment seminar for all agencies and made its first audit, of nearly three weeks at Cedefop. The recommendations will follow in the beginning of 2005.

The IAS concentrated its audit on the internal control standards, which are attached to our financial rules.

Cedefop has also considered, in cooperation with the other agencies, how best to organise its internal audit capability. It will further analyse its risk assessment and deal with the outcome in the 2005 report to the budgetary authority and the Commission summarising the number and type of internal audits conducted by the IAS, the recommendations made and the action taken on those recommendations (see Article 64(3) of Cedefop's financial rules).

- (c) Corporate training in 2004 focused on training for the newly introduced reporting and promotion system, the career development review (CDR). Training included an away day held with all staff in April 2004, information sessions for all staff on the process as such, training on defining objectives and specific training for reporting officers. Management training was provided



for a number of senior staff to enhance their skills in managing by objectives. Training on selection and interviewing skills continued in 2004 for staff who regularly participate in selection procedures. Negotiation training was also provided, including a specific session for the members of the staff committee.

In 2004, Cedefop decided to deploy a web-based integrated information management system (Livelink) with functionalities of collaboration, documents/records management, workflow, information retrieval and dissemination. Training sessions were organised for key users, power users and regular users.

- (d) On the basis of the Director's decision of 24 March 2004 on provisions for staff reporting and promotion, the career development review (CDR) was introduced in Cedefop. 2004 was a transition year to the CDR and the process was concluded towards the end of the year with promotions. An evaluation of the process will be undertaken by the administration, the staff committee and the joint evaluation committee.
- (e) The discussion on staff policy for the agencies is planned for early 2005. Individual elements of staff policy are still under discussion in the Commission agencies working group on implementing rules.

### Follow-up of points of the 2002 discharge given by the European Parliament in 2004 relevant to Cedefop

Recommendations	Actions
(1) Improvement of tendering procedures (point A)	Centralisation of contract management procedures combined with decentralised budget responsibilities.
<ul style="list-style-type: none"> <li>Cooperation with ETF (point A)</li> </ul>	<p>The exit/entry strategy for the acceding countries went well and the new Member States integrated smoothly into our activities. The work programme 2005 again foresees close cooperation with the ETF.</p>
<ul style="list-style-type: none"> <li>Public profile and dissemination (point A)</li> </ul>	<p>The Centre's profile was much higher in 2004 with positive results (see Annex I of this report). For example, Cedefop's contribution to the success of the Maastricht events and the communiqué is widely recognised.</p> <p>Another example is the launch of the Europass and our support for it.</p>

Recommendations	Actions
(2) Arrangement with the Commission on international events (observation 2)	Now formalised.
<ul style="list-style-type: none"> <li>Internal audit capability in compliance with the internal control standards (observation 3)</li> </ul>	As indicated, Cedefop will report to the authority responsible for discharge on progress in this field.
<ul style="list-style-type: none"> <li>Commission/Cedefop/ETF report on results of transferring responsibility for acceding countries (observation 4)</li> </ul>	A common report has not been produced. Cedefop did the annual reporting with the ETF and Cedefop describes the integration of the new Member States into our activities in the present annual report 2004.
<ul style="list-style-type: none"> <li>Implementation of new financial rules and support of the Commission (observation 5)</li> </ul>	The coherent harmonised framework for the functioning of the agencies has not yet been established, although considerable efforts were made and support was given by the Commission.
<ul style="list-style-type: none"> <li>IAS audit (observation 6)</li> </ul>	The IAS held two workshops for the agencies and conducted its first audit of Cedefop at the end of 2004. Cedefop will report to the authority responsible for discharge by the end of 2005 in conformity with Article 64(3) of Cedefop's financial rules.
<ul style="list-style-type: none"> <li>Decision on OLAF investigative powers (observation 7)</li> </ul>	Cedefop took this decision as long ago as 1999, in conformity with the Interinstitutional Agreement of 25 May 1999.
<ul style="list-style-type: none"> <li>Better explanations for substantial 'carry-overs' (observation 8)</li> </ul>	Cedefop has improved its information on budget implementation, both in the financial accounts 2004 and in this annual report. New medium-term priorities have been adopted for the period 2006-08. Multi-annual planning could be improved, including in the medium-term perspectives (see Ms Haug's initiative).
<ul style="list-style-type: none"> <li>Relation between administrative and operational expenditure (observation 12)</li> </ul>	Because of the massive administrative reforms it is difficult to reduce the administrative burden (see also Cedefop reply to the initiative of Dr Inge Gräßle, MEP).

Recommendations	Actions
	The relationship between staff costs and Title 3 operational activities is changing in Cedefop, in particular because increased expert work can be done more effectively in-house.
<ul style="list-style-type: none"> <li>• Inter-agency cooperation (observation 13)</li> </ul>	Progress has been made in this field, but it might be further formalised, e.g. in ICT.
<ul style="list-style-type: none"> <li>• Cooperation with the Committee on Employment and Social Affairs of the European Parliament (observation 14)</li> </ul>	The Director is regularly invited to the committee and most recently he discussed the new medium-term priorities before they were to be adopted by the Management Board (Governing Board from 21 December 2004) of Cedefop.
<ul style="list-style-type: none"> <li>• Increase the level of self-financing (observation 15)</li> </ul>	Cedefop's efforts in recent years concentrated on the sale of publications and on efforts to get mission costs reimbursed. Because of the developmental character of our activities and policy support, it will remain difficult to increase our own revenues substantially.
<ul style="list-style-type: none"> <li>• Staff regulations and guidelines for staff policy of agencies (observation 21)</li> </ul>	Cedefop introduced the new staff regulations and adopted the implementing decisions. The guidelines for staff policy are still in preparation by the Commission, which consulted the agencies on the form they should take.
<ul style="list-style-type: none"> <li>• Temporary contracts (observation 22)</li> </ul>	Cedefop applied its staff policy as adopted in 1998, which could be reviewed in the light of the forthcoming guidelines of the European Commission.

Activity field 3:

## preparation for enlargement

### E.3.1. Proposed outcomes in 2004

- (a) *Adapt the functioning of the Management Board to the Council decision on revision of the founding Regulation.*
- (b) *Develop final plans for accommodating new staff at Cedefop's headquarters in Thessaloniki.*
- (c) *Seek close cooperation and concertation with the competent authorities in the EU and in the Greek administration for matters concerning the building.*
- (d) *Adapt governing rules for the efficient functioning of Cedefop's management and procedural structures.*

### E.3.1. Activities/results in 2004

- (a) The amendments to the founding Regulations were published at the end of October in the Official Journal. In November, the Management Board assessed the consequences for the way it functions. It adopted a decision on the probationary period for the new Director and asked the Director and the Bureau to prepare updated rules of procedure for its next meeting.
- (b) The plans were not developed. The budget foreseen for some internal changes in the building was regrettably not committed by the administration.

- (c) Cooperation with the Greek authorities is generally going well. Efforts continued to prevent the building of a new highway just in front of the building and were still effective in 2004.
- (d) The rules of procedure for the Governing Board (current Management Board) are on their way. The timetable for completion of the implementation of internal control standards has been delayed somewhat and will be continued with the recommendations of the IAS audit. With regard to the reforms and the very detailed rules in the EU institutions to which Cedefop mostly has to adhere, it has not proved easy to adapt them to Cedefop's size.

Activity field 4:

## evaluation of Cedefop's work

### E.4.1. Proposed outcomes in 2004

- (a) *Evaluate results against planned outcomes.*
- (b) *Report on work planned and implemented, with particular emphasis on preparing the annual progress report in good time.*
- (c) *Take account of the mid-term review (see activity field 1 above)*

### E.4.2. Activities/results in 2004

- (a) Regular reporting against plans did take place at different levels, including the individual level.
- (b) Done.

- (c) In various parts of our activities the results of the mid-term review were taken into account (e.g. Copenhagen/Maastricht process, the KMS, the *European journal*, the study visits programme, the future reporting in the fields of research and policy).

Area E

<b>Financial and human resources (2004)</b>	<b>Estimates (*)</b>	<b>Implementation</b>
<b>Full-time equivalent total Area E staff:</b>	40.5	39
Activity field 1: implementation of Management Board (Governing Board from 21 December 2004) decisions	165	195
Activity field 2: improving efficiency and effectiveness		
Activity field 3: preparation for enlargement	p.m.	p.m.
Activity field 4: evaluation of Cedefop's work		
<b>Total €</b>	<b>165</b>	<b>195</b>

(\*) The figures differ from the ones published in the *Work Programme 2004* because the subsidy received was less than the Management Board had requested and because mission costs have been allocated to the activity fields.

## Observations

The reasons for the differences are mostly to be found in the text on the implementation of the work programme. In addition, it should also be noted that:

- implementation costs were higher because of the enormous increase in the rates charged by SCIC and because active commitment for meetings in 2005;
- the costs for Title 2 are not included here. Implementation is shown in the financial accounts and in general in Annex 7;
- Cedefop does not have specific operating appropriations for activity fields 2 and 4;
- for activity field 3, Cedefop has received support from the Phare programme.

## ANNEX 1

# Cedefop visibility performance indicators, publications and translations lists 2004

## 1. Electronic media indicators

### Glossary

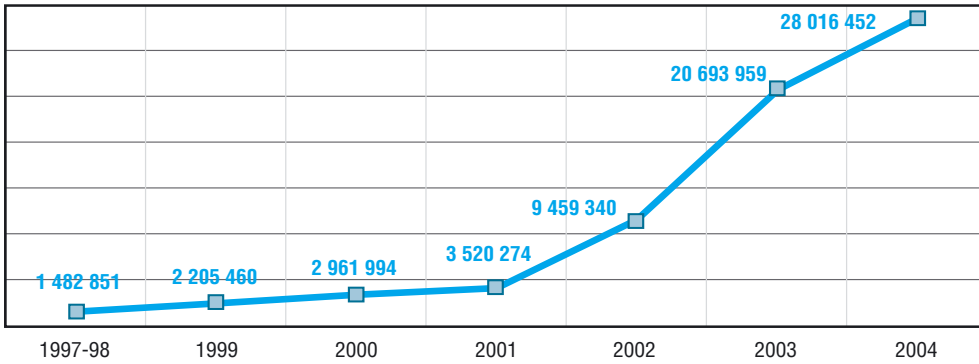
<b>Hit</b>	An action on the website, such as when a user views a page or downloads a file.
<b>Page views</b>	Also called page impressions. Hit to HTML pages only (access to non-HTML documents are not counted).
<b>User session</b>	A session of activity (all hits) for one user of a website. A unique user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

### 1.1. Cedefop website

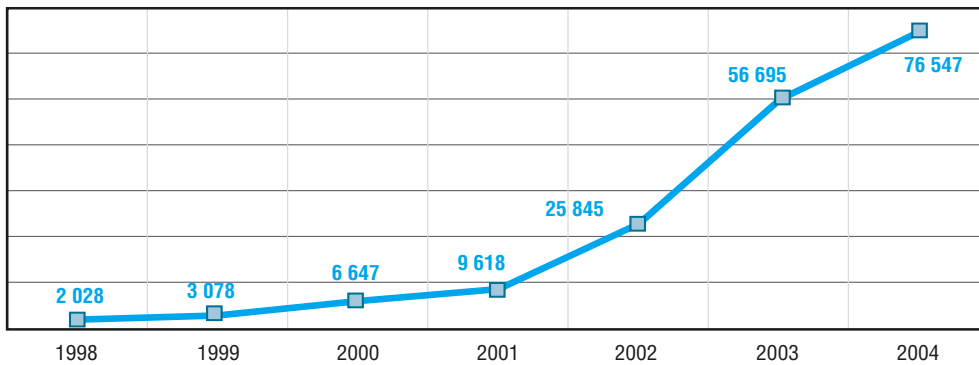
#### 1.1.1. Summary of Cedefop website activity 2004

	2003	2004
Number of successful hits for the entire website (Graph 1.1.2)	20 323 484	28 016 452
Number of page views	1 927 103	2 376 251
Number of visits	974 967	1 351 742
Average number of hits per day (Graph 1.1.3)	55 680	76 547
Average number of page views per day	5 279	6 492
Average number of visits per day	2 671	3 693

### 1.1.2. Number of successful hits for Cedefop website



### 1.1.3. Average number of hits per day for the Cedefop website

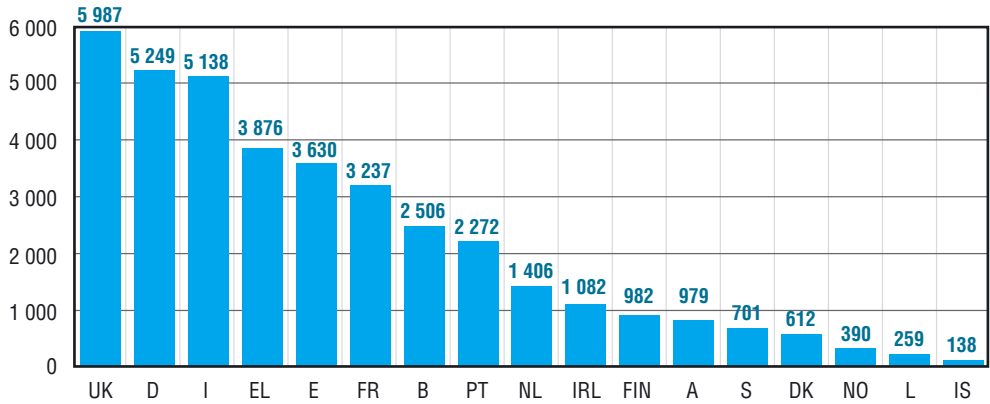


## 1.2. European Training Village (ETV)

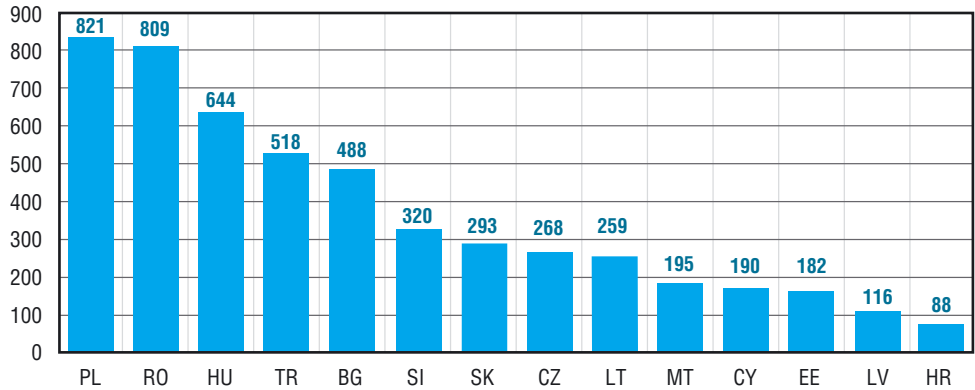
### 1.2.1. Summary of ETV activity 2004

	2003	2004
Number of ETV registrants	40 173	53 167
Number of successful hits for the entire website	15 252 318	19 482 241
Number of page views	2 529 687	3 306 920
Number of visits	502 943	650 251
Average number of hits per day	41 673	53 250
Average number of page views per day	6 174	9 035
Average number of visits per day	1 374	1 776

### 1.2.2. ETV users in the old EU Member States and the EEA (Dec. 2004)

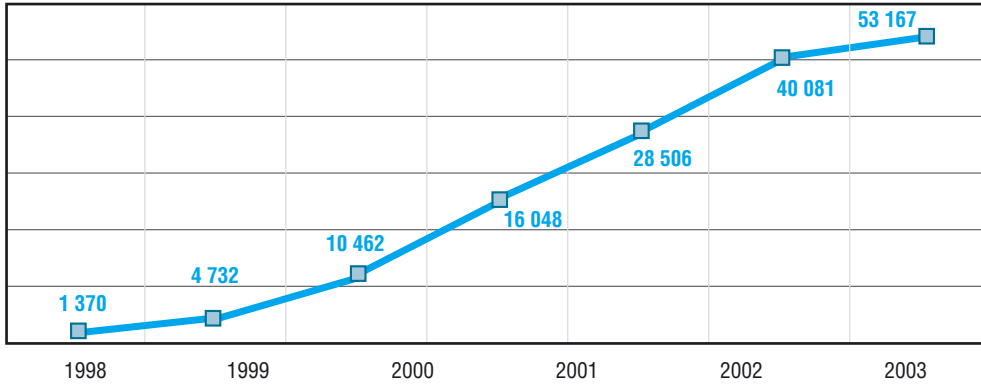


### 1.2.3. ETV users in new Member States and candidate countries (Dec. 2004)

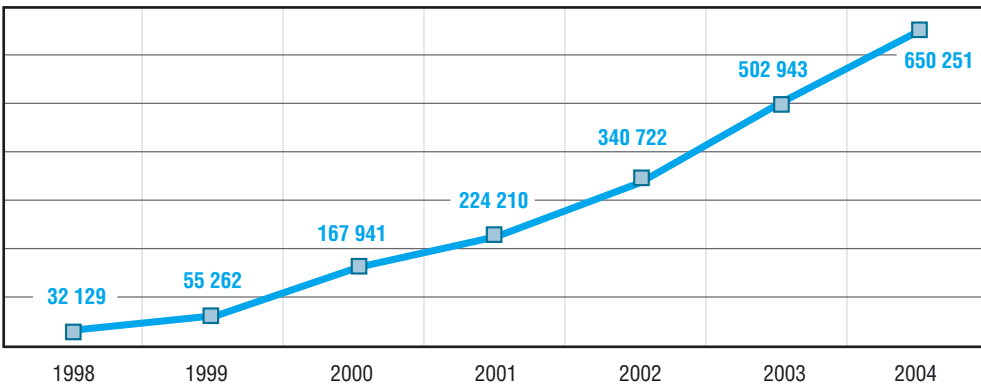




#### 1.2.4. Evolution of the number of registered users



#### 1.2.5. Number of user sessions (visits)



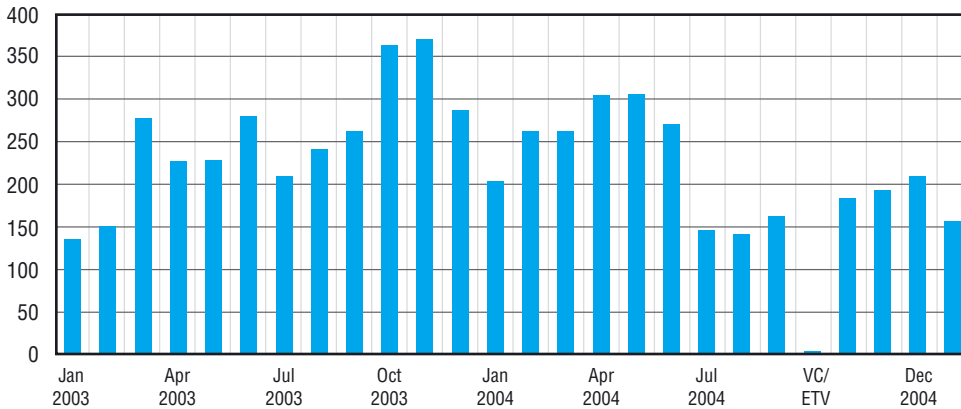
### 1.3. Cedefop virtual communities

#### 1.3.1. Cedefop virtual communities activity report

##### January 2003 - January 2005

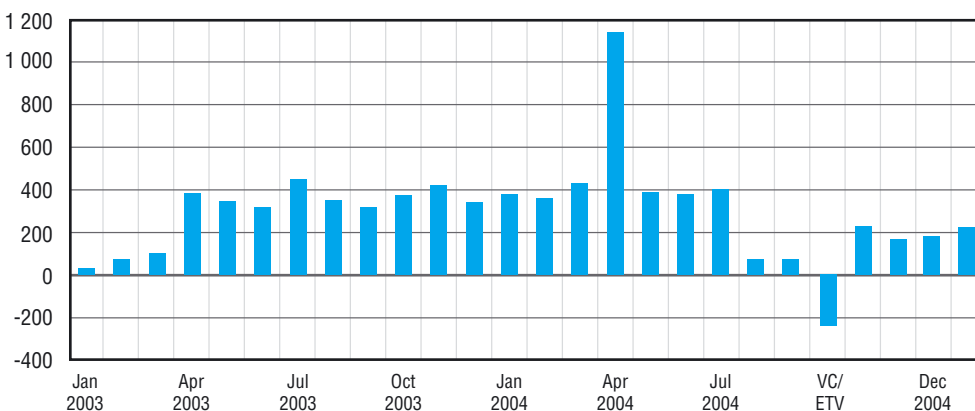
Date	Members - new	Communities - new	Content	Page views - total
Jan 03	31	5	139	5 127
Feb 03	78	2	158	13 653
Mar 03	116	3	282	20 354
Apr 03	201	1	234	23 236
May 03	152	4	236	31 849
Jun 03	151	0	291	30 430
Jul 03	268	2	217	34 772
Aug 03	167	1	244	26 775
Sep 03	141	0	275	33 643
Oct 03	179	0	370	17 622
Nov 03	248	2	375	45 066
Dec 03	155	0	285	33 429
Jan 04	181	0	210	46 111
Feb 04	175	0	270	49 843
Mar 04	267	1	273	49 023
Apr 04	1 163	2	307	83 270
May 04	211	-1	310	54 152
Jun 04	198	0	273	43 507
Jul 04	217	1	153	46 895
Aug 04	95	0	150	31 534
Sep 04	103	0	171	38 370
VC/ETV	-247	0	0	0
Oct 04	246	0	185	36 870
Nov 04	182	0	197	56 058
Dec 04	183	0	212	46 951
Jan 05	241	1	163	51 169
<b>TOTAL</b>	<b>5 102</b>	<b>24</b>	<b>5 980</b>	<b>949 709</b>

### 1.3.2. Content



This graph indicates the items of new content that are uploaded into the communities. The level of content varies according to the period of the year and the work required for each project within each community. The statistics indicate a steady rate of participation within the communities of over 150 items of content uploaded per month.

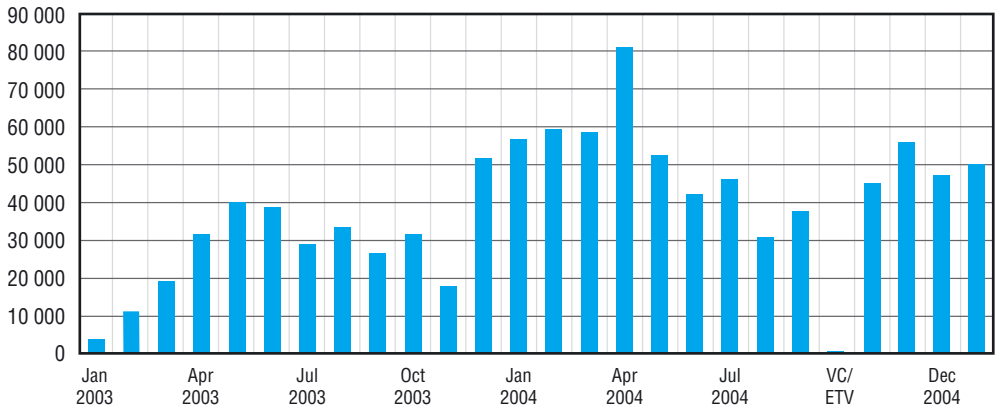
### 1.3.3. Members - new



The total number of unique members for the virtual communities (VCs) is 5 102. The total number of active members in the VCs is 8 034.

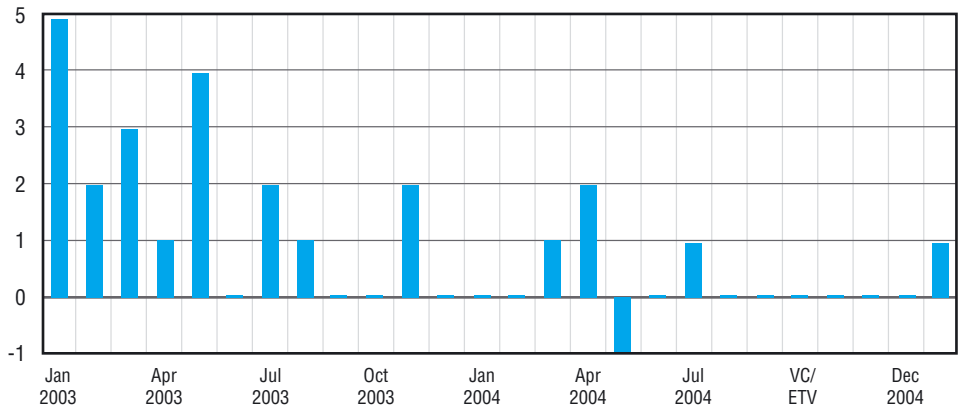
The 247 members who showed no activity in the VCs for the past year (since September 2004) were removed from the VCs and asked to reapply through the ETV if they were still interested.

### 1.3.4. Page views - total



A page view is counted each time a member visits a new page in a community. Depending on the work in progress we see an increased or decreased activity, e.g. in the last couple of months there has been a mean increase in activity of 11 %.

### 1.3.5. Communities - new



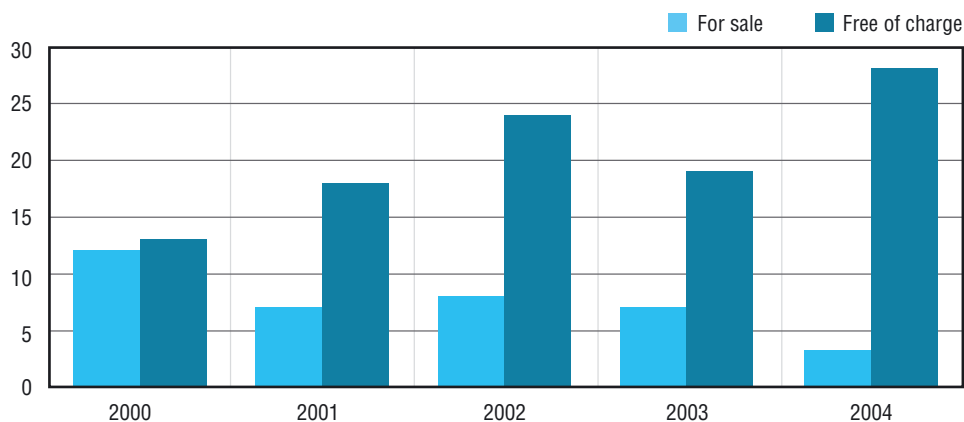
Since January 2003 there have been in total 24 virtual communities put into practice.

## 2. Publications indicators

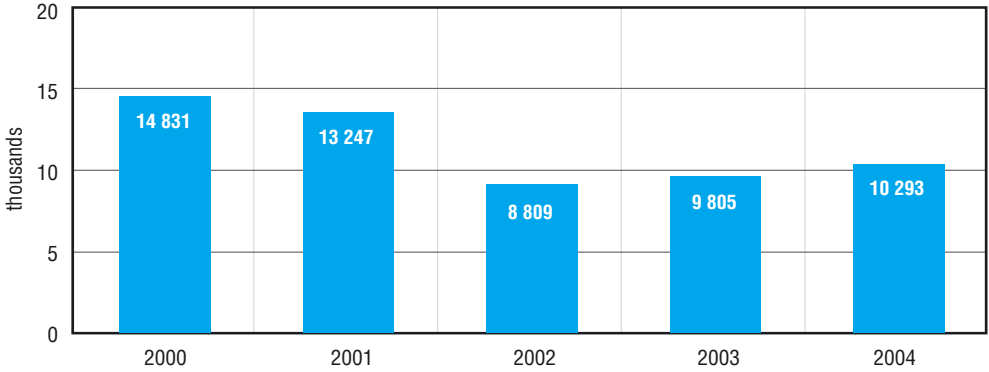
### 2.1.1. Summary of publications activity 2004

	2002	2003	2004
Number of titles produced (non-periodicals) for sale (Graph 2.1.2.)	8	7	3
Number of titles produced (non-periodicals) free of charge (Graph 2.1.2.)	24	19	28
Free of charge publications (number of distributed copies upon request) (Graph 2.1.3.)	8 809	9 805	10 293
Subscriptions to the <i>European journal vocational training</i> (free/paying) (Graph 2.1.4.)	2 604	2 346	2 034
Cedefop Info subscriptions (languages) (Graph 2.1.5.)	8 521	8 523	8 460

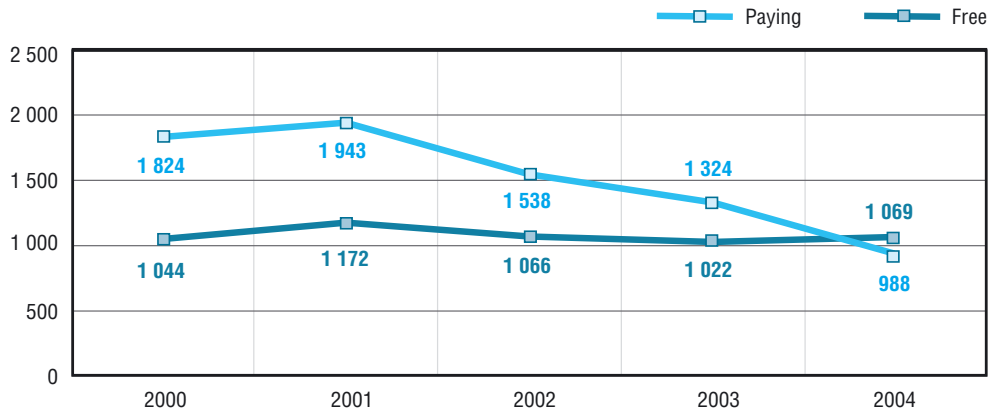
### 2.1.2. Number of titles produced (non-periodicals)



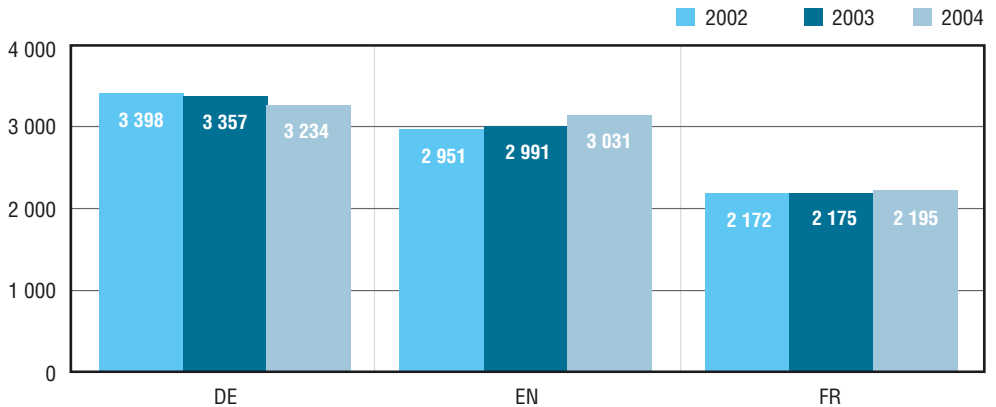
### 2.1.3. Free of charge publications (number of distributed copies)



### 2.1.4. European journal vocational training subscriptions



### 2.1.5. Cedefop Info subscriptions (by language)



## 2.2. Cedefop publications in 2004

### 2.2.1. Reference series

- Learning for employment: vocational education and training policy in Europe
- Learning through work experience for the knowledge economy
- E-learning for teachers and trainers: innovative practices, skills and competences

### 2.2.2. Panorama and other free series

- Cedefop annual report 2003 (in English, French and German)
- Cedefop publications catalogue 2004 (multilingual)
- Cedefop Thessaloniki city map
- Cedefop historical archives: first deposit ceremony, 28 October 2002
- Cedefop work programme 2004 (in English, French and German)
- Dutch citizens and lifelong learning (Dutch and English)
- E-learning in small and medium-sized enterprises (English and French)
- Financing of vocational education and training in Greece (in Greek)
- Getting to work on lifelong learning: policy, practice and partnership. Summary conference report
- Guidance policies in the knowledge society. Trends challenges and responses across Europe (English and French)
- ICT practitioner skills and training: graphic arts and media sector
- ICT practitioner skills and training: banking and financial services
- Identification of skill needs: projects and actions for Greece (in English and Greek)
- Irish citizens and lifelong learning
- Knowledge management in vocational education and training (English, French and German)
- Learning for employment: executive summary (in Spanish, Czech, Danish, Greek, Dutch, Portuguese, Slovakian, Slovene, and Finnish)
- Lifelong learning bibliography: a European VET perspective: No 4 July-December 2002
- Lifelong learning bibliography: a European VET perspective: No 5 and 6 January – December 2003
- Lifelong learning: citizens' views in close-up
- Professionalisation of VET teachers for the future.
- Quality in e-learning (English, French and German)
- Relever le défi des organisations apprenantes: Grands enjeux – une perspective européenne. Volume I and II
- Scenarios toolkit (English, German, French and Spanish)
- Study visits catalogue volume I (multilingual)
- Study visits catalogue volume II (multilingual)

- Study visits vademecum
- Towards a history of vocational education and training (VET) in Europe in a comparative perspective: proceedings of the first international. conference October 2002, Florence. Volume I and II
- The challenge of e-learning in small enterprises: issues for policy and practice in Europe (in French)
- Vocational education and training - key to the future (Maastricht report synthesis) (English, French and German)
- Vocational education and training in Ireland: short description (in English, French and German)
- Vocational education and training in the Netherlands: Short description (English, French, German and Dutch)

**Periodicals**

- European journal vocational training Nos. 29, 30 and 31 (English, French, German, Spanish and Portuguese)
- Cedefop Info 3/2003, 1/2004, 2/2004 (English, French and German)



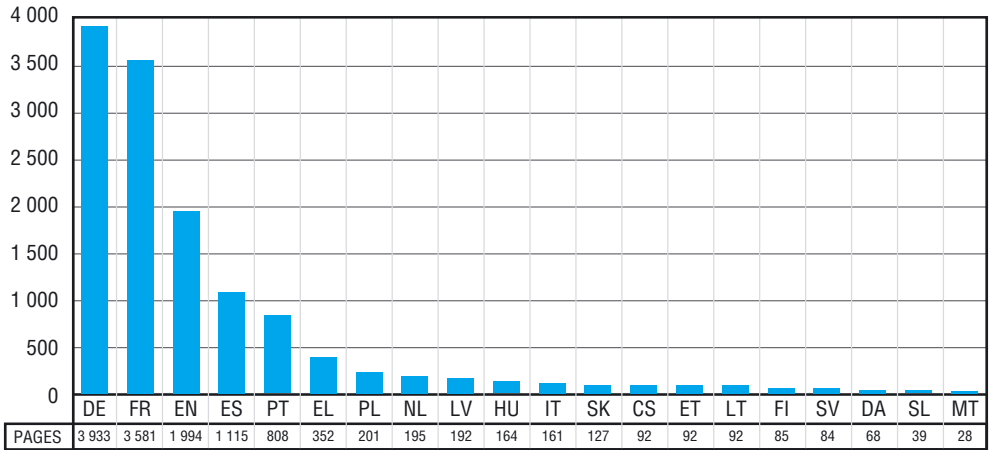
### 3. Translated publication titles in 2004

- Work programme 2004 (English\*, French, German)
- Annual report 2003 (English\*, French, German)
- European journal vocational training Nos. 30, 31, 32, 33 (English, French, German, Spanish, Portuguese)
- Cedefop Info Issues 1, 2+3/2003 (English, French, German)
- Scenarios toolkit (English\*, French, German, Spanish)
- The challenge of e-learning in small enterprises: issues for policy and practice in Europe (English\*, French)
- Learning for employment – Second report on vocational education and training policy in Europe (English\*, French (in progress), German)
- EU guide on self-assessment for VET providers (Technical working group on quality in VET (English\*, German)
- Guidance policies in the knowledge society. A Cedefop synthesis report (English\*, French, German)
- The role of the social partners in eight EU countries. Review of results (Hungarian\*, English)
- Getting to work on lifelong learning: Policy, practice and partnership (English\*, French, German)
- Lifelong learning: citizens' views in close-up (English\*, French, German)
- Identifying skill needs for the future: from research to policy and practice (English\*, French, German)
- Vocational education and training in Ireland (English\*, French, German)
- Vocational education and training in the Netherlands (English\*, French, German, Dutch)
- Lisbon-Copenhagen-Maastricht: mobilising for 2010 (English\*, French, German)
- Education, training and economic performance. Who benefits? Agora conference report (English, French, German, Greek\*)
- The future of work – overeducation and suitable work Agora conference report (English, French, German\*, Greek)
- Vocational education and training research in Europe. To what end? Agora conference report (English, French, German, Greek\*)
- Life-course guidance and counselling. Agora conference report (English, French, German, Greek\*)
- Study visits vademecum (English, French, German)
- Study visits brochure (20 languages)
- Europass documents (25 languages)

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\* source language

### 3.1.1. Pages requested for translation 2004



## ANNEX 2

# Human resources

## Staff situation at 31 December 2004

The establishment plan has 88 posts.

On 31 December 2004 the Centre employed 81 staff on the basis of the establishment plan.

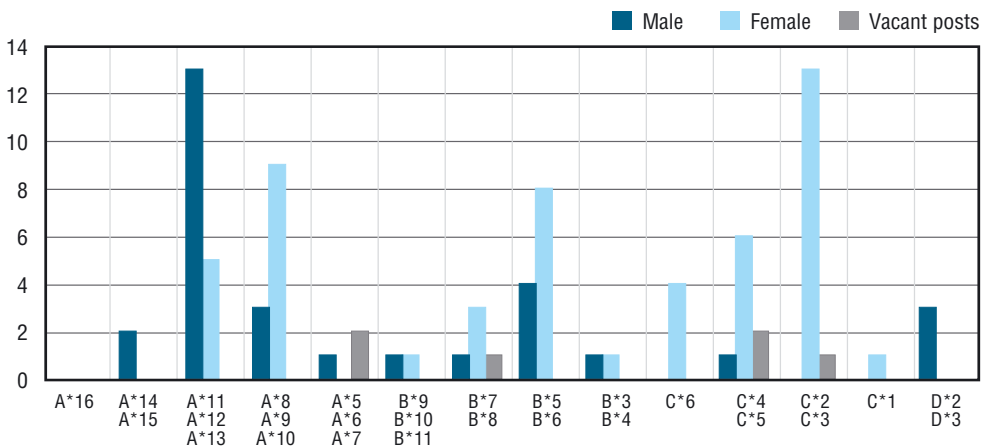
The vacancies relate to three enlargement posts and four vacancies created by recent departures. There are seven SNEs and there remained six auxiliary staff (two will remain in 2005). The following non-statutory *intra-muros* staff also work at the Centre:

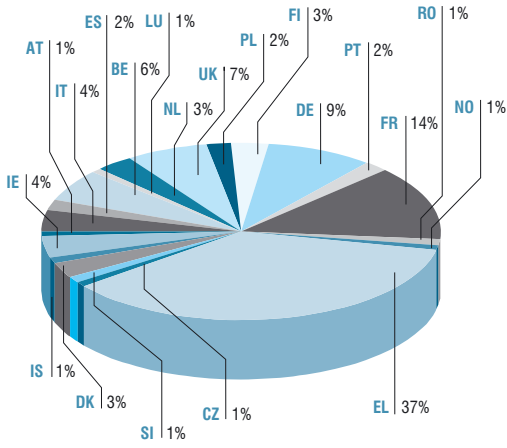
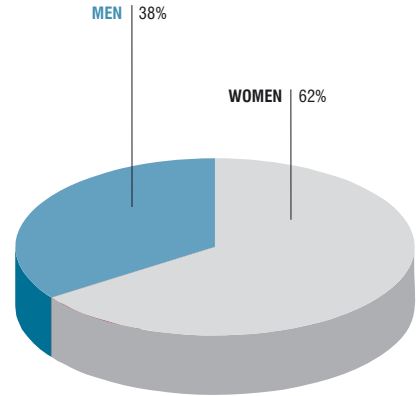
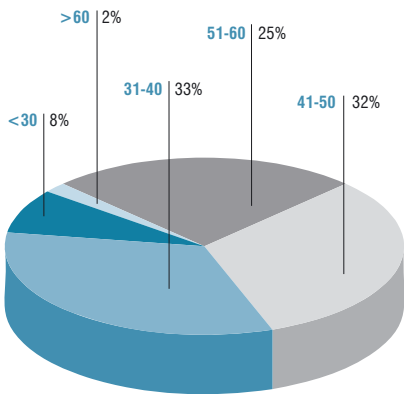
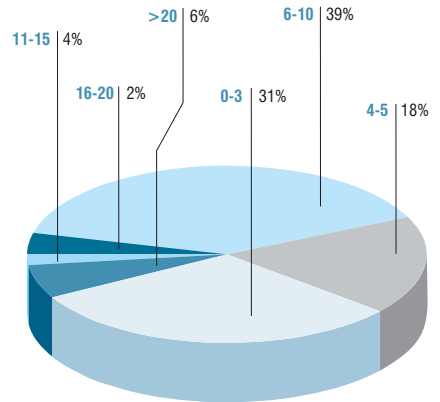
- 10 service contracts: Area D (3 persons), Area E (7 persons including medical officer and crèche)
- 15 interim agents: Area A (3 persons), Area B (two persons), Area C (2 persons), Area D (4 persons), Area E (4 persons)
- Also, when necessary, a specific service contract provides for one or two security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

On 31 December 2004 there were 116 staff working in the Centre.

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

### Cedefop's occupied posts (male/female)



**By nationality****By gender****By age****By years of service at Cedefop**

## ANNEX 3

# Internal staff allocation to areas <sup>(1)</sup> in 2004

## Directorate

Johan van Rens, *Director*  
Stavros Stavrou, *Deputy director*  
Werner P. Herrmann, *Senior advisor* (\*)  
Colin Mc Cullough, *Assistant*  
Michèle Boucouvala-Ketterer,  
*Secretary*  
Christine Sonzogni, *Secretary*

### Staff Committee

Eric Fries-Guggenheim, *Chairman*  
Maria Berkat, *Deputy chairwoman*  
Bernard Gayraud  
Michalis Tanakidis  
Nancy Toussaint

## 1. Area A: developing research

**Head of area:** Manfred Tessaring

- 1.1. **Research cooperation** – Mette-Beyer Paulsen, Martin Mulder, Barry Nyhan, Manfred Tessaring, Petr Vicenik, Norbert Wollschläger
- 1.2. **Research reporting** – Pascaline Descy, Manfred Tessaring
- 1.3. **European journal vocational training** – Éric Fries-Guggenheim

## 1.4. Agora Thessaloniki – Norbert Wollschläger

**Secretaries:** Gundula Bock (retired), Titane Delaey, Béatrice Herpin, Rauni-Helena Puurunen, Marena Zoppi

## 2. Area B: reporting and facilitating a concerted approach

**Head of area:** Mara Brugia

- 2.1. **Reporting in the knowledge management system** – Michael Adams, Sylvie Bousquet, Pascaline Descy, Sarah Elson-Rogers, Corinna Frey, Anne-France Mossoux (\*), Éric Fries-Guggenheim, Julie Murray (†), Irene Psifidou, Dora Stefansdottir, Eleonora Waltraud Schmid\*
- 2.2. **Promoting the implementation of lifelong learning** – Mara Brugia, Sarah Elson-Rogers, Franz Gramlinger, Eila Heikkila, Anne-France Mossoux (\*), Colin Mc Cullough, Burkart Sellin, Dora Stefansdottir, Jennifer Wannan

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

(\*) Left Cedefop in 2004.

2.3. **Good examples of practice database** – Michael Adams, Mara Brugia, Colin Mc Cullough, Franz Gramlinger, Maria-Jose Janardo

2.4. **A concerted approach to an open area of VET** – Tina Bertzeletou, Mette Beyer-Paulsen, Mara Brugia, Burkart Sellin, Philippe Tissot, Jennifer Wannan

**Secretaries:** Marise Alberts (retired), Gundi Bock (retired), Pelagia Katsaouni, Agnieszka Kunat, Yvonne Noutsia, Christine Nychas, Vassiliki Oraiopoulou, Caroline White.

3. **Area C: Exchange and supporting partners**

**Head of area:** Marie-Jeanne Maurage

3.1. **LdVII Study visits programme** – Marie-Jeanne Maurage, Giorgos Kostakis

3.2. **Integrating acceding countries** – Raluca Brinza

3.3. **Support and service for stakeholders** – Thomas Janson (\*), Bodil Ullestad Lovas (\*)

**Secretaries:** Maria Berkat, Silke Gadji, Alessia de Martino, Stéphanie Wehrheim

4. **Area D: Information, communication and dissemination**

**Head of area:** Marc Willem

4.1. **Dissemination and publications** – Michael Adams, Steve Bainbridge, David Bond, Sylvie Bousquet, Alison Clark, David Crabbe, Anna-Grethe Dolberg Schomburg, Isabel Dreyer, Ioanna Nezi, Corinna Frey, Michalis Tanakidis, Philippe Tissot, Amaryllis Weiler-Vassilikioti, Norbert Wollschläger, Marieke Zwanink

4.2. **Raising visibility and use of the ETV** – Theodoros Abazis (\*), John Karamanis, Stella Papargeris, Nancy Toussaint

4.3. **Databases and ReferNet managed by the Library and documentation service** – Bettina Brenner, Carlos da Cruz (\*), Jesus Bustamante, Ewa Dessaignes, Prisca Giordani (\*), Adriano Graziosi, Igor Rechnik, Maite Santos, Anne Waniart, Marc Willem

**Secretaries and local staff:** Marise Alberts, Stephen Andrews, Joanne Basiakou, Madeleine Cazals, Annette Cloake, Zacharoula Fotopoulou, Herma Hayes (\*), Vania Kanakoglou, Mary Karagiozopoulou, Maria Karamanoli, Liisa Kelloniemi,

(\*) Left Cedefop in 2004.

Danai Kosmidou (\*), Peter Seiffert,  
Eva Smirli (\*), Annie Tsaika, Ismini  
Vouyouka, Dagmar Wolny

## 5. Area E: Administration, facilities and resources

**Head of area:** Niall McHale

### Human resources

Niall McHale, *Head of service*

Ginette Manderscheid, *Assistant*  
(March 2004)

Trine Pedersen, *Training coordinator*

Effie Nabhan, *Social welfare*

Sophie Belin, *Secretary* (\*)

Ekaterina Tzolas, *Secretary*

### Finance

Hélène Hamers, *Head of service*

Kalliope Dovas, *Imprest administrator*

Athanasia Kalpakidi, *Accounting officer*

Philippe Joureau, *Deputy accounting*  
*officer*

Hélène Dupré-Makri, *Financial clerk*

### Legal and contract management

Pavlos Longinidis, *Head of service*

Bernadette Mouffe, *Assistant*

Alessandra Cerutti, *Assistant*

### IT Department

Lazaros Tossounidis, *Head of service*

Spyros Antoniou, *Communications*  
*specialist*

Isabelle Thomas-Kollias, *Fibus*  
*coordinator*

Théodoros Sakellariou, *System*  
*administrator*

Chryssa Zekou, *Secretary*

### Technical services

#### Conference service

Vassilis Boucouvalas, *Technical*  
*support*

Despo Mourmouris, *Conference*  
*service*

#### Inventory, maintenance and security services

Bernard Gayraud, *Maintenance*

Alexis Papadopoulos, *Inventory*

#### EDMS - mail - switchboard and drivers

Lia Chatzitheodorou, *Switchboard*

Dimitris Dimakopoulos, *Driver*

Josephina Kiorpelidou, *EDMS*

Anastassios Markoglou, *Mail service*

Théodoros Théodoridis, *Switchboard*

#### Restaurant

Aris Deliopoulos, *Cook*

Dimitris Nikolaïdis, *Restaurant*  
*manager*

Dimitris Tanis, *Cook*

#### Day nursery

Martha Kyparissa

Sarka Zaveska-Deligianni

(\*) Left Cedefop in 2004.

## ANNEX 4

# Management Board members

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

### 1. Participating in the Bureau meeting

Cedefop Management Board (Governing Board from 21 December 2004) members

MEMBER	ADDRESS	TEL./ FAX/E-MAIL
Chairman Government representative Mr Peter Thiele	Bundesministerium für Bildung und Forschung Referat 111 Heinemannstr. 2 D-53175 BONN	Tel. (49-1888) 57 21 26 Fax (49-1888) 57 82 1 09 or 57 36 03 peter.thiele@bmbf.bund.de Language of correspondence: DE
Vice-chairperson Employer organisations' representative Ms Lise Skanting	Dansk Arbejdsgiverforening Vester Voldgade 113 DK-1790 KOBENHAVN V	Tel. (45-33) 38 93 88 Fax (45-33) 93 08 42 lsk@da.dk Language of correspondence: EN
Vice-Chairman Employee organisations' representatives Mr Peter Rigney	Irish Congress of Trade Unions 31-32 Parnell Square IRL-DUBLIN 1	Tel. (353-1) 88 97 750 Fax (353-1) 88 72 012 peter.rigney@ictu.ie Language of correspondence: EN
Vice-chairman European Commission Mr Michel Richonnier	European Commission Directorate General Education and Culture Director Office B7 08/55 B-1049 BRUSSELS	Tel. (32-2) 29 50 973 Fax (32-2) 29 94 153 michel.richonnier@cec.eu.int Language of correspondence: FR
Government representative Ms Franki Ord	Joint International Unit Department for Education and Skills RM C579 Caxton House - Tothill Street UK-SW1H 9NA LONDON	Tel. (44) 20 73 40 44 84 Fax (44) 20 73 40 44 92 franki.ord@dfes.gsi.gov.uk Language of correspondence: EN
European Commission Mr Gordon Clark	European Commission Directorate General Education and Culture Head of unit B1 Office B7-5/42 B-1049 BRUSSELS	Tel. (32-2) 29 62 929 Fax (32-2) 29 57 830 gordon.clark@cec.eu.int Language of correspondence: EN



MEMBER	ADDRESS	TEL./FAX/E-MAIL
European Commission Mr Peter Baur	European Commission Directorate General Education and Culture Office B7-3/35 B-1049 BRUSSELS	Tel. (32-2) 29 94 208 Fax (32-2) 29 57 830 peter.baur@cec.eu.int Language of correspondence: EN,DE
Observer Ms Kristrun Isaksdottir	Ministry of Education, Science and Culture Division of Curriculum Planning Solvholsgata 4 IS-150 REYKJAVIK	Tel. (354) 54 59 500 Fax (354) 56 03 068 kristrun.isaksdottir@mrn.stjr.is Language of correspondence: EN
Observer Mr Joël Decaillon	Confédération Européenne des Syndicats 5, boulevard du Roi Albert II B-1210 BRUSSELS	Tel. (32-2) 22 40 447 Fax (32-2) 22 40 454/55 jdecaillon@etuc.org Language of correspondence: FR
Observer Ms Jeanne Schmitt	UNICE Avenue de Cortenbergh, 168 B-1000 BRUSSELS	Tel. (32-2) 237 65 37 Fax (32-2) 231 14 45 js@unice.be Language of correspondence: EN

## 2. Government representatives

Cedefop Management Board (Governing Board from 21 December 2005) members

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

Council decision of 29 April 2004 (OJ C 116, 30.04.2004, p. 14)

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL./FAX
<b>B</b>			
<b>CZ</b>	Ministry of Labour and Social Affairs Vocational guidance and job placement department Na Pořicním právu 1 CZ-12801 PRAHA 2	Mr Miroslav Kostka miroslav.kostka@mpsv.cz Language of correspondence: FR	Tel.(420-22) 19 21 111 Fax (420-22) 19 23 236
<b>DK</b>	Undervisningsministeriet Uddannelsesstyrelsen H.C. Andersen Boulevard 43 DK-1553 KOBENHAVN V	Mr Villy Hovard Pedersen villy.hovard.pedersen@uvm.dk Language of correspondence: EN	Tel. (45-33) 92 50 00 (direct line: 92 57 29) Fax (45-33) 92 56 59
<b>D</b>	Bundesministerium für Bildung und Forschung Referat 111, Heinemannstr. 2 D-53175 BONN	Mr Peter Thiele Chairman Peter.Thiele@BMBF.BUND.DE Language of correspondence: DE	Tel. (49-1888) 57 21 26 Fax (49-1888) 57 821 09 or 57 36 03

## Management Board members

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL. / FAX
EE	Estonian Ministry of Education and Research Munga 18 EE-50088 TARTU	Mr Kalle Toom kalle.toom@hm.ee Language of correspondence: EN	Tel. (372) 73 50 285 Fax (372) 73 50 220
EL	Formation professionnelle S.A. Tatoïou 125 & Lyra 140 GR-14564, Nea Kifisia – ATHENS	Mr Angelos Angelidis (OJ C 317 of 22.12.2004) a.angelidis@ep-katartisi.gr Language of correspondence: FR	Tel. (30) 210 620 54 68 Fax (30) 210 624 53 29
E	Instituto de Empleo Servicio Público de Empleo Estatal Calle Condesa de Venadito, 9 E-28027 MADRID	Ms Alfredo Liébana Collado alfredo.liebana@inem.es Language of correspondence: EN	Tel. (34-91) 58 59 755 Fax (34-91) 58 59 761
F	Ministère des affaires sociales, du travail et de la solidarité Délégation à l'emploi et à la formation professionnelle 7, square Max Hymans F-75015 PARIS	Mr Pierre Le Douaron pierre.le-douaron@dgefp. travail.gouv.fr Language of correspondence: FR	Tel. (33-1) 44 38 31 21 Fax (33-1) 44 38 34 08
IRL	FÁS -Training and Employment Authority P.O. Box 456 27-33, Upper Baggot Street IRL-DUBLIN 4	Mr Eamonn Darcy Eamonn.Darcy@fas.ie Language of correspondence: EN	Tel. (353-1) 60 70 720 Fax (353-1) 60 70 631
I	Ufficio Centrale Orientamento e la formazione professionale dei lavoratori (UCOFPL) Ministero del Lavoro e delle Politiche sociale Via Fornovo, 8 – I-00192 ROMA	Ms Aviana Bulgarelli segreteria@minwelfare.it Language of correspondence: EN	Tel. (39-06) 36 75 47 60 Fax (39) 06 32 22 358
CY	Human Resource Development Authority – Ministry of labour and social insurance P.O. Box 25431 2 Anavissou Street, Strovolos CX-1392 NICOSIA	Mr Michael Physentzides m.physentzides@hrdauth.org.cy Language of correspondence: EN	Tel. (357) 22 39 03 90 Fax (357) 22 49 69 49
LV	Ministry of Education and Science Valnu Street 2 and social insurance LV-1050 RIGA	Mr Gunars Krusts gunars.krusts@izm.gov.lv Language of correspondence: EN	Tel. (371-7) 04 78 19 Fax (371-7) 04 79 04

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL./ FAX
LT	Ministry of Education and Science Vocational education and training department A. Volano Street 2/7 LT-2691 VILNIUS	Mr Romualdas Pusvaskis romualdas.pusvaskis@smm.lt Language of correspondence: EN	Tel. (370-527) 43 138 Fax (370-526) 12 077
L	Lycée technique Joseph Bech B.P. 29 L-6701 GREVENMACHER	Mr Gilles Estgen directeur@ltjb.lu Language of correspondence: FR	Tel. (352) 75 06 65-205 Fax (352) 75 92 71
HU	Ministry of Education Szalayutca 10-14 HU-1055 BUDAPEST	Mr Janos Jakab janos.jakab@om.hu Language of correspondence: EN	Tel. (36-1) 47 37 083 Fax (36-1) 31 24 062
MT	Ministry of Education, Youth and Employment – Education division Great Siege Road FLORIANA CMR 02	Mr Charles Mizzi charles.mizzi@gov.mt Language of correspondence: EN	Tel. (356) 21 23 65 41 Fax (356) 21 24 67 82
NL	Ministerie van Onderwijs, Cultuur en Wetenschappen Directie BVE, IPC 2150 Postbus 16375 – Rijnstraat 50 NL-2515 XP DEN HAAG	Ms Rinette Julicher Council decision of 22 July 2003 (OJ C 186, 06.08.2003) c.h.m.julicher@minocw.nl Language of correspondence: EN	Tel. (31-70) 41 23 143 Fax (31-70) 41 22 699
A	Bundesministerium für Bildung, Wissenschaft und Kultur Leiter der Abteilung II/7 Minoritenplatz 5 – A-1014 VIENNA	Mr Peter Kreiml peter.kreiml@bmbwk.gv.at Language of correspondence: DE	Tel. (43-1) 53 12 04 339 Fax (43-1) 53 12 08 14 339
PL	Ministry of National Education & Sport Department for vocational training and lifelong learning Av. Szucha 25 PL-918 WARSZAWA	Mr Krzysztof Kafel krzysztof.kafel@menis.gov.pl Language of correspondence: EN	Tel. (48-22) 62 23 691 Fax (48-22) 62 23 691
P	INOFOR Instituto para a Inovação na Formação Av. Almirante Reis, n° 72 P-1150-020 LISBOA	Mr José Carlos Frias Gomes Council decision of 26 April 2003 (OJ C 100, 26.04.2003) frias.gomes@inofor.gov.pt Language of correspondence: DE	Tel. (35) 12 18 10 70 00 Fax (35) 12 18 10 71 91
SI	Ministry of Labour Family and social affairs Kotnikova 5 SI-1000 LJUBLJANA	Mr Gorazd Jenko gorazd.jenko@gov.si Language of correspondence: EN	Tel. (386-1) 47 83 488 Fax (386-1) 47 83 493

## Management Board members

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL. / FAX
<b>SK</b>	Ministry of Education Stromova 1 SK-81330 BRATISLAVA	Mr Juraj Vantuch vantuch@fedu.uniba.sk or sno@netax.sk Language of correspondence: EN	Tel. (421-2) 62 41 06 78 Fax (421-2) 62 41 06 78
<b>FIN</b>	Ministry of Education P.O. Box 29 Meritullinkatu 10 FIN-00230 HELSINKI	Ms Tarja Riihimäki tarja.riihimaki@minedu.fi Language of correspondence: EN	Tel. (358-9) 16 07 73 08 Fax (358-9) 16 07 69 84
<b>S</b>	Ministry of Education & Science Drottninggatan 16 S-10333 STOCKHOLM	Ms Carina Lindén carina.linden@education.ministry.se Language of correspondence: EN	Tel. (46-08) 40 51 788 Fax (46-08) 72 31 734
<b>UK</b>	Joint International Unit - Department for Education and Skills RM C579 Caxton House - Tothill Street UK-SW1H 9NA LONDON	Mrs Franki Ord franki.ord@dfes.gsi.gov.uk Language of correspondence: EN	Tel. (44) 20 73 40 44 84 Fax (44) 20 73 40 44 92

### 3. Employees organisations' representatives

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

Council decision of 29 April 2004 (OJ C 116, 30.04.2004, p. 14)

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL. / FAX
<b>B</b>			
<b>CZ</b>	Czech-Moravian Confederation of Trade Unions Zborovská 293 CZ - 75311 HRANICE	Mr Radovan Langer mocmkos@mbox.vol.cz or cmkos@cmkos.cz Language of correspondence: EN	Tel. (420-64) 22 01 644 or (420-23) 44 61 111 Fax (420-22) 27 18 994
<b>DK</b>	LO-Landsorganisationen i Danmark Danish Confederation of Trade Unions Islands Brygge 32D – Box 340 DK-2300 Kopenhagen S FTF-DK – Salaried Employees and Civil Servants Confederation Niels Hemmingsens Gade 12 Box 1169 DK-1010 COPENHAGEN K	Mrs Astrid Dahl Astrid.Dahl@lo.dk  Contact: Mr Erik Schmidt ersc@ftf.dkercs@ftf.dk  Language of correspondence: EN	Tel. (45) 35 24 60 00 Fax (45) 35 24 63 00  Tel. (45) 33 36 88 00

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL./ FAX
<b>D</b>	DGB - Deutscher Gewerkschaftsbund Henriette-Herz-Platz 2 D-10178 BERLIN	Mr Jochen Laux jochen.laux@bundesvorstand.dgb.de Language of correspondence: DE	Tel. (49-30) 24 06 03 82 Fax (49-30) 24 06 04 10/266
<b>EE</b>	Confederation of Estonian Trade Unions Pärnu Mnt. 41A – EE-10119 TALLIN	Ms Kaja Toomsalu kaja.toomsalu@eakl.ee Language of correspondence: EN	Tel. (372) 64 12 802 Fax (372) 64 12 800
<b>EL</b>	G.S.E.E. Paralia Avlidas GR-34100 Avlida or Av. Gén. Eisenhower, 104 B-1030 BRUSSELS	Mr Georgios Dassis Georges.dassis@euronet.be gdassis@hol.gr Language of correspondence: FR	For Greece: Tel. (30) 69 77 21 97 20 Fax (30) 22 10 34 551 For Belgium: Tel. (32-2) 21 67 882 Fax (32-2) 21 64 613
<b>E</b>	UGT c/ Hortaleza 88 E-28004 MADRID	Ms Mar Rodríguez Torres tmunoz@cec.ugt.org Language of correspondence: FR	Tel. (34-91) 58 97 684 Fax (34-91) 58 97 718
<b>F</b>	F.O. - Force Ouvrière Avenue du Maine 141 F-75680 PARIS CEDEX 14	Mr Jean-Claude Quentin jean-claude.quentin@force-ouvriere.fr Language of correspondence: FR	Tel. (33-1) 40 52 84 07 Fax (33-1) 40 52 84 08
<b>IRL</b>	Irish Congress of Trade Unions 31-32, Parnell Square IRL-DUBLIN 1	Mr Peter Rigney Vice Chairman peter.rigney@ictu.ie Language of correspondence: EN	Tel. (353-1) 88 97 750 Fax (353-1) 88 72 012
<b>I</b>	CGIL Via Po, 21 I-00198 ROMA	Mr Pietro Gelardi gelardi.studi@cisl.it Language of correspondence: FR	Tel. (39) 06 84 731
<b>CY</b>	SEK – Cyprus Workers' Confederation 11 Av. Strovolos P.O. Box 25018 CY-2018 NICOSIA	Mr Nicos Nicolaou nikos.nikolaou@sek.org.cy Language of correspondence: EN	Tel. (357) 22 84 98 49 Fax (357) 22 84 98 50
<b>LV</b>	LBAS – Free Trade Union Confederation of Latvia Bruninieku iela 29/31 LV-1001 RIGA	Ms Beata Jakubova iveta.ozola@lbas.lv Language of correspondence: EN	Tel. (371) 64 71 473 or (371-7) 03 59 11 Fax (371-7) 27 66 49 or (371-7) 03 59 12
<b>LT</b>	Lithuanian Trade Union Confederation J. Jasinkio 9 LT-1111 VILNIUS	Ms Regina Bartiene lpsk@lpsk.lt or taniab@delfi.lt Contact: Ms. Babrauskienė Language of correspondence: EN	Tel. (370-524) 96 921 Fax (370-524) 98 078

## Management Board members

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL. / FAX
<b>L</b>	LCGB 12, rue du Château L-5516 Remich LUXEMBOURG	Mr Nico Hoffman n.hoffman@ifes.lu Language of correspondence: FR	Tel. (352) 26 66 131 Fax (352) 26 69 93 52
<b>HU</b>	MKSZSZ Liliom utca 34, III/5 HU-1094 BUDAPEST	Ms Gabriella Lipka Baski mkszsz@axelero.hu Language of correspondence: EN	Tel. (36-1) 21 68 134 Fax (36-1) 21 69 813
<b>MT</b>	CMTU – Confederation of Malta Trade Unions 9e, M.A. Vassalli street VALLETTA, Malta  Malta Union of Teachers Teachers' Institute 213 Republic Street VALLETTA VLT 03	Mr Anthony Micallef Debono cmtu@maltanet.net  Contact: Mr Joseph P. DeGiovanni gensec@mut.org.mt or jpd@maltanet.net Language of correspondence: EN	Tel. (356) 21 23 73 13 Fax (356) 21 25 01 46  Tel. (356) 21 23 78 15 Fax (356) 21 24 40 74
<b>NL</b>	CNV - Christelijk Nationaal Vakverbond Postbus 327 - 3990 GC Houten Prins Bernhardweg 69 NL-3991 DE HOUTEN	Mr Bart Bruggeman a.bruggeman@cnv.net Language of correspondence: EN	Tel. (31-30) 634 83 48 Fax (31-30) 63 48 200
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Council decision of 6 March 2003 (OJ C 64, 18.03.2003)

Council decision of 29 April 2004 (OJ C 116, 30.04.2004, p. 14)

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(OJ C 88, 25.03.2000)

Council decision of 29 April 2004 (OJ C 116, 30.04.2004, p. 14)

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## ANNEX 5

# Study visits calendar

Quotas	First Half 2004																											Second Half 2004																						
	Week	5	6	10	12	13	14	15	16	17	18	19	20	21	22	24	26	27	Week	38	39	40	41	42	43	44	46	47	48	49	50																			
30 AT									36																						43																			
30 Bfr																						65																												
Bnl											8																																							
4 BG														13										42*																										
8 CY															3																																			
70 DE						31						30			12																																			
25 DK						5		25																																										
54 ES																																																		
10 EE																																																		
63 FR																																																		
25 FI															35																																			
30 EL																																																		
10 HU																																																		
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25 IE																																																		
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34 PL																																																		
4 RO																																																		
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10 SK																																																		
63 UK																																																		
	5	6	10	12	13	14	15	16	17	18	19	20	21	22	24	26	27	38	39	40	41	42	43	44	46	47	48	49	50																					

<b>A</b>	Making vocational training more attractive for young people	<b>G2</b>	Challenges for teachers and trainers: the use of ICT, new ways of learning, quality initiatives, etc.		DE
<b>B</b>	Increasing the participation of adults in training	<b>H1</b>	Challenges for teachers and trainers: the use of ICT, new ways of learning, quality initiatives, etc.		EN
<b>C</b>	Guidance and counselling	<b>H2</b>	Challenges for teachers and trainers: the use of ICTs, new ways of learning, quality initiatives.		FR
<b>D1</b>	Quality of initial VT: methodologies for assessing the quality of training system	<b>I</b>	Older workers: maintaining and updating skills to help them find and keep jobs		IT
<b>D2</b>	Quality of initial VT: quality assurance mechanism for training	<b>J</b>	Socially disadvantaged groups: combating social exclusion		ES
<b>E</b>	Training agreed by both sides of industry (sectors: transport, banking and finance, foods)	<b>K</b>	Developing entrepreneurship including the spirit of enterprise among young people		
<b>F</b>	Role of universities and others institutes of higher education in VT	<b>L</b>	European year of education through sport		
<b>G1</b>	Recognition of formal, non-formal and informal learning				

\* Coorganised by Greece and Bulgaria

## ANNEX 6

# Progress on cooperation with ETF and ETF-Cedefop strategies on the candidate countries

### Progress on ETF-Cedefop cooperation

1. In accordance with the *Framework for cooperation between Cedefop and ETF during the enlargement process* <sup>(1)</sup>, both agencies helped the new Member States and candidate countries to familiarise themselves with the Community's policy developments in vocational education, training and lifelong learning. This has long been a priority of the ETF and one of Cedefop's main activities. The priorities, planning and methods of joint work of the two agencies since September 2003 were geared to the accession of the 10 new Member States on 1 May 2004.
2. Before May 2004, cooperation between the two agencies was stepped up in the previous nine months to finalise implementation of the 'exit-entry strategy'. A summary joint progress report on this cooperation during 2003-04 was prepared in June 2004 for the European Parliament. Both agencies work closely together to support the Commission technically and scientifically in implementing enhanced European cooperation (Copenhagen process) and its efforts to implement the 'education and training 2010' work programme.
3. Since 1 May 2004, the ETF has continued to supply Cedefop with expertise and support for this process when needed. To finalise integration into Cedefop's networks, cooperation took place in the following areas: assistance in building networks on thematic issues like ReferNet, TTnet, Skillnet, etc.
4. The two agencies and Eurydice worked closely together to ensure compatibility of the reporting structures. This work is closely connected with the knowledge management system (KMS) developed by Cedefop.
5. Developments in the new Member States and candidate countries were reflected especially in the third report on European research in VET focused on evaluating the impact of VET (published by Cedefop) in contributions from the ETF and researchers from the countries concerned.

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(1) [http://www.Cedefop.eu.int/download/current\\_act/Cedefop\\_etf\\_0601.doc](http://www.Cedefop.eu.int/download/current_act/Cedefop_etf_0601.doc)

6. On 13 September 2004 a Cedefop-ETF knowledge-sharing seminar took place in Turin with the aim of increasing the ETF staff's awareness of trends in EU Member States in selected topics and familiarising them with Cedefop activities, products and services. Several Cedefop projects were presented relating to the responsibilities of both agencies with a wide-ranging overview of current and future VET developments in the EU 25. Cedefop's experts introduced their main projects, e.g. KMS/eKnowVet, SkillsNet, work-based learning and the qualifications framework, and presented some priority issues of European level VET. By way of follow-up, it was decided to organise two mock thematic knowledge-sharing seminars in 2005, one on Training for employability and entrepreneurship and one on HRD.
7. At its meeting in Turin held on 14 September 2004, the ETF-Cedefop joint working group (JWG) discussed the joint 2005 work programme and future cooperation between the two agencies and the candidate countries. A strategic paper on familiarising the candidate countries in the run-up to accession was used as a framework for future cooperation between the two agencies. All points stressed during that meeting were included in Annex V to Cedefop's 2005 work programme.
8. As a consequence of the group's work, one expert from the ETF was invited to the eSkills conference on 20 September 2004. This was a first step towards cooperation between the two agencies in e-learning and e-skills. One expert from Cedefop was appointed to provide the ETF and the Romanian Government with support in drafting the new law on apprenticeship. Cedefop made the apprenticeship dossiers available to the ETF as a good example of practices and guidance for the new Romanian Law.
9. Mr Mircea Badescu, an SNE from the ETF, attended the latest ReferNet meeting held in Thessaloniki on 11 and 12 October 2004. During his visit to Cedefop, he was familiarised with the technical details of eKnowVet, with a view to joint ETF-Cedefop work on the database, mainly on the candidate countries' reports and key indicators. This was also an opportunity to define and agree on the final version of the joint virtual community and website to support new Member States and candidate countries.
10. The Romanian Ministry of Education and Research invited Cedefop to contribute to the final conference of the Phare TVET RO project held in Eforie, Romania on 24 and 25 September under the title Achieving the Lisbon goals-2010: contribution of TVET in Romania. The conclusions of the conference highlighted the main areas where major changes and reform had taken place: curriculum development, training of teachers and managers, school

management and development of school strategic capacity to respond to the needs of the local and regional labour markets. Several meetings took place between representatives of Cedefop, the ETF and their Romanian counterparts to identify the key priorities for a joint effort to support Romania in improving its VET system. The issues commonly agreed on were ReferNet and reporting, TTnet, SkillsNet, qualifications framework and apprenticeship.

11. Cedefop's Deputy director was invited as a key-note speaker to a major LLL Conference held in Sofia, Bulgaria on 8 October 2004. He used that opportunity to meet with high level representatives from several authorities, i.e. the Ministry of Education and Science, the Ministry of Labour and Social Policy, the National Agency for VET, the HRD Centre, etc. to identify together the key issues in which the country would need strong support from Cedefop and the ETF in preparing for EU accession (probably in 2007). The VET fields identified as priorities in familiarising Bulgaria with continuing developments in the EU were: ReferNet, guidance and orientation, TTnet, quality in VET, recognition of qualifications (especially non-formal) and apprenticeship. That list was also confirmed during a discussion with the ETF expert who has long been responsible for Bulgaria and who also attended the conference.
12. Finally, Cedefop accepted an invitation to attend the Conference to launch the newly-created Turkish National Agency (on Socrates, Leonardo da Vinci and Youth) held in Istanbul from 7 to 9 October 2004. Cedefop's contribution related to study visits. As a follow-up to that event, Cedefop received a Turkish delegation in the last week of November 2004 to familiarise them with Cedefop's activities, in particular the study visits programme.

### ETF-Cedefop strategies for candidate countries

13. The framework of the ETF-Cedefop cooperation on candidate countries is funded from the new Phare budget approved by the Commission/DG ENLG in September 2004. The budget is earmarked for familiarisation of Romania and Bulgaria only, for the period from 2004 to March 2006. The conclusions of the in-depth discussions during the last meeting of the ETF-Cedefop JWG on the joint 2005 work programme, taken together with the outcomes of the abovementioned talks in Romania and Bulgaria, provide a sound basis for the preparation of a realistic, more detailed and coherent familiarisation programme for those countries.
14. The Commission will consider financial support for the familiarisation of Croatia and

- Turkey at the beginning of 2005. During 2004, the ETF and Cedefop supported those two countries within the existing frameworks of cooperation.
15. More concretely, Cedefop will continue to draw on the ETF's experience when stepping up the participation of the candidate countries in the following activities: ensuring compatibility of reporting structures, statistics and indicators and supporting research cooperation. The ETF and the candidate countries will have more opportunities to be associated with Cedefop in *the European journal vocational training*, contributions to *Cedefop info*, Agora meetings and the network on early identification of skill needs in Europe, and participation (of the candidate countries) in the Leonardo da Vinci study visits programme. (The ETF will continue to provide support for involvement of the candidate countries in the programme in the form of appropriate contacts.)
  16. More specifically, both agencies will also continue to work together in the following areas: lifelong learning (LLL), initiatives on the validating non-formal and informal learning, quality in VET and guidance and counselling. Other areas of cooperation such as mobility and sectoral competence will be dealt with as other priority fields in the enhanced cooperation emerging from Copenhagen/Maastricht. Finally, the ETF and Cedefop will continue to assist candidate countries in implementing Europass.



## ANNEX 7

# General execution of the budget 2004

## Provisional overall budget execution

	Budget	Committed	execution in % of the budget
Title 1 (Staff)	9 242 650	9 054 220	97.96
Title 2 (Investment building, equipment)	1 395 350	1 314 158	94.18
Title 3 (Operational expenditure)	5 234 000	5 233 888	100.00
<b>Total budget EU 25 (EU 15 + 1 000 000)</b>	<b>15 872 000</b>	<b>15 602 265</b>	<b>98.30</b>

## Execution by budget line

	Budget	Blocked/ committed	execution in % of the budget
3000 (Documentation)	583 041	583 030	100.00
3001 (Computers)	145 833	145 833	100.00
3010 (Dissemination of information)	769 577	769 576	100.00
3020 (Networks and meetings) – blocked	502 400	502 365	99.99
3021 (Interpretation)	204 327	204 326	100.00
3030 (Contracts, pilot studies & projects)	1 235 862	1 235 862	100.00
3040 (Translation)	567 000	567 000	100.00
3050 (Management Board)	120 960	120 960	100.00
3060 (Study visits)	1 105 000	1 104 936	99.99
<b>Total budget EU 25 (EU 15 + 300 000)</b>	<b>5 234 000</b>	<b>5 233 888</b>	<b>100.00</b>



Cedefop  
(European Centre for the Development of Vocational Training)

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