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European Centre for the Development of Vocational Training

Work

Programme

2001

Work programme 2001

Cedefop

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The **European Centre for the Development of Vocational Training** (Cedefop) established in 1975, provides information and analyses of vocational education and training systems, policies and research.

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N.B.

Throughout the Work Programme 2001 references to the European Union (EU) and its Member States apply equally to Norway and Iceland. These two countries participate in the vocational education and training activities of the EU as partners under the agreement setting up the European Economic Area (EEA). Similar arrangements are considered for Lichtenstein.

Foreword

Cedefop's work programme for 2001 is ambitious and intends to make our activities more coherent. This year Cedefop, as the European Union's reference centre for information on vocational education and training, will pay special attention to serve the community of practitioners with services and help education and training across Europe. Its networks will bring together a wide range of expertise and facilitate the exchange of information, experience and good practise. Cedefop will stimulate debate amongst and between policy-makers, researchers and practitioners, not just from the European Union, but also from the candidate countries. Cedefop will also support comparative research in Europe to help decision-making on the future of vocational education and training.

Cedefop's services and publications will continue to exploit the potential of electronic communication, especially the Electronic Training Village, which is increasingly a central platform for vocational education and training specialists.

The work programme for 2001 is focused and result-oriented in its strategy. It provides a coherent approach to vocational education and training within the medium-term priorities for 2000-03. In 2001 Cedefop will undertake and take into account the outcome of an external assessment of its performance and impact.

In serving the information needs of its partners and clients, Cedefop will contribute to the development of vocational education and training and a Europe of knowledge.

Johan van Rens
Director

S.Oliver Lübke
Chairman of the Management Board

Executive summary

Introduction

Cedefop, as the EU's reference centre for vocational education and training, is an active information provider and a source of reference for information on vocational education and training systems and policies. It carries out scientific analyses and overviews of research results, innovation and other developments. Cedefop promotes mutual learning and understanding of key issues and help informed decisions for future action to be taken.

The main tasks of Cedefop as defined in its founding regulation are to:

- (a) compile selected documentation and analysis of data
- (b) contribute to the development and coordination of research
- (c) exploit and disseminate useful information
- (d) encourage and support a concerted approach to vocational training problems
- (e) provide a forum for a wide and diverse audience.

Through its products and services Cedefop contributes to a training of quality by serving the:

- (a) European Commission, European Parliament and other European institutions
- (b) Member States
- (c) social partners
- (d) other policy-makers, including local and regional authorities
- (e) vocational education and training researchers and practitioners;
- (f) associated countries (Iceland and Norway) and, as soon as agreements have been concluded with Cedefop, EU candidate countries.

Cedefop work programme 2001

In 2001, Cedefop will take forward some 11 projects which will lead to a number of publications and other outcomes. The 2001 work programme is set in the framework of the following operational guidelines for the period 2000 to 2003:

- (a) promoting and interpreting research and the identification of innovation
- (b) information on vocational education and training
- (c) support to meet the specific needs of Cedefop's partners
- (d) providing forums for debate and links between policy makers, social partners, researchers and practitioners.

Cedefop's operational guidelines are supplemented by four thematic medium-term priorities, which also cover the period 2000 to 2003. The priorities, which focus Cedefop's information, research and dissemination activities, are

- (a) promoting competences and lifelong learning
- (b) facilitating new ways of learning for a changing society
- (c) supporting employment and competitiveness
- (d) improving European understanding and transparency.

Cedefop's projects are discussed briefly below, grouped under their relevant operational guideline.

Promoting and interpreting research and the identification of innovation

Under the guideline of promoting research and identifying innovation, Cedefop will take forward five projects.

The first project is Cedefop's **reporting system on lifelong learning**, which will become operational and accessible through the Electronic Training Village (ETV) in 2001. Drawing from many different sources the reporting system aims to provide an overview of the development and implementation of lifelong learning in various Member States. Information collected as part of the reporting system will be available to support follow up to the European Commission's Memorandum on lifelong learning

In the project **promoting competences for the knowledge society**, Cedefop brings together work it has done on key qualifications and the identification, assessment and recognition of non-formal learning and introduces developments in the area of e-learning. In 2001, Cedefop will issue a reference publication on key qualifications, setting out the current thinking in this area. In addition, Cedefop will also support efforts to establish an exchange/learning mechanism, to support the exchange of experience in identifying, assessing and recognising non-formal learning. To provide information on developments in e-learning, Cedefop will establish an electronic platform on existing research on and approaches to e-learning including a database on e-learning opportunities. Cedefop will also publish a report on information technology and learning and help organise and support the European contribution to the Online Learning (Europe) conference to be held in February 2001.

The **training of trainers network (TTnet)** network is a project which provides an interface between policy-makers and others involved in the training of trainers at national and European level. It encourages debate and synergy between training professionals. In 2001, Cedefop will publish a Community report on the achievements in the field of training of trainers, as well as a thematic glossary on "Training of Trainers and information communication technology".

Under a new project **learning accessible to all in a changing economy**, Cedefop will identify policies and best practice to raise the skill levels of older and/or lower skilled workers and

ensure equal opportunities. In particular, Cedefop will aim to support the information needs of the social partners at sectoral level, especially of older/lower skilled workers and will launch research on the training aspects of the social economy. Efforts will also be made to set up a database of examples of integrating socially disadvantaged young people, or young people with learning difficulties. This project also incorporates earlier work done by Cedefop on policies related to investment in vocational training and on small and medium-sized enterprises (SMEs) In 2001, Cedefop will publish the results of a study on SMEs and internationalisation in the service sector. In addition, consideration will be given to the implications of research on the impact of education/training expansion on the labour market.

Cedefop's project **mobility and transparency of vocational qualifications**, focuses on the role of mobility as a didactic tool in the context of European vocational education and training research. During 2001, Cedefop will publish a report on mobility as a didactic tool both within and outside European programmes. In addition, Cedefop will continue to support the forum on the transparency of qualifications in its work to identify additional ways of improving mutual understanding of the qualifications awarded, and the identification assessment and certification of non-formal learning.

Information on vocational education and training

Under the guideline of information on vocational education and training, Cedefop will take forward two projects.

Under the project **description and renewal of Member States' vocational education and training systems**, in 2001 Cedefop will publish descriptions (monographs) of vocational education and training systems in Belgium, Germany, Greece and Ireland. In addition, the remaining financing portraits on Greece, Portugal and Belgium and a synthesis report on the financing of vocational education and training in the EU will be published. To contribute to policy development in the future, Cedefop will also publish a report on scenarios and strategies for vocational education and training.

As the EU reference centre for vocational education and training, Cedefop's stakeholders and partners expect high quality information and data. Under its **reference material** project, Cedefop publishes on a regular basis reports on key statistical data, developments in vocational education and training policy, and on report, vocational education and training research. In 2001, Cedefop will publish key data on transition from the education system to working life, a joint project undertaken with the European Commission and Eurostat. Recently, Cedefop's relations with the world of research have developed considerably. Reporting on vocational education and training research is an ongoing task for Cedefop to improve the understanding of different approaches and provide an interface between researchers and the various actors responsible for education and training. Consequently in 2001, Cedefop will publish its second research report on vocational education and training "Training for competence".

Support to meet the specific needs of Cedefop's partners

Under the operational guideline to support the specific needs of its partners, Cedefop has one major project as **a partner in policy formulation and development**.

Under this project during the course of 2001, Cedefop will support vocational education and training initiatives and events in EU presidency countries. It will provide discussion papers and background documentation, as appropriate, for meetings of Directors-General for Vocational Training and the Advisory Committee for Vocational Training, in close cooperation with the European Commission. Where requested, Cedefop will also provide input for meetings of the social dialogue in vocational training and other activities of the social partners. On the basis of the work programme 2001, Cedefop will update its understanding on cooperation with the European Commission to clarify responsibilities and establish clear lines for cooperation.

Given the prospect of EU enlargement embracing 13 candidate countries, in 2001 ways will be examined to see how they might be integrated further into Cedefop's activities. Work with the candidate countries will be done on a gradual basis in close consultation with the European Training Foundation.

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

Under the guideline of providing forums for debate and links, Cedefop has two projects.

The **study visits' programme** enables an exchange of views and reflection between vocational training specialists on issues of common interest at a European level. In 2001, The study visits programme will comprise 65 visits in more than 22 countries involving 650 to 700 participants.

The project **research for policy and debates** comprises the Agora Thessaloniki and the newly inaugurated Cedefop Research Arena (Cedra).

The Agora Thessaloniki was set up to provide a venue for free debate on specific issues between the different actors involved in vocational training. Three Agoras will be organised in 2001:

- (a) The learning region – have institutions with a training function a role to play at regional level?
- (b) Vocational training for the disabled and training of trainers working with the disabled
- (c) Mobility as a learning tool

Cedra supports research networks and promotes cooperation and dialogue between the worlds of research and practice. In 2001 it will continue to develop information technology tools to

facilitate the sharing of information, support cooperation among researchers and promote collaboration in knowledge development. In addition, a Cedra colloquium will be organised on the concept of 'knowledge development for social innovation'.

Information and communication services

Cedefop's research, reporting and exchange activities are supported by a range of information and communication services. These services promote and disseminate Cedefop's work and provide essential support services to colleagues.

Cedefop's information and communication services comprise library and documentation, electronic media (including the ETV), editing, translation, publishing and promotion.

In 2001 the **library and documentation service** will provide access to information sources - publications, periodicals, reports, thematic dossiers - on vocational education and training, as well as glossaries and advice on terminology and acronyms.

In 2001 Cedefop's **electronic media** services, in particular the Electronic Training Village (ETV) will provide electronic publications on the results of Cedefop project work. A system of differential membership for specialised products and services of Cedefop. It will also set up a vocational education and training on-line news service with decentralised input from selected sources throughout Europe, as well as publishing a monthly vocational education and training electronic newsletter.

In 2001, the **publications service** will provide three issues of the European Journal Vocational Training (cooperating with the ETF), and of the Cedefop Info. It will also organise the production of Cedefop's hard-copy publications in its reference, panorama and dossiers series on the results of Cedefop project work.

Cedefop will also seek to raise its profile and the impact of its work through a number of initiatives including: efforts to secure more extensive press coverage of its activities, particularly in the specialised media; the development of a plan of promotional activities with a coherent series of promotional material using Cedefop's corporate identity; increase the use Cedefop as a cited source through inclusion of its material on major citation databases.

Conclusion

Cedefop's work programme for 2001 is an ambitious one, but underlines Cedefop's aim to be the reference source in Europe for information on vocational education and training. It also reflects Cedefop's determination to provide its partners with practical and valuable support in their efforts to promote the development of vocational education and training policy, research and practice.

Introduction

Cedefop, as the European Union's reference centre for vocational education and training, provides policy-makers, researchers and practitioners with information to promote a clearer understanding of developments and so enable them to take informed decisions for future action. Cedefop supports and promotes research on specific themes and identifies trends to policy-makers and its partners. Cedefop's work programme sets out the services it provides and the themes (medium-term priorities) on which its work will focus in 2001. The activities planned contribute to the EU's determination to promote the highest possible level of skills and knowledge for its citizens through its activities.

Cedefop is an active information provider and a source of reference for information on vocational education and training systems, policies and research. It carries out scientific analyses and overviews of research results, innovation and other developments. Cedefop promotes mutual learning and understanding of key issues by examining developments and explaining and interpreting them. By facilitating exchanges, cooperation and synergy between all concerned, it develops a concerted European approach to vocational education and training issues.

The main tasks of Cedefop as defined in its founding regulation are to:

- (a) compile selected documentation and analysis of data
- (b) contribute to the development and coordination of research
- (c) exploit and disseminate useful information
- (d) encourage and support a concerted approach to vocational training problems
- (e) provide a forum for a wide and diverse audience.

Through its products and services Cedefop contributes to a training of quality by serving the:

- (a) European Commission, European Parliament and other European institutions
- (b) Member States
- (c) social partners
- (d) other policy-makers, including local and regional authorities
- (e) vocational education and training researchers and practitioners;
- (f) associated countries (Iceland and Norway) and, as soon as agreements have been concluded with Cedefop, EU candidate countries.

Cedefop serves a number of European priorities and initiatives. It contributes to and capitalises upon information developed in:

- (a) European Community training initiatives, and in particular the Leonardo da Vinci programme, in which it has a specific role to implement certain measures
- (b) the European employment strategy and its four pillars: employability, entrepreneurship, adaptability, and equal opportunities relating to vocational education and training
- (c) other European programmes which include vocational education and training, in particular the fifth framework programme for research
- (d) other research and initiatives carried out in Member States or by the social partners.

Cedefop's work is set against the background of a dynamic policy, in particular, the:

- (a) Amsterdam Treaty, and, in particular, the preamble, Articles 2, 3, 13 and Article 150
- (b) Leonardo da Vinci programme (Council Decision 1999/382/EC establishing the second phase of the Community vocational training action programme "Leonardo da Vinci") and the need to build upon and disseminate the results;
- (c) European Commission's "Rolling Agenda" in the field of education and training and on new working procedures for European cooperation. Three themes identified by this agenda as priorities in the general context of lifelong learning and training are, the
 - (i) role of education and training in employment policies
 - (ii) development of quality education and training at all levels
 - (iii) promotion of mobility, including recognition of qualifications and periods of study
- (d) four pillars of the European Employment Strategy (employability, entrepreneurship, adaptability, and equal opportunities), the employment guidelines and their increased attention to lifelong learning
- (e) European Council's conclusions in Lisbon (March 2000) and Santa Maria da Feira (June 2000), which delivered a whole set of coherent and new initiatives to promote lifelong learning and investment in people especially in view of the technological developments in the knowledge societies
- (f) activities of the Social Dialogue Working Group on Education and Training, the social partners' agenda for vocational education and training for the coming period as well as the demands from the European sector dialogue
- (g) European Commission's "Memorandum on lifelong learning" (October 2000) which will give renewed impetus for learning and create a community framework for better adaptation to new economic, social and technological developments in our countries
- (h) European Commission's "e-learning" initiative to speed up the adjustment of education and training in Europe to the digital age

- (i) European Commission's papers on "Education - Training - Research, the obstacles to trans-national mobility", "Towards a Europe of Knowledge" and learning in the information society
- (j) recommendations on mobility and further steps in this area of the European Commission
- (k) 2001 as the European year of languages
- (l) cooperation with Eurydice and the European Training Foundation (ETF) and other decentralised agencies on projects of common concern.

The work programme 2001

Cedefop's work programme for 2001 are planned in a framework of operational guidelines and thematic medium-term priorities for the period 2000 to 2003. These priorities and guidelines enable Cedefop to assist in flexible but targeted ways the European Commission in encouraging, at European level, the promotion and development of vocational education and training. They reflect Cedefop's role as the EU reference centre for vocational education and training and set out the products and services Cedefop provides for its partners and clients, as well as the themes its work will focus on.

In line with its medium-term priorities, Cedefop has developed considerable expertise in areas for which important political initiatives are taken at EU level (e.g. lifelong learning, information and communication technology aspects, quality). It is important that the work programme for 2001 is open enough to permit the Centre participate actively in the development of the EU policy. The Centre's activities will take into account the follow-up of the lifelong learning Memorandum.

The same is true for e-learning, where Cedefop has gained a remarkable position and the Commission has adopted an action plan. Some activities of the action plan can be successfully implemented by the Centre (See especially chapters 2, 3, 4, 11)

Cedefop's thematic medium-term priorities for 2000 to 2003 are:

- (a) promoting competences and lifelong learning
- (b) facilitating new ways of learning for a changing society
- (c) supporting employment and competitiveness
- (d) improving European understanding and transparency.

Within the medium-term priorities more specific aims are stated. The priorities clarify the type of issues on which Cedefop will concentrate on between 2000 to 2003. These are outlined in full in annex I.

The thematic medium-term priorities are taken forward in a number of ways by Cedefop's operational guidelines, which are:

- (a) promoting and interpreting research and the identification of innovation
- (b) information on vocational education and training
- (c) support to meet the specific needs of Cedefop's partners
- (d) providing forums for debate and links between policy makers, social partners, researchers and practitioners.

Early in 2001 the Commission and Cedefop will update their memorandum of cooperation, in which clear and more developed arrangements for Cedefop to support the Commission will be set out. This will promote a systematic carrying out of this work programme.

Operational guideline: Promoting and interpreting research and the identification of innovation

Introduction

Under the guideline of promoting research and identifying innovation, Cedefop's aims are to:

- (a) identify the priorities for stimulating, coordinating and promoting research (especially the promotion of comparative and transnational research) and “coaching” transnational partnerships
- (b) cooperation with international organisations
- (c) provide reports providing overviews and scientific analyses of research under European programmes and on issues included in Cedefop's thematic priorities
- (d) provide reports and information on innovation and good practice

Implementing lifelong learning implies linking different forms of learning, at different venues, various stages of life, and mixing and matching different disciplines or modules. Given the drive for lifelong learning, increasing consideration is given to more holistic approaches to vocational education and training evidenced by the growing interest in developing new strategies for lifelong learning. It means building bridges between highly diversified learning areas, both inside the formal system and outside (at work, at home, during leisure time, etc.). This opens up combinations and synergies not possible in one institutional setting. Diversifying training provision relies on introducing more innovative training techniques relevant to today's societal and economic demands.

Many of these issues are considered within the research projects listed below.

1. Reporting system on lifelong learning

Background

During 2000, work began on setting up the reporting system on lifelong learning in the Electronic Training Village (ETV) (see project 11. Electronic Media). Its aim is to provide an overview of the development and implementation of lifelong learning in various Member States. The project draws from many different sources, including other Cedefop projects and national action plans (NAPs) for employment prepared by each Member State.

Work plan 2001

In 2001 the reporting system will be set up and become operational. New activities will examine trends in lifelong learning in enterprises. Many lifelong learning strategies emphasise learning during working life which is seen as the responsibility of both the employer and the employee. A better understanding is needed of how these responsibilities are shared in practice. As data are difficult to acquire, empirical research will investigate both how the issue is dealt with on a practical level and will focus on identifying innovative approaches. Furthermore, the education and training aspects of Member States national action plans will provide input for the reporting system, as well as the use of the European Social Fund, which contributes to the implementation of the European employment strategy.

Attention will be given to assuring that work will tie in with the activities of Eurostat Task Force on measuring lifelong learning and with the needs of the European Commission for structural indicators on education and training.

Information collected as part of the reporting system will be available to support follow up to the European Commission's Memorandum on lifelong learning and its key messages:

- new skills for all
- more investment in human resources
- innovation in teaching and learning
- valuing learning
- rethinking guidance and counselling
- bringing learning closer to home.

Proposed outcomes 2001

- (a) implement the reporting system on lifelong learning in the Member States to monitor new initiatives and identify innovative developments and strategies across the EU in order to identify innovative training techniques and methods.

Project managers: Martina Ni Cheallaigh, Roland Loos, NN

2. Promoting competences for the knowledge society

Background

This project area draws upon earlier work done by Cedefop on key qualifications and the identification, assessment and recognition of non-formal learning. A new element will be introduced relating to the development of ideas related to e-learning.

Work plan 2001

During 2001, the reference publication on key qualifications, setting out the current thinking in this area, will be published and promoted. It will be followed up by examining case studies on innovative practice as a basis for systematic monitoring of new European developments in this field with specific emphasis on the renewal of qualifications given the increasing importance of information and communication technology related occupations. These will be made available to researchers in the context of the Cedra project (see 10.2) and will feed into the reporting system for lifelong learning (see project 1).

After documenting efforts to identify, assess and recognise non-formal learning (see the report “Making learning visible”) the next steps are to implement a European exchange/learning mechanism, to support the exchange of experience in this area examining not only methodological, but also institutional and political issues, to provide an overview of current developments. Research on internal enterprise method to identify and assess non-formal learning, began in 2000, will be finalised in 2001.

E-learning is emphasised in the context of the eEurope initiative, the rationale being to provide as much access as possible to all learning opportunities through information technology. To support this process an analytical perspective is needed of the work undertaken to date. Consequently, in 2001, Cedefop will review and report on existing work to identify data available on the information and communication technology skills level of the labour force in Europe, including forecasts, job/occupational profiles, skill profiles and the available training provision. Cedefop will also organise a series of meetings with key players to discuss and exchange information and to contribute to solutions for the perceived ICT skills gap. Efforts will be made to involve enterprises and the social partners in this process, with a view to establishing a platform for mutual exchanges on e-learning.

Cedefop will also help to organise and support the European contribution to the Online Learning (Europe) conference to be held in February 2001.

Proposed outcomes 2001

- (a) a reference publication on key qualifications
- (b) compile an electronic European case base on key qualifications
- (c) develop a mechanism at European level to exchange experience about identification, assessment and recognition of non-formal learning
- (d) establish an electronic platform on existing research on and approaches to e-learning including a database on e-learning opportunities
- (e) report on information technology and learning, also to find good practices from European projects and programmes, as well as innovative training techniques and methods in the VET area.

Project managers: Pekka Kämäräinen, Werner Herrmann, Barry Nyhan, Colin Mc Cullough

3. Training of trainers network (TTnet)

Background

The TTnet network is an interface between policy-makers and others involved in the training of trainers at national and European level. Since its launch in 1998, it has expanded from 9 to all 15 Member States. It encourages debate and synergy between training professionals. During 2000, TTnet organised workshops on the validation of competences, and qualifications standards for trainers, as well as a conference on the challenges at European level in this field. In addition, a number of dossiers on specific aspects related to the training of trainers were published. An interactive electronic platform linking the national networks within TTnet was also set up in the ETV to provide information and facilitate contact between network members.

Work plan 2001

In 2001, the plan is to reinforce the role of TTnet as a platform for communication by developing links with other Cedefop projects and initiatives, in particular, Cedra and the e-learning elements of the project on promoting competence. Also during 2001, TTnet will assess the results of Leonardo da Vinci projects, as well as initiatives at national level, with a view to making recommendations to policy-makers on issues related to the professionalisation of teachers and trainers and to development of new skills. Research will be launched into methods and systems to identify innovative practices in the training of trainers, including those developed in different European programmes and projects.

Proposed outcomes (2001)

- (a) publication and dissemination of the “Community report on the achievements in the field of training of trainers”
- (b) publication of the thematic glossary on “Training of Trainers and information communication technology” and support for new media skills in this group
- (c) publication of thematic dossiers on specific issues related to the training of trainers and the implementation of the e-learning action plan.

Project managers: Mara Brugia

4. Learning accessible to all in a changing economy

Background

This is a new project in which Cedefop will identify policies and best practice to raise the skill levels of older and/or lower skilled workers and in ensuring equal opportunities. The consequences of the information society coupled with other major societal trends attributable to demographic, economic and labour market shifts mean that the employment of older and/or lower skilled workers is not only socially and individually an important question, but is coupled with increasing demands within the labour market.

The impetus for this project derives from the European summit in Santa Maria de Feira (June 2000) which considered lifelong learning essential for the development of citizenship, social cohesion and employment. It emphasise the need to identify coherent strategies and practical measures to foster lifelong learning for all, to promote the involvement of social partners, harness the full potential of public and private financing, and to make higher education more accessible to more people as part of a lifelong learning strategy. The social partners were invited to play a more prominent role in defining, implementing and evaluating the employment guidelines focusing particularly on modernising work organisation, lifelong learning and increasing the employment rate, particularly for women. In addition, the social partners, in their joint statement to the Forum on 15 June 2000, expressed a wish to give a “new dimension to life-long vocational training as an investment”. The European Commission’s social policy agenda invites social partners to play a more active role and to support common European objectives.

Work plan 2001

The development of partnerships with and between the social partners is of utmost importance. Within Cedefop this activity will focus on support for the sector-based vocational education and training social dialogue, and on promoting better links with researchers and research organisations. To begin this process, in 2000, Cedefop established a social partners house within the ETV to make information. To further this initiative, Cedefop will launch research to assess the training aspects of the growing importance and development of the social economy and capitalise on the results of national agreements between social partners in this field and of the outcomes of projects in the Adapt Programme (1995-1999).

Research and analysis will be made of certain sectors, e.g. the agricultural sector. At enterprise level further work will be undertaken on the growing importance of the role of small and medium-sized enterprises in the European economy.

Consideration will be given to collating good examples of integrating socially disadvantaged young people or young people with learning difficulties.

Cedefop will also build upon the work undertaken over the past two years on specific policies related to investment in vocational training. Between 1999 and 2000, a variety of discussion reports were published on issues such as output related funding, human resource accounting, a review of studies on the returns to enterprise-related continuing vocational training, a discussion on the reform of the management structures for vocational education and training in Sweden and the Netherlands and different funding schemes to support continuing training in small and medium-sized enterprises (SMEs).

To contribute to the Commission's activity on growth, competitiveness and human resources Cedefop will prepare documents on vocational training research in Europe (see project). In addition, consideration will be given to the implications of research on the impact of education/training expansion on the labour market. In the light of the e-learning initiative a specific study on investment in human resource development may be carried out.

Proposed outcomes 2001

- (a) enhance the role of Cedefop in supporting the information needs of the social partners at sectoral level, especially of older/lower skilled workers
- (b) research on the training aspects of the social economy
- (c) publish the results of the study on SMEs and internationalisation in the service sector
- (d) establish a database on cost/benefits analysis of funding
- (e) make an inventory of good practices which includes the handicapped or slow learners in training.

Project managers: Burkart Sellin, Iver Jan Leren, Tina Bertzeletou, Sarah Elson-Rogers, Roland Loos

5. Mobility and transparency of vocational qualifications

Background

This project was launched in 2000. Its main focus, mobility as a didactic tool, is new in the context of European vocational education and training research. The knowledge and expertise in this field is sparse and dispersed, and the necessary overview of the state of affairs from a European perspective is lacking. During 2000 a platform for the discussion of mobility as a didactic tool was established, by setting up a knowledge sharing network (the mobility forum) in the context of the Cedra project (see 10.3).

During recent years the European Commission and Cedefop set up the forum on the transparency of vocational qualifications. The forum drew up an action plan outlining a number of steps to improve transparency, which was implemented in 2000.

Work plan 2001

During 2001, work will continue on collecting national studies to form an overview of the current state of affairs at European level. Outcomes of the mobility and pilot project strands of Leonardo da Vinci I programme, its predecessors and regional or national mobility schemes will be analysed. The outcome will be the first European overview of the use of mobility as a didactic tool.

Themes to be addressed in 2001 are mobility projects as a didactic tool for disadvantaged groups, strategies for involving enterprises as host companies and the use of 'mentoring' to enhance the quality of placements and the acquisition of personal skills in transnational placement projects

In 2001, the effects of the action plan of the transparency forum will be monitored and assessed. In addition, Cedefop will continue to support the forum in its work to identify additional ways of improving the transparency of qualifications.

Proposed outcomes 2001

- (a) a report on mobility as a didactic tool both within and outside the European programmes
- (b) support for the forum on the transparency of vocational qualifications.

Project managers: Sören Kristensen, Sten Pettersson

Operational guideline: Information on vocational education and training

Introduction

Under the guideline of productivity information on vocational education and training, Cedefop aims to:

- (a) publish descriptions of Member States' systems and arrangements
- (b) provide regular reports and periodicals on trends and developments
- (c) provide analyses of statistical data on vocational education and training
- (d) develop and provide access to databases through the ETV and Cedefop's library and documentation service.

6. Description and renewal of Member States' vocational education and training systems

Background

Cedefop has a long tradition of publishing descriptions (monographs) of Member States' systems. However, the quickening pace of change and the lengthy production process has prompted a rethink of how they are prepared. In 2001, consideration will be given to preparing the next generation of descriptions through an electronic updating system linked to correspondents in the Member States. In addition, all published descriptions will be put on the ETV and an electronic search mechanism established allowing the user to find information throughout all countries on specific keywords.

The various sections and chapters - general information, historical background, regulatory and financial framework, qualitative aspects, trends and perspectives - will be structured on a thematic basis so that the information can be examined in both a national context and compared on a transnational basis.

The first themes for this project will, draw upon two other Cedefop projects: financing and scenarios and strategies for vocational training. Between 1997 and 2000, Cedefop published 12 country reports containing qualitative and quantitative information on the way in which vocational education and training is financed within Member States. In 1999 and 2000, the scenarios and strategies for vocational training project was carried out in two phases. Project teams of five EU and five countries from central and eastern Europe elaborated comprehensive scenarios and the related strategies and instruments as well as the actors responsible for their implementation.

Work plan 2001

During 2000, considerable efforts were made to complete the current series of descriptions of Member States' vocational education and training systems (monographs) and a number of new versions were published. The intention for 2001 is to complete the current series with the publication of those countries still to be covered. In addition, updates of the descriptions and major recent developments, will be made available through the ETV.

A seminar will be organised to discuss ways to prepare descriptions of systems in the future. It might include other organisations that publish descriptions of vocational education and training systems to discuss means of cooperation.

During 2001, the remaining financing portraits and a synthesis report will be finalised, as will the project results of the scenarios and strategies project. A conference will be organised to discuss the results of phase 1 and 2 among researchers, policy makers and practitioners at European and national level.

A further project under consideration for 2001 is to prepare a study of the history of vocational education and training in Europe, the issues to focus on, and the rationale.

Proposed outcomes 2001

- (a) published descriptions of vocational education and training systems of Belgium, Germany, Greece and Ireland
- (b) publication of short descriptions, providing updates and complementary information to that contained in the national descriptions
- (c) publish the remaining financing portraits on Greece, Portugal and Belgium and a synthesis report on the financing of vocational education and training in the EU
- (d) publish the final report on scenarios and strategies for vocational education and training and summary, press release and dissemination via ETV, publications and presentation at conferences.
- (e) create a database of themes comparable on a transnational basis to be used in cooperation with Eurydice to increase synergy between education and vocational training.

Project managers: Eleonora Waltraud-Schmid, Sarah Elson-Rogers, Michael Adams, Marc Willem, Burkart Sellin, Manfred Tessaring

7. Reference material (key data, policy report, research report)

As the EU reference centre for vocational education and training, Cedefop's stakeholders and partners expect high quality information and data. The Leonardo da Vinci programme explicitly demands Cedefop to secure assistance and produce quantitative and qualitative information analyses, comparable data, various approaches to qualifications and competences, best practice and production of statistics.

7.1. Key data and statistics

Background

In 1999 and 2000, work has focused on publishing the second and preparing the third issue of Key data and the 'Key message on training for young people in the Member States' (published in the ETV).

The contribution to the development of statistics on vocational training has been mainly via three activities: analysis of the indicators to be drawn for the European Community household panel (report published in the ETV) feasibility study on opinion surveys for vocational education and training (report published in the ETV) and participation in the task force set up by the Commission, Eurostat and Eurydice on measuring lifelong learning.

Work plan 2001

Activities in 2001 will include participating in the task force on measuring lifelong learning working on: a survey of existing data and indicators at national and European level the exploitation of the first results from the 2nd continuing vocational training survey and the Labour Force Survey ad hoc module on transition. In addition, Cedefop will support the European Commission in implementing the "reference material" actions under the Leonardo da Vinci II programme. Cedefop will also support Eurostat in developing a statistical information base on vocational education and training.

Cedefop will strive to increase also the cooperation with the OECD (e.g. in the field of the project Life Skills/ALL) as well as with Eurydice and ETF to promote transparency and comparability of data.

Proposed outcomes 2001

- (a) publication and dissemination of key data on transition from the education system to active life.

Project managers: Pascaline Descy

7.2. Report on vocational education and training policy

Background

The first report on vocational education and training policy (An Age of Learning) in the European Union, published in 2000 was well-received and contributed to the policy debate. It provided a comprehensive reference document for defining the *acquis communautaire* in vocational education and training.

Work plan 2001

In 2001, feedback from researchers, policy makers, practitioners and external consultants, including members of the Commission, Cedefop colleagues and the Management Board will be obtained. Dissemination of the report through conferences, workshops and seminars, and articles will continue.

The second report will be prepared during 2001. The central theme of the report will be the learning and employment across the EU.

Project managers: Steve Bainbridge, Julie Murray

7.3. Report on vocational education and training research

Background

In recent years, Cedefop's relations with the world of research have developed considerably. The first (1998) and second (2000) research reports on vocational education and training in Europe reinforced Cedefop's function as a platform for research cooperation. Reporting on vocational education and training research, in its manifold aspects, is an ongoing task for Cedefop which helps to improve the understanding of different approaches and provides an interface between researchers and the various actors responsible for education and training.

Work plan 2001

In 2001, work will focus on the dissemination of Cedefop's second research report on vocational education and training "Training for competence" through conferences, media, the ETV and specific articles (*inter alia* in the European Journal (see project 11 under publications) and other periodicals and for European Commission activities in the framework of employment strategies (see project 4). Feedback on the report will be invited from researchers, policy makers and practitioners, in particular with Cedefop's network members, the Commission and Management Board. The second research report will also be made available in smaller parts to promote concentrated use of the information and arguments. Cedefop will examine how to improve the user friendliness of the research report for each

target group. In 2001, preparation of the third research report will also begin, taking into account priorities and needs of European Union vocational education and training policy.

Proposed outcomes 2001

- (a) evaluation of the results achieved with the first and second research report and their relevance for different areas of policy and practice
- (b) publication and dissemination of the second research report ‘Training for competence’

Project managers: Manfred Tessaring, Pascaline Descy

Operational guideline: Support to meet the specific needs of Cedefop's partners

Introduction

Under the operational guideline to support the specific needs of its partners, Cedefop aims to:

- (a) provide reports or papers as requested on specific issues for senior-level decision-makers
- (b) respond to specific questions from Cedefop's partners
- (c) provide a consultancy function, in the context of Cedefop's mandate, to provide information, advice or propose solutions to problems
- (d) on the request of the social partners, assist the social dialogue on vocational education and training issues.

Cedefop informs debate among and between its partners. Cedefop will support vocational education and training initiatives and events in EU presidency countries, meetings of Directors-General for Vocational Training and the Advisory Committee for Vocational Training, in close cooperation with the European Commission. Where requested, Cedefop will also provide input for meetings of the social dialogue in vocational training and other activities of the social partners.

On the basis of the work programme 2001, Cedefop will update its understanding on cooperation with the European Commission to clarify responsibilities and establish clear lines for cooperation.

In addition to the existing involvement of Management Board members, and in line with its founding regulation, Cedefop will set up thematic working groups. Three to six members of the Management Board will be invited to participate in each group.

Given the prospect of EU enlargement embracing 13 candidate countries: Bulgaria, Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, the Slovak Republic, Slovenia and Turkey it is appropriate to see how they might be integrated further into Cedefop's activities. In December 1999, the Commission adopted a communication on how the candidate countries could be associated gradually with the European agencies, committees and programmes. Cedefop will continue to cooperate with the European Training Foundation (see Annex IV) in the light of enlargement and the acceptance of the candidate countries into the Leonardo da Vinci Programme. As of 2000, countries participating in the Leonardo da Vinci can be associated with Cedefop in the same way as the EFTA/EEA countries (Norway and Iceland). Theoretically Cedefop might have associate agreements with as many as 14 additional countries (including Liechtenstein). The prospect of working with additional countries can only be done on a gradual basis in close consultation with the ETF.

8. A partner in policy formulation and development

Cedefop will continue to assist the European Commission on the basis of a renewed memorandum of cooperation by:

- (a) preparing notes on Member State developments to support, in close collaboration with the European Commission, the EU presidency country for meetings of the Directors-General for Vocational Training (DGVT)
- (b) contribute to meetings of the Advisory Committee on Vocational Training,
- (c) promote dissemination and build on the achievements of the outcomes of projects under the Leonardo da Vinci programmes
- (d) support the work and contribute to the working group set up on quality in vocational training
- (e) supporting the work of the European forum on the transparency of vocational qualifications
- (f) cooperating with Eurydice to support the increasing integration of education and training and to increase synergy between the two fields (see annex V)
- (g) supporting follow-up to the European Commission's memorandum on lifelong learning, in particular to the consultation process, by providing expertise and input to and reporting from the planned follow-up activities, as well as its actions in the framework of employment, the labour market and human resources.
- (h) contribute as a primary/secondary source of information to a European database of learning opportunities

Cedefop will support the social partners by:

- (a) providing, at the request of the social partners, technical assistance to the social dialogue on both the inter-professional and sector levels
- (b) undertaking sector surveys within the social dialogue on vocational education and training, for example building construction, agriculture, tourism, transport and on the delivery of ad hoc services to sectors
- (c) providing, if desired, assistance to the social partners at European level in their renewed dialogue on lifelong learning.

Cedefop will support researchers and practitioners by:

- (a) a conference in cooperation with national training organisations on research and investigation priorities in comparative education/training. This will be part of a process to develop a methodological and thematic framework developed in the year 2000 for a closer cooperation of Cedefop with major (national) training organisations.

Cedefop will support the candidate countries of central and eastern Europe by:

- (a) taking steps to associate new countries through special arrangements (comparable with those made with Norway and Iceland). The Commission has agreed to additional support through the Phare programme for the “familiarisation” process
- (b) cooperating actively with the ETF especially in the area of information on vocational education and training systems in EU and EEA and candidate countries, key data, the social dialogue, research cooperation, scenario and strategies and the European Journal
- (c) preparing measures to include their participation in the transparency of qualifications, identification, assessment and recognition of non-formal learning projects, the study visits programme, development of reference material under the Leonardo da Vinci programme, the reporting framework for lifelong learning, support for research cooperation (follow-up of the second research report (2000) and preparation of the third report (2002)), information dissemination activities, especially the European Journal and the ETV
- (d) discuss in the Management Board the practical strategy for integrating candidate countries gradually in our work and structures.

Project managers: Michael Adams, Werner Herrmann, Tina Bertzeletou, Iver Jan Leren, Burkart Sellin, Manfred Tessaring, Mara Brugia, Steve Bainbridge

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

Introduction

Under the guideline of providing forums for debate and links, Cedefop :

- (a) organises study visits, meetings of the Agora Thessaloniki, the European forum on transparency and ad hoc conferences and seminars
- (b) sets up thematic and dissemination networks
- (c) develops transfer mechanisms for innovation and good practice
- (d) develops interactive electronic tools for cooperation through the ETV.

Cedefop plays an important role in encouraging debate and reflection on pertinent vocational education and training issues through its networks, seminars and exchanges of specialists. The programme of study visits affords the opportunity for practitioners and senior-level specialists to visit and confront the issues facing other European training systems. The Agora Thessaloniki also provide for the vocational education and training research and policy-making world to exchange information and views outside the political arena on certain thematic issues.

The development of electronic forums to exchange information is at the heart of the newly inaugurated Cedefop Research Arena (Cedra) which uses telematic tools to contribute to the sharing and creation of research knowledge on selected topics.

9. Study visits' programme

Background

The Study visits' programme enables exchanges and discussions among those responsible for vocational training on issues of common interest at European level. Cedefop has managed this programme on behalf of the European Commission since 1985. Pursuant to the Decision of 26 April 1999, the study visits programme is one of the three areas covered by Mobility under the Leonardo da Vinci programme. At the annual meeting of the National Liaison Officers (NLO) (Lisbon, April 2000), an evaluation of the pilot project carried out in 1998-1999, produced guidelines for the second half of 2000 and the first half of 2001.

Activities

The study visits programme will:

- (a) organise 65 visits in around 22 countries involving 650 participants
- (b) improve the general administration of the programme (revision of procedure, preparation of new presentational documents, preparation of study visits' documentation in collaboration with the NLOs)
- (c) improve the coordination of the programme with the 31 member states (in consultation with a committee to chose themes, training of new NLO technical assistants, development of candidate countries participation)
- (d) carry out specific projects by four working groups (development of new technologies, a quality approach for the improvement of study visits' reports and their dissemination and implementation of the new process for call for applications).

Project managers: Marie-Jeanne Maurage, Eleonora Waltraud-Schmid

10. Research for policy and debates

10.1. Agora Thessaloniki

Background

The Agora Thessaloniki was set up to provide a venue for free debate on specific issues between the different actors involved in vocational training. The presentation and discussion of analysis and research remains the core business of the Agoras. Results are presented to the social partners, policy maker and practitioners as a basis for further discussion.

In cooperation with Cedefop colleagues three Agoras will be organised in 2001. The debates will be published and an Agora in the ETV will be further developed. Cooperation with the Study Visits' programme will be fostered in order to assist decision makers and make research results more generally known.

There are plans to restructure the Agora Thessaloniki for 2002. Consideration will also be given to the concept, the form of the seminars, cooperation with other international bodies such as the OECD, the follow-up and dissemination of the results and the transition to an electronic 'Agora'.

Activities

For 2001, three themes are planned:

Agora XI: The learning region – have institutions with a training function a role to play at regional level? (in conjunction with Cedra), viewed in the context of the Commission Memorandum on lifelong learning

Agora XII: Vocational training for people with disabilities and training of trainers working with the disabled (in conjunction with TTNNet)

Agora XIII: Mobility as a learning tool (in conjunction with the project on mobility)

Project managers: Eric Fries Guggenheim

10.2. Cedefop Research Arena (Cedra)

Background

Cedra (CEDefop Research Arena) supports research networks and promotes cooperation and dialogue between the worlds of research and practice. Cedra provides overviews of European vocational education and training research and platforms for sharing information. It also

develops thematic based 'knowledge sharing networks' and promotes a research culture focusing on knowledge development for social innovation.

Pilot work took place in 2000 on the development of 'knowledge sharing networks' dealing with 'vocational education and training professionals' and 'learning in organisations/HRD'. A major focus in this work has been on developing information technology tools to facilitate the sharing of information, support cooperation among researchers and promote collaboration in knowledge development.

Activities

- (a) prepare 'research resource materials' on 'learning in organisations and in a human resource development context', and on 'regional cooperation for learning'. These materials will be prepared through the development of knowledge sharing networks moderated by Cedefop
- (b) organise a Cedra colloquium on the concept of 'knowledge development for social innovation' to promote understanding of processes and methodologies for knowledge development
- (c) consolidate the European Research Overview' which will provide up-to-date overviews and information on European research.
- (d) Set up platforms for International Research Dialogue to be organised as Cedefop/Cedra events in European (ECER) and international (IVETA, OECD) conferences.

Project managers: Barry Nyhan, Pekka Kämäräinen, Manfred Tessaring

Information and communication services

11. Information and communication services

Background

The aims of Cedefop's information and communication policy are to:

- (a) provide a balanced range of information services and publications
- (b) serve a wide audience comprising policy-makers, partners, researchers and practitioners at European and national level, by providing them with relevant information on key issues
- (c) be distinctive, coherent and accessible, and respond to the different information needs of a diverse audience
- (d) increasingly use electronic publication and distribution methods
- (e) draw from reliable sources that provide accurate and up-to-date information
- (f) disseminate effectively through an approach that is coordinated with the information and communication activities of the European Commission and organisations in the Member States.

These aims are taken forward by Cedefop's library and documentation, electronic media (including the ETV) and publications services. Cedefop's information services also support colleagues within Cedefop through information, editing translation, publishing and promotion services.

Library and documentation service

In 2001 the library and documentation service will provide:

- (a) responses to requests for information on vocational education and training issues from specific clients
- (b) lists/abstracts of documentation and literature
- (c) access to information sources - publications, periodicals, reports, thematic dossiers - on vocational education and training
- (d) information on vocational training institutions
- (e) information on conferences
- (f) a selection of electronic periodicals
- (g) glossaries and advice on terminology and acronyms.

Project managers: Marc Willem, Philippe Tissot

Electronic media

In 2001 the Electronic Training Village (ETV) will:

- (a) provide electronic publications on the results of Cedefop project work
- (b) develop interfaces with DG Education and Culture's integrated information system and disseminate information on the Leonardo da Vinci programme
- (c) deliver tailor-made information and services to target groups
- (d) organise co-managed areas of electronic activity with European partners
- (e) extend the social partners' house in line with the discussions held with ETUC and UNICE observers in the Management Board
- (f) produce vocational education and training resources (databases, electronic publications) allowing precision in query and retrieval methods
- (g) set up a vocational education and training on-line news service with decentralised input from selected sources throughout Europe
- (h) publish a monthly vocational education and training electronic newsletter.
- (i) promote the use of metadata
- (j) further develop its e-learning products database
- (k) make electronic surveys and promote debate and consultation on the lifelong learning memorandum of the European Commission

Project managers: Colin Mc Cullough, Marc Willem

Publications service

In 2001, the publications service will provide:

- (a) three issues of the European Journal Vocational Training (cooperating with the ETF), and of the Cedefop Info
- (b) hard-copy publications in its reference, panorama and dossiers series on the results of Cedefop project work.

Project managers: Steve Bainbridge, Bernd Möhlmann, Isabel Dreyer

Translation and editing

In 2001,

- (a) the translation service will support Cedefop colleagues in the preparation of texts in a range of European languages and coordinate extra efforts as asked by the Management Board

- (b) the English editorial service will support Cedefop colleagues in the preparation of texts in English.

Project managers: Amaryllis Weiler-Vassilikioti, Corinna Frey, David Crabbe, Ioanna Nezi, Sylvie Bousquet, Alison Clark, David Bond

Cedefop's Brussels office

In 2001, Cedefop's Brussels office will:

- (a) exchange information between Cedefop and the EU Institutions and programmes
- (b) contact the countries holding the presidency in the coming 18 months and ensure that they are informed of Cedefop's products and of ongoing work relevant to the themes of their presidency
- (c) maintain contacts with the Brussels-based headquarters of the social partners
- (d) "same-day" service to requests for information/publications from key partners in Brussels
- (e) "host" Cedefop staff and contacts visiting or meeting in Brussels
- (f) act as a contact point for those in Brussels seeking information about Cedefop
- (g) attend and report on meetings of EU programmes and committees and to organise (with the support of the service in Thessaloniki) Cedefop's participation in selected exhibitions particularly in Brussels or neighbouring area
- (h) ensure Cedefop input for "Le Magazine" and participate in its editorial committee.

Project managers: Michael Adams

Developments in 2001

The above services will be enhanced through the following technical developments:

- (a) reconstitution of the documentary information network
- (b) creation of a vocational education and training digital library accessible through the ETV
- (c) development of a specialised search engine to improve access to electronic databases on vocational education and training
- (d) development of standardised indexing of vocational education and training-related electronic resources
- (e) examination of the possibilities of "print-on-demand"
- (f) introduction of a new graphic concept for Cedefop hardcopy publications
- (g) exploring the possibilities of co-publishing.

Activities 2001

To take forward the above aims the following action will be taken:

- (a) efforts to secure more extensive press coverage of Cedefop activities throughout the EU, particularly in the specialised media, through its press database and the development of an electronic press information service (training news-online)
- (b) preparation of a plan of promotional activities for Cedefop and development of a coherent series of promotional material using Cedefop's corporate identity
- (c) develop a coherent strategy for Cedefop participation at events seeking more active involvement of project managers and existing networks
- (d) develop closer links with presidency countries and the European Commission
- (e) test direct marketing possibilities (including E-marketing tools)
- (f) market and commercialise Cedefop conference facilities, for example by hosting summer "academies" or "universities"
- (g) maintain the "Cedefop Gallery" on the ETV
- (h) raise the profile of Cedefop as a cited source through inclusion of Cedefop material on major citation databases.
- (i) develop a dedicated electronic service line for Management Board members and MEPs of the Employment and Social Affairs Committee
- (j) conclude partnership agreements with major vocational education and training institutes both inside and outside the EU
- (k) develop a benchmarking platform offering opportunities to compare performance and progress
- (l) install a system of differential membership to Cedefop (with different levels of services payments).

Project managers: Steve Bainbridge, Isabel Dreyer, Norbert Wollschläger, Bernd Möhlmann, Colin Mc Cullough, Marc Willem

Administration, infrastructure and organisational support

Background

The work includes: administration, personnel, finance, legal, computer, contract management and technical services, all devoted to facilitate management. All infrastructure, building maintenance, security and other technical services are covered as well as organisational support for meetings of the Management Board, Bureau, directorate, planning, monitoring and training. Administrative and financial relations with Commission services and other European institutions also represent an important part of activities.

Aims

- (a) increase efficiency and effectiveness in the Centre's administrative operations
- (b) more transparency and accountability in activities and services
- (c) ensure availability of the necessary financial and human resources within the existing budgetary constraints
- (d) recommend improvements to internal management and external impact.

Activities in 2001

- (a) introduction of an activity based budget (ABB) and establishment of relevant mechanisms and procedures
- (b) develop and implement the few pending features of FIBUS, ensure standardisation of all the software, and exploit optimally its capabilities for the financial management of the Centre
- (c) manage our own increased revenues and funds and introduce reforms
- (d) organise electronic access to "Cedefop-plus" for Management Board Members
- (e) analyse the results of the external evaluation and implement improvements concluded.

Project managers: George Paraskevoidis, H el ene Hamers, John Young, Lazaros Tossounidis, Spyros Antoniou, Isabelle Thomas-Kollias, Dominique Besson

Annex I

OPERATIONAL GUIDELINES AND MEDIUM-TERM PRIORITIES 2000-2003

Considering:

- the founding Regulation of the European Centre for the Development of Vocational Training (Regulation No 337/75 of the Council of 10.02.1975 - OJ L 39 of 13.02.1975) establishing its main aim, tasks and services;
- the relevant provisions in the Treaty of Amsterdam and in particular the requirement to contribute to training of quality and to support and supplement actions of the member states in vocational training policy;
- the Council decision establishing the second phase of the European Community Vocational Training action programme “Leonardo da Vinci”, and in particular provisions concerning the implementation of the programme and its consistency and complementarity with other relevant community policies, instruments and actions, such as employment, education, research, technological development and innovation;
- the implementation of the first set of policy guidelines and medium term priorities (1997-2000) of the Centre;
- the European Commission’s “Agenda 2000” and its priority to the development of knowledge and modernisation of employment systems;
- activities of the European social partners in the vocational education and training field;
- community policy initiatives in the field of Vocational Education and Training, and establishment of a structured and continuous agenda with the presidencies;

the Management Board has taken the following decision at its meeting on 23-24.11.1999 in Thessaloniki:

Introduction

1. These operational guidelines and medium-term priorities set the framework for Cedefop’s activities for 2000-2003. They will contribute to the community’s determination to promote the highest possible level of knowledge for its people (NB the last new whereas in the

preamble of the Treaty) and enable Cedefop to assist the European Commission in encouraging, at Community level, the promotion and development of vocational education and training. They will also develop further Cedefop's role as the European Union's reference centre for vocational education and training. They set out the products and services Cedefop will provide for its partners and clients and the thematic priorities upon which its work will focus in the coming period.

Cedefop's role

2. Cedefop is an active information provider and source of reference for information on vocational education and training systems and policies generally. It also carries out scientific analyses and overviews of research results, innovation and other developments.
3. Cedefop promotes mutual learning and understanding of key issues by examining developments and explaining and interpreting them. By facilitating exchanges, cooperation and synergy between all concerned, it seeks to develop a concerted European approach to vocational education and training problems.

Serving its partners

4. Through its products and services Cedefop contributes to a training of quality by serving the following wide and diverse audience:
 - (a) European Commission, the European Parliament and other European institutions;
 - (b) Member States;
 - (c) social partners;
 - (d) other policy-makers, including local and regional authorities;
 - (e) vocational education and training researchers and practitioners;
 - (f) associated countries (Iceland and Norway) and, as soon as agreements have been concluded with Cedefop, EU applicant countries.

Main tasks

5. The guidelines and medium-term priorities are in line with the main tasks of Cedefop as defined in its founding Regulation:
 - (a) to compile selected documentation and analysis of data;
 - (b) to contribute to the development and coordination of research;
 - (c) to exploit and disseminate useful information;

- (d) to encourage and support a concerted approach to vocational training problems;
 - (e) to provide a forum for all concerned.
6. Cedefop will contribute to and capitalise upon information developed in:
- (a) European Community training programmes, and in particular the Leonardo da Vinci programme, where it has a specific role in implementing certain measures;
 - (b) the European employment strategy - and its four pillars: employability, entrepreneurship, adaptability, and equal opportunities relating to vocational education and training;
 - (c) other European programmes which include vocational education and training, in particular the fifth framework programme for research;
 - (d) other research and initiatives carried out in Member States or by the social partners.

Policy guidelines for the annual work programme

7. Cedefop's work programme will set out activities based on the services it provides and the thematic medium-term priorities upon which it will focus. Cedefop will develop an annual work programme (as required by Cedefop's founding regulation) in the perspective of these medium-term priorities and as a contribution to the success of the emerging "rolling agenda" in the European Union. The programmes will emphasise the role of Cedefop as the European Union's reference centre for vocational education and training.

Services

8. To fulfil its roles as an active information provider and as a source of reference, Cedefop will provide the following four services:

(a) Information on vocational education and training

This will consist of:

- (i) published descriptions of Member States' systems and arrangements;
- (ii) regular reports and periodicals on trends and developments;
- (iii) analysis of statistical data on vocational education and training;
- (iv) access to databases through the Electronic Training Village and Cedefop's library and documentation service.

(b) Promoting and interpreting research and the identification of innovation

This will consist of:

- (i) identifying the priorities for stimulating, coordinating and promoting research (especially the promotion of comparative and transnational research) and “coaching” transnational partnerships;
- (ii) cooperation with international organisations;
- (iii) reports providing overviews and scientific analyses of outcomes of research under European programmes and on issues included in Cedefop’s thematic priorities;
- (iv) reports and information on innovation and good practice.

(c) Support to meet the specific needs of Cedefop’s partners

This will consist of:

- (i) reports or papers as requested on specific issues for senior level decision-makers;
- (ii) responses to specific questions from Cedefop’s partners;
- (iii) a “consultancy” function in the context of Cedefop’s mandate to provide information, advice or propose solutions to problems;
- (iv) at the request of the Social Partners, assistance for the Social Dialogue on vocational education and training issues.

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

These will include:

- (i) study visits’ programme, “Agora” Thessaloniki, “European forum on transparency of vocational qualifications” and ad hoc conferences and seminars;
- (ii) thematic and dissemination networks;
- (iii) transfer mechanisms for innovation and good practice;
- (iv) interactive electronic cooperation through the Electronic Training Village.

Thematic priorities

9. In addition to providing information on vocational education and training generally, Cedefop has identified some thematic priorities which it will explore in more depth.

Cedefop will focus its activities to promote research and development as well as its forums for debate and exchange on these priority themes, in the best interests of its partners.

10. Thematic priorities have been chosen by the Management Board both to consolidate and to develop work done under the medium-term priorities for 1997-2000. They reflect what Cedefop's partners regard as the central challenges for vocational education and training in the coming years.

These priorities will be refined to take account of important changes at EU level, in particular in the light of the implementation of the second Leonardo da Vinci programme and policies of the European Commission and Parliament.

11. Four priority themes are listed below broken down into specific issues relating to each theme. Work will focus on monitoring, analysing and disseminating information on each issue.

(a) promoting competences and lifelong learning

- (i) the acquisition of core/key skills and the development of a learning platform for inclusion and empowerment;
- (ii) the development of open, flexible and linked learning pathways combining formal and non-formal learning (including the role of new technology in open and distance learning);
- (iii) new methods to validate/certify skills and competences, including those acquired through non-formal learning;
- (iv) provide support for the development of partnerships with and between the social partners to facilitate both access to lifelong learning and improvement in the training provided for the employed and unemployed;
- (v) activate the role of vocational education and training institutions at all levels.

(b) facilitating new ways of learning for a changing society

- (i) the transition from school to work and support for youngsters, including on-and-off-the-job training;
- (ii) the role of training in promoting social inclusion for disadvantaged groups and in assuring equality for men and women;
- (iii) identifying policies and best practices to raise the skill levels of older or lower-skilled workers to improve their employment prospects;
- (iv) improving the quality, content and design of training through new information technology and improved training of trainers.

(c) supporting employment and competitiveness

- (i) ways in which investment in people is promoted;

- (ii) links between training and competitiveness including new occupations and future training needs on the labour market;
- (iii) training policies of the Member States in employment strategy, including agreements between the social partners at European, national, regional, sectoral and enterprise levels;
- (iv) the role of training in promoting entrepreneurship, self-employment, the social economy, innovation and the environment,
- (v) promoting the adaptability of workers and companies on the labour market,
- (vi) supporting small and medium-sized enterprises.

(d) improving European understanding and transparency

- (i) ways to improve the transparency of vocational qualifications and removing obstacles to the recognition of diplomas;
- (ii) action for European mobility in vocational education and training to promote the acquisition of competences, especially for trainees and young people;
- (iii) the development of a European dimension in vocational guidance and preparing people for a European labour market and European citizenship.

Working methods

12. The director is in charge of implementing this decision and will regularly report to the Management Board on its implementation and on any difficulties that might prevent any of the provisions in this decision from being carried out.
13. Cedefop proposes to develop its working methods in the following ways in order to meet the priorities:
 - (a) a shift away from small and relatively short-term projects towards larger-scale projects to be carried out over a longer period by teams;
 - (b) changes in work organisation will be taken forward internally in consultation with the staff committee;
 - (c) a balanced use of dissemination means in order to provide optimal service to stake-holders and target groups to meet requests for information, exploiting its potential to provide both access to structured information drawn from different vocational education and training databases and interactive “virtual” communication;
 - (d) introduce initiatives to raise the profile of Cedefop and the use of its services and publications;
 - (e) separate reports on development in research and in policy will be prepared in alternate years. Cedefop’s other activities will feed into the preparation of these reports.

- (f) the European Journal will become a central platform for presenting results of research stimulated by Cedefop and for obtaining scientific input from representatives of vocational training from policy-makers, social partners, researchers and practitioners;
- (g) assist in analyses of statistical data and provide data support in close cooperation with Eurostat;

Resources

14. Concerning staff and financial resources:

- (a) the Management Board's decision of Autumn 1998 on staff policy will be implemented and, on the basis of the annual work programme, individual descriptions of personnel tasks will be drawn up and resources allocated by activity;
- (b) subject to staff and financial resources being agreed, Cedefop will associate third countries. This will be done in cooperation with the European Training Foundation for countries from central and eastern Europe.

External evaluation

15. An external evaluation of Cedefop's internal management and its external impact will be finalised at the end of 2001. Targets in the medium-term priorities 1997-2000, guidelines and priorities 2000-2003 and the annual work programmes will be the base for such an evaluation. The evaluation requires a clear distribution of tasks and indicators, and will be carried out under the auspices of the European Commission with the involvement of Management Board members.

Thessaloniki, 24.11.1999

S. Oliver Lübke
Chairman of the Management Board

Annex II

Budget outline

CHAPTER 30 - OPERATING EXPENDITURE

Article/Item Heading

| CHAPTER 30 | | |
|-------------------|--|----------------|
| 300 | Establishment of operational documentation | |
| 3000 | Documentation | 290000 |
| 3001 | Computerisation | 140000 |
| | Article 300 Total | 430000 |
| 301 | Dissemination of information | 850000 |
| 302 | Projects on the development and coordination of research work | |
| 3020 | Networks and meeting expenses | 654000 |
| 3021 | Interpretation expenses | 125000 |
| | Article 302 Total | 779000 |
| 303 | Pilot studies and projects | 1040000 |
| 304 | Translation expenses | 500000 |
| 305 | Management Board meetings | 170000 |
| 306 | Programme of exchange visits by training specialists | 1018000 |
| | CHAPTER 30 TOTAL | 4787000 |

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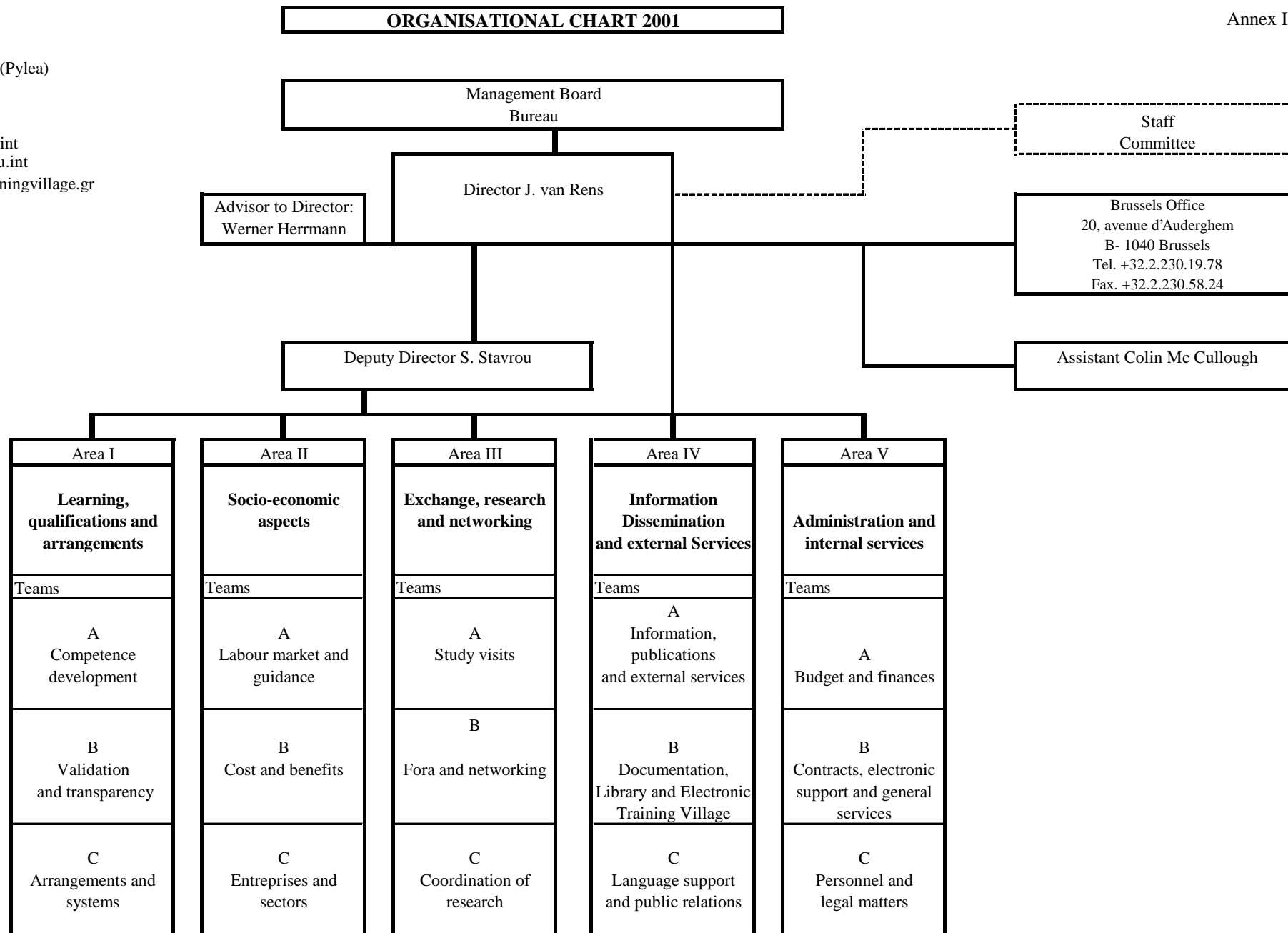
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For names of responsible persons see projects in the Work Programme.

Annex IV

Co-operation with the European Training Foundation (ETF)

ETF and Cedefop will continue their cooperation as started in 1997 with their “Memorandum”.

Below is a list of activities led by Cedefop where the ETF is involved. The type of co-operation is also highlighted.

1. Information on vocational education and training systems in EU and EEA Members States

EURYDICE, ETF, Cedefop have updated the publication “Structures of the Education and Training Systems”. Cedefop will develop in the coming years a comparative system on main issues in VET. Information comes in this respect from the Observatory network in candidate countries.

2. Key-data on vocational training

The ETF will co-operate with Cedefop on various aspects of the development of statistical data, and in particular in the publication of “Key Data”.

3. Transparency of qualifications

The ETF participates in the European Forum on the transparency of qualifications, set up by the European Commission and Cedefop and will contribute to the implementation of the action plan.

4. A partner in policy development

Cedefop will continue to work with the ETF, as well as the OECD and the ILO on issues concerning the Social Dialogue on training and on providing policy advice to candidate countries.

5. Support for research cooperation

The developments in central and eastern European countries will be taken into account in cooperation with the ETF and their researchers will have the opportunity to participate in Cedefop’s work. In collaboration with ETF the second research report on VET research in Europe has presented a detailed overview on research infrastructures and current research topics in all candidate countries. The third report (to be prepared in 2001 and published in 2002) will further deepen and discuss these issues.

6. Cedefop's "Electronic Training Village" (ETV) and EASE*

The CEEC's have access to our information and ETF is involved in an international search engine (EASE).

7. Key-qualifications and curricular renewal of vocational education and training*

The results of Cedefop's work programme will be made available to the ETF, which aims to promote the development of key qualifications in central and eastern Europe.

8. Validation of non-formal learning*

The ETF will be involved in the follow-up of our activities after the synthesis report.

9. Scenarios and strategies for vocational education and training*

Partner States from central and eastern European countries are involved in the project with financial support from the ETF.

10. Study visits*

The candidate countries participating in the Leonardo da Vinci II programme can participate in the Study Visits' Programme, which could continue to be organised by Cedefop.

11. Training of trainers network*

The applicant countries will become gradually more involved in this network.

* In these activities there is a more passive involvement of ETF.

Annex V

Co-operation with Eurydice

Cedefop has for more than a decade co-operated with Eurydice, the Education Information Network in Europe, established in 1980. The increasing irrelevance of the division between education and vocational training has underlined the necessity to strengthen further this co-operation. A new instrument for developing this co-operation and supporting the work of the European Commission will be the joint working group, established during 2000 and involving representatives not only Eurydice and Cedefop, but also the units in Directorates A and B of the Commission's Directorate General for Education and Culture, which are respectively responsible for the development of education and vocational training policy. The group has already met three times and all participants have stressed the necessity to ensure that its work will have practical results.

Amongst the priority areas of joint action in 2001 will be the following:

- efforts to ensure a broad dissemination and use of the joint publication "Structures of the Education and Initial Training Systems in the European Union", of which the third edition is now available. Consideration will be given to producing a CD-ROM, and to establishing effective mechanisms, involving the co-operation on a continuing basis of the two networks to ensure a constant updating of the information contained in the document.
- follow-up the e-learning initiatives and especially to the Memorandum on Lifelong Learning, approved by the European Commission in October 2000, in particular through creating an effective joint monitoring system covering the whole area of education and training. This system will build on work already done and provide a mechanism for identifying, describing and distributing information on new strategies and best practice.
- use of the Internet and other electronic means of making the results of the work of the two organisations, e.g. studies, statistical material, descriptions of systems, available to a broad range of target groups. In particular this will involve making available on the Internet the major electronic databases at European level, which Eurydice and Cedefop have separately developed in their respective fields. Exchanges on the further development of these will be intensified, within the framework of the EASE project, particularly with a view to enhancing their user-friendliness, for example by facilitating cross-country, thematic searches to be made.
- further co-operation in the area of the collection, storage and dissemination of documentation in a multi-lingual and multi-cultural environment. Both Cedefop and Eurydice have developed instruments such as thesauri and glossaries in this area. During 2001 specific attention will, subject to financial restraints, be given to removing any

existing inconsistencies in these instruments, which might hamper searches of the available databases.

- encouraging co-operation between partners at national level. In particular in choosing members for its documentary information network in 2001, Cedefop will insist on the necessity that those chosen co-operate closely with the national units of Eurydice, so that integrated contributions can be made from national level to joint activities at EU level.
- extension of joint activities to include the countries of Central and Eastern Europe. As Cedefop opens up its activities to include these candidate countries and also Malta, Cyprus and eventually Turkey, it will do so, by drawing on the experience of EURYDICE as well as that of the ETF (see annex 4).

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Work programme 2001

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