



2005

Work programme



Work programme 2005

Cedefop

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Cataloguing data can be found at the end of this publication.

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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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Mission statement

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

Mission

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

Tasks

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

- compile selected documentation and analysis of data;
- contribute to the development and coordination of research;
- exploit and disseminate useful information;
- encourage and support a concerted approach to vocational training development issues;
- provide a forum for a wide and diverse audience.

Medium-term priorities

One overarching objective guides Cedefop's medium-term priorities for 2003 to 2006: promoting a European area of lifelong learning in an enlarged European Union. This encompasses the following strategic objectives:

- improving access to learning, mobility and social integration;
- enabling and valuing learning;
- supporting networks and partnerships in an enlarged European Union.

Table of contents

	General introduction	5
Area A	Developing research	8
	Activity field 1: research cooperation	13
	Activity field 2: research reporting	14
	Activity field 3: European journal vocational training	15
	Activity field 4: Agora Thessaloniki conferences	16
	Area A: Budget (2005)	17
Area B	Reporting and facilitating a concerted approach	18
	Activity field 1: reporting in the knowledge management system (KMS)	27
	Activity field 2: promoting the practice of lifelong learning	28
	Activity field 3: good examples of practice database	29
	Activity field 4: a concerted approach to an open area of VET	31
	Area B: Budget (2005)	33
Area C	Exchange and supporting partners	34
	Activity field 1: LDV II study visits programme	38
	Activity field 2: integrating acceding countries	39
	Activity field 3: support and service to stakeholders	40
	Area C: Budget (20025)	41

Area D	Information, communication and dissemination	42
	Activity field 1: dissemination and publications	45
	Activity field 2: raising visibility and use of the European training village	47
	Activity field 3:databases and ReferNet managed by the library and documentation service	48
	Area D: Budget (2005)	49
Area E	Administration, facilities and resources	50
	Activity field 1: implementation of governing board decisions	53
	Activity field 2: improving internal efficiency and effectiveness	53
	Activity field 3: preparation for enlargement	54
	Activity field 4: evaluation of Cedefop's work	54
	Area E: Budget (2005)	55
	Annexes	
I	Links between the strategic objectives 2003-06 and the activities of the areas for 2005	58
II	The development of the European knowledge management system	62
III	Cedefop – Cost per task in 2005	64
IV	Organisational chart and establishment plan 2005	65
V	ETF/Cedefop: joint work in 2005	67
VI	Cooperation with Eurydice and the European Training Foundation (ETF)	76
VII	Provisional publications programme 2005	78
VIII	ReferNet consortium leaders	81
IX	List of acronyms	88

General introduction

The work programme 2005 reflects the medium-term priorities 2003-06 (MTPs 2003-06), their objectives and priorities. The medium-term priorities set the strategic objectives for Cedefop's activities 2003-06, which form the basis of the 2005 work programme. The medium-term priorities also indicate precisely Cedefop's role, its partners, main tasks and the general policy framework. The work programme specifies the Cedefop activities planned for 2005, which are presented as a consistent and systematic translation of this multi-annual approach, specifying activities and outputs to implement the medium-term strategy. All activities indicate the timeframe, background, main target audience, expected outcomes, working methods and performance indicators. The execution of the programme presupposes that the budget and human resources indicated will be made available.

The policy context for Cedefop's work programme is set by:

- (a) the EU's Lisbon goals to become the most competitive and dynamic knowledge-based economy and to be a world leaderest in the field of education and training by tackling a series of challenges by 2010;
- (b) enhanced European cooperation in VET (vocational education and training), lifelong learning and future concrete objectives designed to strengthen the European labour market and reaching consensus on a series of thematic priorities by 2010;
- (c) the Maastricht Communiqué, due to be adopted by the Ministerial Conference in December 2004, building on and taking forward the Copenhagen Declaration on increased European cooperation in VET.

All these initiatives will influence the year 2005, which is also a year of transition towards the new medium-term priorities 2006-08.

The major activities in Cedefop's 2005 work programme taking up these policy priorities will be the following:

- (a) preparing the follow-up of Maastricht for research and reporting and supporting a concerted approach to priorities in both national systems and enhanced European cooperation in VET to allow the ambitious goals to be met;
- (b) supporting all VET technical working and expert groups for the Education and training 2010 work programme. All Cedefop experts will

contribute. Cedefop expertise built up over the years in our policy development and research work will be used effectively. This support will be reinforced by virtual communities enabling all partners to be informed, interact and develop jointly the intended solutions in Europe. A reporting system informing the DGVT, the CCG and ACVT about progress as a contribution to further discussion and policy decisions will be an additional asset;

- (c) implementing efficiently the Cedefop/ETF (European Training Foundation) strategy for familiarisation of the remaining candidate countries;
- (d) further developing a comprehensive thematic knowledge management system (KMS) to support enhanced cooperation in vocational education and training. A web-based system, running on a platform using cutting-edge technology, will be completed. Its maintenance and quality will be a transversal activity to which all areas will contribute. It will be constantly updated and so constitute a lively repository of knowledge on VET, bringing together, in particular, policy, research and practice;
- (e) continuing collection of all relevant information through the ReferNet (the European network of reference and expertise), a network of reference and expertise covering all EU and EEA countries. Internal processing of knowledge and dissemination of products will open up new opportunities: cross-sectional and thematic policy analyses; creation of transversal knowledge; support for policy debate; development and sharing of knowledge about lifelong learning;
- (f) Cedefop created synergy among its electronic tools and, with its stakeholders, will develop thematic networks and communities, for example on the early identification of skill needs, providing structured input for researchers, policy-makers and social partners in cooperation with the Leonardo da Vinci programme;
- (g) the third research report, to be published in early 2005, will stimulate policy discussion; activities will concentrate on contributing to innovation, essentially to help bring about a knowledge-based society involving all stakeholders, and on achieving the 2010 objectives;
- (h) the study visits programme will increasingly operate more as a peer-review system for different themes, thereby supporting open and enhanced cooperation;
- (i) support for the social partners will concentrate on sectoral qualifications and competences and will be backed up by virtual communities, workshops and heavy involvement in the study visits programme under Leonardo da Vinci;

Cedefop has strengthened its quantitative and qualitative performance indicators, in line with the new financial rules, so as to ensure systematic monitoring and follow up of progress and achievement in the different areas. The main activities are linked to budgetary allocations, with indications of staff assigned to the areas and activities. This makes the financial implications for the overall annual budget fully transparent. In 2005, annual reporting will be better linked to performance and return on investments.

For associated bodies there will be:

- continue technical and scientific support in response to specific requests from the European Commission. Because of the transitional period extending until 2005 (new Commission, new Parliament, Maastricht Communiqué, etc.), in early 2005 Cedefop will conclude a Memorandum of Cooperation for 2005 with DG EAC (Directorate-General for Education and Culture), which will give concrete expression to certain aspects of the work programme. The Governing Board will be informed;
- in addition to its existing cooperation with ETF and Eurydice, Cedefop will strengthen its cooperation with international organisations such as the OECD (Organisation for Economic Cooperation and Development), ILO (International Labour Organisation), Unevoc (Unesco International Project on Technical and Vocational Education), the Council of Europe, European Schoolnet and the EVTA (European Vocational Training Association);
- Cedefop will contribute to the Luxembourg Presidency during the first half of 2005 and to the UK Presidency during the second half of 2005.

AREA A

Developing research

Cedefop’s medium-term priorities 2003-06 define VET research carried out by Cedefop as systematic cross-disciplinary inquiry into the systems, conditions and frameworks involved in acquiring and updating skills and knowledge. The aim is to explain VET developments, identify new issues and demands, and highlight their implications for innovation and development, to make learning and training, systems and processes more transparent. Inquiry is carried out in-house, by commissioning studies and reports and through research cooperation networks. All activities are directed to highlighting their significance for policy and practice.

The table below lists research activities according to the medium-term priorities 2003-06 and their time frame, as decided by the Governing Board. It also provides a concise indication of the target audience, objectives/method and performance indicators (PI). A short description of the tasks can be found in the ‘activity fields’ that follow the tables. Finally, a budgetary overview is given (for a general overview see Annex III).

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
Research cooperation			
(1) To develop Cedefop’s research arena (Cedra: the Cedefop research arena and ERO: European research overview) and gradually ensure full integration in the knowledge management system (KMS) and ReferNet	VET researchers, decision-makers and social partners at national and European levels as well as ReferNet members and researchers in non-European countries.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) promoting networks and web-based cooperation for the development, dissemination and	ongoing	Realise virtual and real communication and cooperation through robust and structured networks.	End of year review of improvement in quality, coverage and effective functioning of networks.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
sharing of knowledge, increasingly including candidate countries			
(b) capitalising on research resources and involvement in innovative projects, thematic and transnational networks	ongoing	Identify new challenges in cooperation with stakeholders and ensure transfer into policy. Feed research-related information into the knowledge management system (KMS). Publish and disseminate networking results electronically and/or in hard copy.	Monitor how networks such as Cedra/ERO and Skillsnet are accepted, high quality reference points for VET research. Assess KMS input and dissemination of new knowledge gathered by networks.
(c) launching research studies on specific topics defined in the work programme and dissemination of research results	ongoing	Publish hard-copy and electronic reports on VET research results and take into account policy developments in the follow-up of the Maastricht Communiqué. Focus on linking research with policy priorities and make visible the implications of research results for policy.	Compare against previous years the number of and quality of publications on relevant subjects. Review the level of cooperation with stakeholders and European and international research organisations.
(d) organise the research input to and participate in comparative analysis within the KMS	ongoing	The integration of research results in ReferNet and KMS is an ongoing task.	Review quality of research inputs into the KMS according to the priority themes.

Research Reporting

(2) To report on the state of the art of education and training research, primarily in Europe, and to indicate implications for stakeholders

VET researchers, policy-makers, social partners, practitioners and training organisations at national and European levels and beyond.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) prepare and publish research papers on topical issues	Ongoing	Prepare research papers on specific subjects addressed in the research report. Prepare future reports in cooperation with Cedefop experts and stakeholders and coordinate the research report with the policy report, taking into account both current research and policy issues.	Monitor the quantity of published research papers, also electronically, and the number of articles submitted to the <i>European journal vocational training</i> .
(b) finalisation and publication of the third research report and its accompanying materials on evaluation and impact of education and training and the implications for policy and practice.	2003-04	The background report, synthesis report and executive summary (partly in electronic format) were published in 2004.	Final assessment of success in promoting and disseminating the report and how the results feed into the European journal and Agora meetings.
(c) preparation of the fourth research report, whose topic will be defined in 2003-04	2005-06	Fourth research report (to be published 2007) will take into account the Lisbon/Barcelona/Copenhagen goals for 2010 and research activities related to these goals. Topics and inputs will be defined in cooperation with stakeholders. Coordination with the topics of the next policy report will be ensured. It should also build on the Maastricht Communiqué.	The number of defined research themes in coherence with policy reporting and assessment of the quality of input from different research disciplines.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(d) create a virtual young VET researchers platform to enhance their participation in policy development and their skills	from 2003	Realised, but further discussion is needed on function, tasks and working methods of this community.	Measure increased involvement of young researchers in different aspects of our research activities.
<i>European journal vocational training (EJVT)</i>	VET researchers, policy-makers and practitioners at national and European levels and beyond.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(3) To create a forum for researchers, policy-makers and practitioners via the <i>European journal vocational training</i> and establish and maintain a leading position for this journal in the European scientific community of VET specialists	ongoing	The EJVT is a professional academic journal also covering policy and practice-oriented themes. It is steered by an independent editorial committee and articles are subject to double-blind review; Cedefop provides the secretariat and editor-in-chief.	Assessment of the overall quality of articles and inclusion in international citation indexes.
(a) publish three issues of the European journal per year according to schedule and in close cooperation with the independent editorial committee	Three issues per annum	Streamline production and publish as scheduled.	Publish issues No 34 in 02.2005 No 35 in 07.2005 No 36 in 12.2005.
(b) increase the number of subscribers considerably and pay special attention to new Member States and present Member States with a relatively small number of subscribers	ongoing	Execute this task efficiently by market research and strategy, e.g. price and dissemination policies.	Increase by 15 % the number of paid subscriptions (in coordination with Area D) and reduce unpaid subscriptions.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(c) make the EJVT part of a paid membership package that will also be available electronically	2003-04	Not feasible, no further action foreseen.	
(d) improve efficiency in preparing, producing and publishing articles	2003-05	Increase efficiency in the production chain.	End of year assessment of on-time delivery of issues.
Agora Thessaloniki conferences	VET researchers, policy-makers and practitioners at national and European levels.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(4) To facilitate cutting-edge debates on research results between researchers, our policy and practice stakeholders			
(a) organise 'Agoras Thessaloniki' on specific research outcomes for a wider target group	three events per annum	Explore topical issues in cooperation with stakeholders – in particular researchers – and ensure dissemination of conference papers. Investigate possibilities to develop the concept further.	Monitor the level of participation in Agoras on topical issues addressed in the research reports and the Maastricht study.
(b) Agoras should become a more cost neutral activity and could be part of a paid membership package	2003	The number of self-paying participants has increased. Paid membership package is not possible.	Evaluation of total annual cost of the Agora events.

Activity field 1: research cooperation

Activities in this field include collaborative networking and research work in various fields as well as scientific coordination of follow-up activities on achievement of the Lisbon goals.

The Cedefop research arena (Cedra) promotes interactive and collaborative networking among VET researchers to develop, disseminate and share knowledge. It also acts as a forum for identifying issues on which Cedefop may wish to conduct or commission studies and reports, and for considering the implications of research-based knowledge for VET policy and practice in Europe. The European research overview (ERO) is Cedra's electronic communication tool to enable the pooling of research-related information and resources. Through integration with ReferNet and KMS, ERO databases provide valuable information and a communication service for the European research community as well as for policy-makers and practitioners.

The network Skillsnet focuses on the early identification of skill needs in Europe and beyond to detect, anticipate and monitor new and changing skill needs in enterprises and society. Particular attention is paid to skill needs in regions, sectors, companies, occupations and by target groups. The European network, established in 2004, aims at fostering cooperation and exchanges between countries and between social partners on methods and results and particularly at transferring findings into policy and practice.

New research activities in 2005 include: analyses of the costs and benefits of learning and training for enterprises and the effects of skills acquisition on individual employability and mobility in a lifelong learning perspective; and teaching and training methods and curricular concepts oriented towards dual qualifications.

In 2004, Cedefop took over the scientific coordination and monitoring of a study on the contribution of vocational education and training systems to achieving the Lisbon goals. The results of this study will be the basis for continuous follow-up in the coming years. Furthermore, issues addressed in this study will be the subject of coherent reporting of policy and research in close collaboration with the ReferNet, stakeholders and the research community. Development work will be undertaken on new priorities in the Maastricht Communiqué.

Tasks for 2005

- Ensure continual research inputs from ReferNet and research results into the knowledge management system (KMS) according to priority themes.
- Moderate collaborative networks for specific themes:
 - the European network on early identification of skill needs (Skillsnet);
 - local networks for collaborative learning, knowledge development and research;
 - human resource development and learning within organisations, including the activities with transnational companies;
 - work-related learning and older workers.
- Coordinate/commission research studies, particularly on the following topics:
 - approaches to, and findings on, the early identification of new or changing skills needs at sectoral, regional and occupational level and their transfer into policy and practice;
 - human resources development (HRD) within lifelong learning implementation strategies;
 - teaching and training methods and curricular concepts for developing the ability to learn and to apply previous competences with a focus on VET programmes oriented towards dual qualifications;
 - costs and benefits of learning for enterprises and individual employability and mobility, including non-material benefits and supporting data collection on apprenticeship systems, which is underdeveloped in the EU (without duplicating work done in DG Employment (Directorate-General for Employment and Social Affairs) and DG EAC).
- Continue support for research on the history of VET and organise a conference in conjunction with Cedefop's Governing Board.

Activity field 2: [research reporting](#)

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

The third research report on *Evaluation and impact of education and training* was published in 2004 in English; translation into French and German will follow early 2005. It discusses the evaluation of measures, programmes and reforms at regional, national and European levels. Further topics include the material and non-material impacts of education, training and skills at societal, company and individual levels. Broad dissemination and ensuring usage in policy and practice will continue in 2005.

In 2005 preparation of a new research report, to be published in 2007, will start. Its themes will be closely coordinated with the third policy report. The topics and issues to be addressed will be discussed with Cedefop experts and policy and research stakeholders notably in the light of the overarching objectives and goals for 2010 and the Maastricht study and Communiqué.

Tasks for 2005

- Promotion and dissemination of the third research report, using hard-copy and electronic dissemination tools, networks and participation in internal and external conference and events.
- Identification of relevant research themes and experts to contribute to the fourth report in close coordination with a steering group and consultation with colleagues and stakeholders, especially the ReferNet. Coherence with the topics of the policy report will be sought.
- Launching calls for tender and contracts on chosen topics, in close cooperation with experts to ensure high quality research inputs and complementarity with own research work.

Activity field 3: *European journal vocational training*

Cedefop founded and supports this professional periodical, which has become a recognised Europe-wide forum for the presentation and critical discussion of empirical studies, theoretical analyses and the policy/practice applications of research findings. An independent editorial committee supervises the journal's policy and content and ensures high quality of articles in a double-blind review. It is assisted by a secretariat responsible for administration, editing and associated support activities, including dissemination and promotion. The new Member States are represented both in the editorial committee and the secretariat.

Tasks for 2005

- Publish three hard-copy issues of the journal on time, which implies an efficient handling of regular and recurring tasks of organisation, management and production.
- Continue efforts to raise the number of paid subscriptions (in coordination with Area D) and to streamline the number of unpaid subscriptions, also in view of the results of market research.
- Improve continuously the production cycle performance in terms of efficiency of the process and quality of the outcome.
- Seek cooperation and coordination with other European and international journals on education and training in Europe and beyond, and find a scientific publisher.
- Increase cooperation with new Member States and candidate countries both in collecting articles and in interest in the journal.

Activity field 4: [Agora Thessaloniki conferences](#)

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

Tasks for 2005

- Preparation, execution and follow-up dissemination of three Agora conferences taking up topical and relevant themes addressed in the third research report, the policy report and the Maastricht study.
- Explore the future concept and design of the Agora.
- Continue efforts to make Agora conferences cost-neutral activities.
- Longer-term planning in relation to new medium-term priorities 2006-08.

Area A: Budget (2005)

Staff (FTE) (¹)				Total € 2005	%*	2004				%*
A	B	C	D			A	B	C	D	
7.9		5				6.7		4.9		
Total Area A staff (Title 1)				1 264 000	13.58	1 175 000				12.62
Activity field 1: research cooperation				321 000	5.73	405 000				7.74
Activity field 2: Cedefop research report				330 000	5.89	139 000				2.66
Activity field 3: <i>European journal vocational training</i> (EJVT)				253 000	4.52	292 000				5.58
Activity field 4: Agora Thessaloniki conferences				88 000	1.57	91 000				1.74
KMS-A (Title 3)				46 000	0.82	130 000				2.48
Total € (Title 3)				1 038 000	18.54	1 057 000				20.19
Titles 1 + 3				2 302 000	15.44	2 232 000				15.34
Titles 1 + 2 + 3				2 440 000	15.01	2 363 000				14.89

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

(¹) Categories A/B/C/D (including local staff) comprise all staff covered by the staff regulations and seconded national experts.

AREA B

Reporting and facilitating a concerted approach

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

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

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
Reporting in KMS			
(1) To report on developments in vocational education and training within the knowledge management system (KMS)	All VET stakeholders at national and European levels.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
KMS reporting			
(a) provide comprehensive and up-to-date information cross-classified according to a number of themes		Continue the collection of comparable information on 11 main themes.	End of year review of success in reaching the following objectives: completion of detailed analyses for themes 3 (institutional frameworks), 5 (continuing vocational education and training)

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
		and 6 (training VET teachers and trainers) will be published for 17 countries as well as an updated thematic overview.
	Start collection of material for the 10 new Member States.	End of year review of the following objective: publication of a detailed analysis of theme 4 (initial vocational education and training) for the 10 new Member States as well as a first thematic overview.
	Establish thematic priorities for 2006.	Assess progress in creating new instructions for a further detailed thematic analysis and in updating the information requirements for the thematic overviews.
	Improve the comparability and presentation of information from eKnowVet (database comprising national and transnational information on VET systems) in the ETV (European Training Village).	Review attainment of the following objectives: completion of a more comparable presentation of information for Themes 4 and 10.
	Enhance cooperation with ReferNet members and partners.	Assess the level of utilisation of Livelink software as an embedded tool also for improving communication across ReferNet.
	Constantly increase quality of products and devise a way to update	Since 2005 will be the third year that this project has been in operation, an

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
		the stock of information in the coming years.	evaluation of the processes we use, information sources, its presentation, etc.
		Create synergy between research policy support for themes in KMS developments.	See Area A.
(b) publication and updating of short descriptions of national VET systems and European reviews	Presidency related (mainly)	Implement and ensure follow-up of review of KMS progress and results in agreement with the Management Board.	At the end of 2005, the eKnowVet themes will be half-stocked for 17 countries. Processes for updating will be created.
		Preparation, translation and publication of short descriptions of VET systems of the EU Council Presidency countries (Luxembourg and the United Kingdom) and other countries which show an interest, based on input via the ReferNet and consortium leaders. Preparation and translation of short overviews of developments in the VET systems of Member States and candidate countries.	Improve relevance to policy discussion and development in the enlarged EU.
(c) ensure rapid electronic publication of <i>Cedefop Info</i> content, which will still also be available in hard copy	2005	Contents should reflect major policy developments at European and national level and the main results of Cedefop's work.	Carry out a survey of <i>Cedefop Info</i> users to assess reader satisfaction.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE
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Policy reporting

(d) publication of the second policy report on learning for employment 2003	2003	Published in January 2004. Continue dissemination of the report.	Measure the extent to which the findings and conclusions have been brought to the attention of stakeholders.
(e) preparation and publication of the third policy report	2005-06	As result of coordinated approach with the research reporting this will be dealt with in cooperation with Area A.	The degree to which it reflects the education and VET policy development requirements and processes of the Lisbon 2010 objectives. Monitor synergy with the research report and links to the Maastricht Communiqué on the assessment of the Lisbon goals.

PROMOTE IMPLEMENTATION OF LLL

(2) To promote lifelong learning and skills development	All VET stakeholders.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
Lifelong learning			
(a) preparing, organising an international conference on LLL	2003	Organised in June 2003.	The impact of the results on the national strategies for lifelong learning systems.
(b) publishing a key reference publication on LLL following this international conference on LLL	end 2004	Realised.	Monitor demand for the publication.
(c) a Eurobarometer survey on lifelong learning, analysis and publication of the results	2003-04	In 2004 the Eurobarometer on LLL was extended to the new Member States. Full data analysis and preparation of concise comparative report.	Assessment of the degree of dissemination to all stakeholders and the level of input into KMS.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
Skills development			
(a) publishing recommendations regarding ICT-skill profiles and supporting curricular focusing on certain user industries and SMEs (small and medium-sized enterprises) and coorganising a final conference on skill profiles and training solutions	Fourth quarter 2003	Realised.	Assessment of the level of input in the sectoral approach in the Copenhagen process and in the European qualifications framework.
(b) contributing to recommendations for validating the profiles and curricula, the European Level Standards Committee in Informatics (CEN/ISSS)	End 2003	Realised. Continue to contribute to the elaboration of a European reference e-skills framework and to the CEN/ISSS workshop on ICT skills and curricula, including production of an e-skills glossary.	Assessment of the level of input in the sectoral approach in the Copenhagen process.
		Keep close cooperation with the CEN/ISSS (European Committee on Standards/ Information Society Standardisation System) for other sectors.	Monitor the degree of take up in national systems and the European sectors.
		Continue cooperation with DG Enterprise on follow-up of e-skills conference in September 2004.	The number of good examples of policy and practice available to other sectors.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE
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e-learning

(c) contributing to the process of upskilling teachers and trainers within key Community policy priority areas (e.g. e-learning, non-formal learning, teacher career opportunities)	2003-05	Bring the findings and conclusions to the attention of VET policy-makers and practitioners. Contributing to the process of upskilling teachers and trainers within key Community policy priority areas.	Statistics on the access to this material on Cedefop websites.
		Produce both quantitative and qualitative data on the take-up of learning technologies in the EU.	The extent to which this material is accessed, referenced and cited externally.
		Monitor developments in national strategies for increased use of e-learning for VET teachers and trainers.	Monitor the level of demand for such information in terms of requests for information, conference papers and citations in academic sources.
(d) supporting the creation of an e-learning observatory and an e-skills forum with the European Commission	2003-04	Carry out electronic surveys to measure overall developments in e-learning.	Statistics on survey participation and demand for the survey outcomes.
		Use results of research to establish a sustainable e-learning observation system supporting DG EAC.	Monitor overall activity on the observatory website.
		Manage the e-skills virtual community and take up results in KMS.	Rate the level of activity and number of harvested contributions from the community selected to supplement the subthemes within the KMS structure.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
		Disseminate all results in electronic and hard-copy for further policy discussion and adaptation of national curricula.	The level of demand for the results.
		Take action in line with Maastricht Communiqué.	Stock-taking of Cedefop activities which are a direct response to the Maastricht Communiqué issues.

GOOD EXAMPLES OF POLICY AND PRACTICE

(3) To provide a review of good examples of policy and practice and enable electronic access	All VET stakeholders, ensuring integration of candidate countries in cooperation with ETF.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) maintain a thematic database of good examples of practice related to LLL, and other Community-supported activities, integrating candidate countries in cooperation with the ETF	2004-06	In cooperation with the Commission, ETF and other stakeholders and organisations, such as EVTA, carry out work to prepare a database on LLL policy and practice and a virtual community; ensure electronic access and dissemination. Ensure transparency and complementarity with LdV database and activities of national agencies.	Assess compliance with overall deadlines and milestones for developing the database, assess the qualitative and quantitative input and rate level of activity within the virtual community.
		Enrich stakeholders via virtual access to good examples of policy and practice	The level of overall feedback from stakeholders on the database's usefulness.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(b) exploit and disseminate LDVII programme activities for valorisation, relating in particular to mobility	2003-05	The renewed dynamics deliver better conditions in 2004 for linking our technical support to the Commission with the KMS work. Promote synergy with other thematic transnational networks (e.g. Leonardo da Vinci).	Provide an analysis of the results of the Leonardo da Vinci mobility measure based on contracts signed in 2002 and 2003. Level of usage of the e-TTnet portal, TTnet website and virtual communities.
(c) extend TTnet (Training of Trainers Network) and provide an e-learning resource guide for VET professionals, covering all Member States and candidate countries	2003-05	Realised. Continue national and European cooperation and networking incl. the e-TTnet and the e-learning programme. Bring the tools and recommendations to the attention of the Community of VET professionals. Redefine the contribution to the Copenhagen and Objectives processes in line with the Maastricht Communiqué.	The number of Cedefop activities and outputs relating specifically to taking forward the Objectives process and the Maastricht Communiqué.

A CONCERTED APPROACH TO AN OPEN AREA OF VET

(4) To promote a concerted approach to creating an open area of VET by 2010	Work in close cooperation with the European Commission and other VET stakeholders.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) organise technical support for the working groups and create virtual platforms on each of the specific vocational	2003-06	Cedefop will support enhanced cooperation in VET and the objectives, process and assist the thematic working groups created by the	Assessment of effective contributions to: <ul style="list-style-type: none"> • the Copenhagen /Maastricht process; • a European Credit Transfer System for VET

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE	
<p>education and training priorities laid down in the resolution on enhanced cooperation and as required in the concrete objectives report</p> <ul style="list-style-type: none"> • strengthen the European dimension in VET and facilitate and promote mobility; • contribute to transparency and to integration of existing instruments into one single framework; facilitate recognition of competences and qualifications and promote transferability; • support for development of competences and qualifications at sectoral level by reinforcing cooperation especially involving social partners; • contribute to the development of common principles for the validation of non-formal learning; • promote cooperation in quality assurance; • contribute to the identification of learning needs and new competences of teachers and trainers and the e-learning actions; • contribute to the strengthening of policies, systems and practices on information, guidance and counselling. 		<p>Commission.</p> <p>Support will comprise:</p> <ul style="list-style-type: none"> • continuous support of the technical and expert working groups via internal and external experts; • development, administration and animation of virtual communities in liaison with Cedefop's KMS, in particular supporting the enhanced cooperation process. The ReferNet should contribute as well; • review, evaluation and report writing (preparatory documents, analytical papers, etc) for the workings of the groups and the virtual communities; transversal analyses, based on the themes of the KMS should profit from this reporting; • development and follow-up of the outcomes of the work of the technical working group on Quality in VET in close cooperation with the Member States and the Commission. <p>(ECVET);</p> <ul style="list-style-type: none"> • the Europass and supporting National Europass Centres; • dissemination and implementation of the Common Quality Assurance Framework; • quality and professionalisation of VET teachers and trainers; • common principles for validation of non formal and informal learning; • the Council Resolution on lifelong guidance; • new priorities in line with the Maastricht Communiqué, which will be made more explicit in the Memorandum of cooperation between DG EAC and Cedefop to be established in the beginning of 2005.

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

Cedefop began to develop a more systematic approach to reporting on VET in 2002. Hard-copy publications describing Member States' VET systems and thematic reports are being replaced by a database known as eKnowVet. The eKnowVet database is structured according to 11 key VET themes which both form the basis for describing VET systems and classify discussion on policy priority areas. In 2003, work started on stocking the database with information on the 11 VET themes from the then 17 ReferNet members. This work was continued in 2004 with the integration of 10 new countries. For 2005, the priorities will be to consolidate some of the information in the database through seeking more comparable thematic presentation at the same time as continuing to stock the database.

Tasks for 2005

- Work submitted by ReferNet (17 countries) and other partners will be published on the ETV for the following themes:
 - continuing vocational education and training (Theme 5);
 - training VET teachers and trainers (Theme 6);
 - institutional framework (Theme 3).
- Updated thematic overviews will be published for ReferNet (17 countries); they will also be published for new Member States for the first time. The thematic overviews serve as a guide for preparing short descriptions of national VET systems. Prepare regularly updated electronically available thematic overviews for all Member States plus Iceland and Norway. Prepare, translate and publish in hard-copy form, short descriptions for the EU Council Presidency countries:
 - Luxembourg (start 2005);
 - United Kingdom (middle 2005)
 - and other countries which show an interest in doing so.
- The first detailed thematic analysis for the 10 new Member States should also be published (initial vocational education and training, theme 4).
- Work will continue on presenting comparable information from the work submitted by all Member States for themes 4, 5, 6 and 3. Comparable information for theme 10 will be published.
- Priority themes will be established for ReferNet in the framework of their contract for 2005-06 and new templates describing in detail information requirements will be prepared. A 2005 update of the thematic overviews will be prepared for all Member States.

- Design more appropriate methods to improve communication across ReferNet, given its increased size, using the new LiveLink technology.
- Work should continue on evaluating the project; identifying its strengths and weaknesses and seeking long-term viability. Processes should also be designed for future work (e.g. the updating process once the database is stocked, ensuring that the new Member States have the opportunity to catch-up, how to ensure better links with other relevant international organisations, etc.).
- Work should continue with Area A to ensure that the reporting process is not isolated from VET research.
- Continue cooperation activities between Cedefop, Eurydice and the ETF, and between Cedefop and relevant international governmental and non-governmental organisations (such as the OECD, the ILO, the Council of Europe, Unesco, EVTA and European Schoolnet), in the framework of the KMS and by creating a consortium of international organisations.
- Disseminate the Maastricht study, its findings and recommendations.
- Prepare two reviews of major current developments in VET in the Member States and the remaining candidate and EEA countries for the DGVT meetings under each EU Presidency (disseminated through ETV).

Activity field 2: **promoting the practice of lifelong learning**

In line with European policy priorities, Cedefop's MTP 2003-06 define the overarching objective of promoting a European area of lifelong learning in an enlarged European Union.

In 2005, actions will focus on further developing skills in a European area of lifelong learning and promoting e-learning.

Tasks for 2005

Lifelong learning (LLL)

- The Eurobarometer LLL in 2004 for the new Member States will be disseminated in 2005 to support the introduction of LLL systems.
- Key reference LLL publication as outcome of LLL conference in 2003 concentrating on highly relevant topics for future policy, research and practice development will be widely disseminated.
- Follow-up of 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 the implementation of their framework agreement.

- Cooperation with OECD on national qualification frameworks and lifelong learning.

Skills development

- Mounting workshops with CEN/ISSS to validate the ICT skills profiles developed with Career Space for a range of other industries and sectors. Create links with the sector approach in the Copenhagen process, which should benefit from these results.
- Use the results of the e-skills forum, moderate the e-skills virtual community and organise content input in reporting; exploitation of e-skills products for Cedefop's KMS.
- Bring e-Skills Conference in September 2004 in Thessaloniki into the sector approach of the Copenhagen process.

E-learning

- Participate actively in establishing a sustainable e-learning observation system making optimal use of ReferNet.
- 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 and development of a sustainable framework for quality in this technology-supported area is foreseen.

Activity field 3: **good examples of policy and practice database**

Cedefop has relaunched work on a database of good examples of policy and practice in the VET domain, especially on lifelong learning and the activities supported by the Leonardo da Vinci Programme and other Community initiatives.

Tasks for 2005

Databases

- Pilot a prototype, and launch later in 2005, 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.

- Consolidate work on developing a database on e-learning resources linked to the European Commission's learning opportunities database and e-learning portal.
- Support the efforts of the Commission to set up a European Inventory on validation of non-formal learning, consider how this can be linked to KMS and other services provided by Cedefop.
- Make operational and further develop database on education and training initiatives at sector level in accordance with priorities set by the ACVT (see also Area A activity field 3).
- Support development of 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 which may be defined after the Maastricht 2004 events.

Networking

TTnet

In 2005, priority will again be given to activities carried out by the network providing input to quality assurance under the Copenhagen resolution ('identifying the learning needs of teachers and trainers') and improving the education of teachers and trainers in vocational education and training under the objectives process. The following strands of activity will be followed:

- analysis of competences and qualifications required by VET teachers and trainers to fulfil their changing roles in the knowledge-based society;
- develop common principles on validating and recognising non-formal and informal learning for VET teachers and trainers;
- strengthen the representative nature of the national network, namely involving public authorities and the private sector to a greater degree;
- further mobilise national networks in identifying and analysing good examples of practice, experience sharing and common learning about key themes related to the professional development of VET teachers and trainers;
- harmonising and building upon the results of thematic analysis of practices to identify common transnational issues in training professions across and beyond the network;
- optimise the flows of information and communication within the network, by further strengthening the TTnet Virtual Community (launched in March 2004) to stimulate the debate on key issues related to professional development of VET teachers and trainers;

- develop synergies with existing networks that have similar targets and objectives (such as ETDF (European Training Development Federation) and ENTEP);
- TTnet will be revitalised and better linked to the future objectives and the Copenhagen processes. Links with the ReferNet and activity field 4 of Area B will increase as well as with the KMS. New elements will be defined after the Maastricht events;
- cooperation with group A of education and training 2010 to be strengthened on the basis of clear indications of the group.

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

Cedefop provides various forms of assistance and support to its stakeholders on request and across a range of issues and tasks. Taken together, this work contributes to opening up a European area of VET, on which the European Commission seeks to make significant progress by 2010 within the overall framework of the Bruges/Copenhagen/Maastricht process and the future objectives process. The tasks below might be subject to streamlining or changes in the light of the Maastricht Communiqué and the Memorandum of cooperation to be established in early 2005 between DG EAC and Cedefop.

Tasks for 2005

Cedefop will provide horizontal assistance through:

- general, scientific and technical support to the technical working groups on enhanced European cooperation, plus attending the 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 European-level ad hoc seminars to be organised in 2005.

In particular, support on each thematic priority will include:

- developing the European dimension through mobility, partnerships and other cross-national initiatives;
- improving transparency, information and guidance:
 - developing, running, maintaining and improving the technical activities relating to the Europass;

- strengthening information, guidance and counselling policies, systems and practices, in particular through support for the implementation and follow-up of the Council Resolution on lifelong guidance;
- recognising competences and qualifications including a new European credit scheme for transfer in VET:
 - support development and implementation of a credit transfer system for vocational education and training;
 - build on a set of common reference levels and common principles for certification;
 - contribute to the development of a European Qualification Framework;
 - support qualification and competence development at sectoral level, especially with the social partners, and stimulate sector initiatives to transpose the results of the Copenhagen process in their sector (see e.g. French sport sector);
 - take measures to help ensure that the common principles on validating non-formal and informal learning are implemented in such a way they support LLL;
 - support the work of the Commission in setting up a European inventory on validation of non-formal learning, supporting exchange of experiences and mutual learning;
- encouraging Member States to upgrade quality assurance through exchanges of models and methods:
 - provide expertise on specific topics which are going to be included in the 2005 programme;
 - support for networking initiatives;
 - comparative analyses of the use of quality indicators, and standards/norms in Member States;
 - study visits in the form of a peer review on quality assurance;
 - thematic monitoring activities of LdV related to projects on quality assurance in VET;
 - further development of the virtual community on quality assurance;
- support the identification of learning needs of teachers and trainers in connection with the work of subgroup 3 (Quality assurance and teachers and trainers in VET) of group A (Improving the education of teachers and trainers) on the Copenhagen and objectives processes;
- integrate the follow-up of the Maastricht study into Cedefop's activities;
- information and support for the Copenhagen coordination group, advisory committee on vocational training (ACVT) and Directors-General for vocational training (DGVT) groups;
- ensure systematic coherence between the thematic structure and

analysis in the KMS, the Copenhagen/future objectives processes, 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 policy and practice, quality (see Annex I for the schematic overview).

Area B: Budget (2005)

Staff (FTE) ⁽²⁾				Total € 2005	%*	2004				%*
A	B	C	D			A	B	C	D	
17.5	1	7.5				14.8		7.1		
Total Area B staff (Title 1)				2 004 000	21.53	1 856 000				19.93
Activity field 1: reporting in the knowledge management system				296 000	5.29	211 000				4.03
Activity field 2: promoting the implementation of lifelong learning				331 000	5.91	251 000				4.80
Activity field 3: examples of good practice database				409 000	7.31	361 000				6.90
Activity field 4: a concerted approach to an open area of VET				443 000	7.91	341 000				6.52
KMS-B (Title 3)				96 000	1.71	191 000				3.65
Total € (Title 3)				1 575 000	28.14	1 355 000				25.89
Titles 1 + 3				3 579 000	24.01	3 211 000				22.07
Title 1 + 2 + 3				3 804 000	23.39	3 425 000				21.58

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

⁽²⁾ Categories A/B/C/D (including local staff) comprise all staff covered by the staff regulations and seconded national experts.

AREA C

Exchange and supporting partners

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

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

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
LdV II STUDY VISITS PROGRAMME			
(1) Organise exchange and stimulate a common understanding on main themes of common interest	All those responsible for VET policies and their implementation in 31 participating countries.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) manage on behalf of the European Commission the study visits programme of the Leonardo da Vinci II programme	ongoing	In close collaboration with the European Commission and national liaison officers co-ordinate study visits.	Organise around 68 study visits for 750 participants in more than 30 European countries. Receive the end of study visits reports and individual questionnaires. Make the annual review and disseminate relevant results, conclusions and recommendations.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
Further development of the study visits programme will concentrate on:			
(a) increasing links and synergy with the LdV II programme		Following the priorities of the LDV II programme and implementing the master plan 2004-06.	Organise study visits on the same priorities as in the Leonardo da Vinci programme.
(b) extending management and survey tools for efficient implementation of study visits		Assess relation with other software tools.	
(c) involving candidate countries more in the programme		Realised, although the full integration of the new Member States is still a concern.	
(d) facilitating participation of groups such as the social partners for which no other Community programmes exist		Attain results in conformity with the social partner's report on this issue in 2002 (Berlin annual meeting).	Increase the participation of the social partners by 10 %.
(e) diversifying study visits, especially in content, to meet the specific needs of target groups and to develop the Community's education and vocational training policy priorities		Link to the outcomes of the working groups in the enhanced cooperation process and in 'Education and Training 2010'. Establish gradual system of peer review.	Concentrate the visits on specialised policy priorities and give incentives so that participants take part in other services (ETV, virtual communities, <i>Cedefop Info</i> , etc.)
(f) promoting networks of study visits participants		The 20th anniversary of the programme in 2005 will pay special attention to networking.	

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
INTEGRATING ACCEDING COUNTRIES			
(2) Coordinate and foster the smooth integration of acceding and candidate countries into VET policies and Cedefop activities	All VET stakeholders in candidate countries.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
	2003	Realised.	
	2004	Realised.	
	Ongoing	Cooperative working method and implementing the cooperation for candidate countries.	Implement agreement and its monitoring. Report to the European Parliament in October 2005.
2004	Realised.		
SUPPORT AND SERVICE FOR STAKEHOLDERS			
(3) Improve the support and service for our stakeholders	All VET stakeholders as represented in the Governing Board.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
	2003	Report on developments in existing mobility programmes and their evaluation; synergy with good examples of policy and practice.	Insert at least 200 good examples of policy and practice in our database and stimulate stakeholders to contribute, including from the LdV programme.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(b) support the Commission in valorising the Leonardo da Vinci programme and preparing new programmes	Ongoing	Support the Commission in implementing the valorisation exercise by contributing <i>inter alia</i> to thematic monitoring and to sectoral approaches.	Promote synergy and coherence with the database on good examples of policy and practice and with the KMS.
(c) actively encourage national involvement in networks and thematic working parties	Ongoing	Increased use and participation in the KMS and electronic groups and communities as well as ReferNet.	Measure the increase in national participation in EU KMS and ensure that besides the national consortium leader at least 10 major partners participate in the ReferNet.
(d) develop further the use of Cedefop (by stakeholders) as a platform and tool for action	Ongoing	Improve synergy with the social dialogue at different levels.	Evaluate results of project group with social partners.
(e) strengthen links with social partner organisations and social dialogue at different levels	Ongoing	<p>The ETV's social partners house was renewed, support for social dialogue at all levels, in cooperation with the social partners in the Governing Board, will be specified further. Support and establish clear links with the sectoral approach in the Copenhagen process.</p> <p>Consider with other Agencies (European Foundation for the Improvement of Living and Working Conditions in Dublin, European Agency for Safety and Health at Work in Bilbao, ETF) and EU research institutes how to support the social dialogue in the new Member States and help them to integrate in the EU social dialogue.</p>	<p>Establish procedures and ways and means for organised support for the execution of the social dialogue work programme and the common wishes of organisations.</p> <p>Making operational and updating database on sectoral developments in education and training.</p>

Activity field 1: LdV II study visits programme

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

Framework themes for 2005 study visits

- Making vocational training more attractive to young people.
- Increasing adult participation in training.
- Guidance and counselling.
- Methodologies for assessing the quality of training systems.
- Quality assurance mechanisms for training.
- Sectoral approach especially, banking and finance and foods.
- Role of higher education in vocational training.
- Recognition of formal, non-formal and informal learning.
- Challenges for teachers and trainers.
- Help older workers find and keep jobs.
- Combating social exclusion.
- Developing entrepreneurship among young people.
- The European Year of Citizenship through education.
- Presentation of national systems.

Tasks for 2005

- Organise around 68 study visits for around 750 participants in more than 30 European countries.
- Expand participation in study visits for:
 - the social partners;
 - the new Member States;
 - the enhanced cooperation working groups;
 - researchers.
- Prepare for the new generation of programmes and implement the conclusions (November 2004) of the Governing Board and the Commission on the future of the programme (second half 2005 and later).
- Continue to strengthen synergy with other action EU programmes and participation in Leonardo da Vinci committee meetings.

- Continue to improve efficiency by associating NLOs (national liaison officers) in the management and evaluation tools for study visits and develop the programme in the direction of peer review system on the themes indicated above and the priorities after Maastricht conference.
- Encourage study visit participants to take part in different virtual communities supporting the themes indicated above.
- Organise the statutory annual meeting and pay attention to the 20th anniversary of the programme.
- Organise workshops on sectoral lines for the study visits organisers.
- Organise a synthesis seminar on higher education and vocational training.

Activity field 2: [integrating acceding countries](#)

Since 1999, there have been bilateral agreements with candidate countries enabling their full participation in the activities of European agencies working in appropriate domains, including Cedefop. A special Phare subsidy has helped familiarisation which was carried out in close cooperation with the ETF. The consolidation of their integration and full participation need further time and efforts as well as new arrangements in consequence of the limited budget resources. The activities of the ETF and Cedefop should complement each other and not overlap.

For the remaining candidate countries (Bulgaria, Croatia, Romania and Turkey) Cedefop will:

- ensure two-way information and exchange flow;
- take part (as participants and hosts) in the study visits programme;
- work towards integrating candidate countries and virtual communities;
- plan with ETF the best division of work and funding (Cedefop is not allowed to spend part of its normal subsidy outside the EU);
- prepare a brochure on VET in the Member States and the candidate countries;
- organise training seminars focused on the new EU Member States;
- organise jointly with ETF a conference on VET in the European Union, inside and outside its borders.

More generally Cedefop will:

- do its best to profit from a new Phare agreement;
- liaise with DG Enlargement on the best strategy for future enlargement and funding of familiarisation (also via the ETF).

Activity field 3: support and service to stakeholders

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

Tasks for 2005

- Support the enhanced cooperation in VET as indicated in Area B, activity field 4 and contribute as indicated there to take the consequences of the Maastricht Communiqué in December 2004.
- Keep abreast of the discussions on the next generation of Community programmes and consider the effects in preparation for 2006-08.
- Collect reports on sectors in LDV II projects and insert results into the Cedefop databases.
- Participate in the working groups and technical groups, as other Areas.
- Carry out reviews, content analysis, and synthesis reports to support our stakeholders in a sectoral approach through virtual communities and creating the sectoral database.
- Liaise with thematic monitoring and networking within LdV II as a means of promoting thematic policy development at EU level and reinforcing the knowledge management approach.
- Contribute to the finalisation of the good examples of policy and practice database, especially on sectoral approaches.
- Participate in the EU-OSHA/Eurofound/Cedefop/ETF working group on how agencies can best serve the social partners, especially after enlargement.
- Strengthen links with social partner organisations (working groups, research centres, social dialogue at different levels, extension to new Member States, support to the study visits programme).
- Support the demands of ACVT concerning competences and qualifications at sectoral level.
- Strengthen the commitment to serve the social partners, notably in the light of their framework of action and its progress reporting. Organise practical support in lifelong learning for implementing the work programme of the European social partners 2003-05.
- Assess the services to the social partners and enterprises and strive for more synergy with Cedefop's work.
- Encourage the use of the results of the third research report and the Maastricht study by the social partners at different levels.

- Undertake an analysis of the results of the mobility measures in the LdV programme based on the final reports for the agreements 2000-02 (final reports 2002 should arrive from September 2004) and in 2003 (reception in 2005).
- Contribute to the analysis and feedback of the national action plans (NAPs) in the employment strategy and the synthesis report in the area of lifelong learning.

Area C: Budget (2005)

Staff (FTE) ⁽³⁾				Total € 2005	%*	2004				%*
A	B	C	D			A	B	C	D	
6	2	7	1			5	1	6.5		
Total Area C staff (Title 1)				1 012 000	10.87	942 000				10.11
Activity field 1: LDV II study visits programme				1 275 000	22.78	1 142 000				21.82
Activity field 2: integrating candidate countries				30 000	0.54	22 000				0.42
Activity field 3: support and service to stakeholders				130 000	2.32	124 000				2.37
KMS-C (Title 3)						2 000				0.04
Total € (Title 3)				1 435 000	25.63	1 290 000				24.65
Titles 1 + 3				2 447 000	16.41	2 232 000				15.34
Titles 1 + 2 + 3				2 593 000	15.95	2 371 000				14.94

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

⁽³⁾ Categories A/B/C/D (including local staff) comprise all staff covered by the staff regulations and seconded national experts.

AREA D

Information, communication and dissemination

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

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

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
PUBLICATIONS AND DISSEMINATION			
(1) Organising effective dissemination of high quality hard-copy and electronic publications within the knowledge management system	All VET stakeholders and European citizens interested in VET.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
	(a) review Cedefop's publications policy to meet better the needs of stakeholders	2004 Largely realised.	Assessment of the results of an online survey on Cedefop's products and services.
(b) develop common structures for providing different types of information	2003 Realised.		

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(c) personalised information access to reporting, research and good practice with flexible dissemination possibilities	2005	Implementation of individual and group access to, and dissemination of, KMS products.	Increase access and number of interested users by 20 %.
(d) develop a system of quality control	2003	Introduce the new publication process.	Set up an internal publications review board.

RAISING VISIBILITY AND USE OF EUROPEAN TRAINING VILLAGE

(2) Raising the visibility of Cedefop and its products and services	All VET stakeholders and European citizens interested in VET.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) identify more specifically the needs and interests of stakeholders for our products and services	Ongoing	This priority has to result in conclusions in 2005 especially to increase the efficiency and effectiveness of the policy support.	Prepare conclusions for the Governing Board meeting.
(b) improve and create synergy in Cedefop's various news services, ensuring all stakeholders can profit from our services	2003	Ongoing.	Set up new media webpages on the Cedefop website incorporating information from the electronic newsletter, <i>the Cedefop Info</i> and press releases.
(c) increase the use of the ETV and double the number of registered users	by 2005	Consolidate interactivity, exchange and enrichment of KMS.	Increase users by 20 %.
(d) increase substantially subscriptions to the European Journal	Ongoing	Pay special attention to underrepresented Member States and the new Member States.	Increase paying subscribers by 15 % and measure intended increase.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(e) improve dissemination and accessibility of Cedefop's products and services by developing an e-commerce facility	Spring 2004	The accessibility to products and services developed well. E-commerce facility is not developed and not feasible for Cedefop.	Increase use of our e-media by companies by 20 %.
(f) a series of targeted coordinated promotion activities will be carried out linking Cedefop's participation at conferences, fairs and exhibitions with promotion of specific new publications or services, including support for activities organised in EU Presidency conferences	2003-05	Actively support activities organised in EU Presidency countries in close collaboration with Governing Board members.	Increase the number of users of our products and services by 2000 through our active presence at conferences.
(g) secure more extensive press coverage of Cedefop activities and vocational education and training issues by establishing closer contact with journalists and intensifying PR activities	2003-05	Consolidate the dedicated electronic support tool for the media.	More frequently holding press conferences, organising a press seminar, developing a specialised network of three media per Member State.

Databases and ReferNet managed by the Library

(3) Facilitate database management and run ReferNet	All VET stakeholders and European citizens interested in VET.		
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) extend the network to cover the candidate countries and formally integrate new Member States	2003-05	One national coordinator per country.	Number of organisations: 1. national coordinators 2. members of ReferNet.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(b) develop close links with education within the network	2003-04	A. Strong cooperation with DG EAC, Eurydice and national stakeholders to organise integration of educational bodies into ReferNet.	A. Measure the increase in active user groups and researchers (see 1b) so that by the end of 2005 at least 500 organisations have partnership agreements with Cedefop.
		B. Promote common use of international technical standards and support the European Learning Technologies Standards Observatory.	B. Detailed statistics of use.
(c) develop electronic tools for ReferNet and stimulate a well-run structure for learning in the European Union	2003	In 2005 the thematic networking funded via the LdV programme should start within the ReferNet.	Implementation of Livelink as an interactive Extranet tool for organising better exchange of information with key organisations: numbers of registered users.

Activity field 1: dissemination and publications

Cedefop's dissemination and visibility actions are taken forward by the publications and dissemination service, supported by press and public relations. The service is responsible for the technical production of Cedefop's periodical and non-periodical publications and promotional material. It maintains an online news service (trainingnews-online) about Cedefop's activities and products. In 2005, some reference and panorama titles will be produced.

This service also coordinates Cedefop's presence at conferences, fairs and exhibitions, as well as promotional activities for specific publications or events. The goal is to establish Cedefop as the authoritative information source on vocational education and training in Europe and raise its profile with stakeholder communities. Many of these activities require the continuous capacity to provide rapid, reliable and quality through put of

products into the public domain: the press/media, publishing and review circuits, scientific and policy-making readerships.

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

Cedefop's Brussels office maintains good working relations with the European institutions and relevant European groupings in Brussels and for supporting the enhanced cooperation and the objectives process. It will continue to receive visitors, respond to requests for information and host Cedefop meetings.

Tasks for 2005

- Implement Cedefop's publications policy.
- Apply a system of quality control.
- Upgrade and maintain an events information database.
- Identify more specifically stakeholders' needs for, and interest in, our products and services through a series of surveys.
- Improve and create synergy in Cedefop's various news services, through a press-dedicated part of the Cedefop website and its newsletter.
- Increase substantially subscriptions to the European journal through specific promotion campaigns and support for merger process.
- Improve dissemination and accessibility of Cedefop's products and services.
- 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.
- Maintain the press database and an effective network of journalists to build up good contacts.

Activity field 2: raising visibility and use of the European Training Village

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

This platform is now scheduled to evolve towards becoming the anchoring facility for Cedefop's KMS.

Tasks for 2005

- Consolidate the technological platform for the KMS;
- Continue active contributions to the European knowledge management forum;
- Planning and management of a number of streamlined thematic virtual communities related to policy issues at European level;
- Ensure interoperability between KMS and ETV: use of metadata and a controlled language derived from the European thesaurus of training to ensure semantic retrieval of thematic material;
- Raise ETV user rates and raise the profile of candidate and third countries' presence in and use of the ETV;
- Improve its overall usefulness through serving as platform for the virtual communities and through integrating the following databases:
 - Lifelong learning (good examples of policy and practice);
 - ERO (European research overview) database on experts, papers and projects in Cedra (the Cedefop research arena).
- Improve the user management system;
- Integrate the ETV, the Cedefop website, the virtual communities and the knowledge management approach into high quality e-media system;
- Implement the procedure for providing specific information resources for the candidate countries;
- Conduct online surveys;
- Consolidate the regular publication of a quarterly e-learning electronic newsletter and strengthen the awareness and application of learning technology standards and specifications.

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

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

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

The ReferNet is managed by the library and documentation service. The library's principal objective is to acquire, process and disseminate printed and electronic materials on vocational education and training. The service also manages a series of databases, the major one being VET-Bib containing over 45 000 references to published and electronic material on vocational education and training as well as links to other libraries.

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

Tasks for 2005

- Updating and maintaining all databases managed by the library and documentation service in order to cover the latest developments of VET systems, VET legislation and more generally 'grey literature'. The main databases are: VET-Bib (Bibliographical database on VET bibliography), Vet-iR (a collection of VET Internet resources), VET-eLib (Cedefop's digital library of vocational education and training), VET-ePer (a selection of electronic periodicals available online), VET-Instit (the training institutions database listing institutions with VET responsibilities).
- Producing and disseminating information services and products such as: the monthly bibliography Eurodoc, the library new acquisitions list, the lifelong learning bibliography, the thematic profiles, the reference service.
- Be responsible for the administration, management and animation of the ReferNet, through Livelink, which includes five main functions: workflow,

collaboration, document management, document retrieval and content publishing.

- Consolidate the extension of the ReferNet to the acceding countries and ensure partnerships with all relevant VET institutions and research bodies.
- Manage the ReferNet community at European level and coordinate work at national level; synergy has to be ensured with all other collaborative tools used for KMS.
- Maintain the total quality management system, certified under the ISO 9001 standard for the overall library, documentation and archives quality management.
- Updating and publishing the European training thesaurus in all EU official languages, in order to ensure interoperability among all databases and information services within the Centre.
- Active participation in standardisation activities under the CEN-ISSS workshop on learning technologies, to improve our information services.
- Raise the profile of Cedefop as a cited source by including its publications on Europe's major citation databases, to provide examples of other publications using Cedefop material as part of their research.

Area D: Budget (2005)

Staff (FTE) ⁽⁴⁾				Total € 2005	%*	2004				%*
A	B	C	D			A	B	C	D	
10.35	14.05	9.75	3			10.25	15.75	11.5	3	
Total Area D staff (Title 1)				2 515 000	27.01	2 333 000				25.05
Activity field 1: dissemination and visibility				391 000	6.98	571 000				10.91
Activity field 2: the European training village (ETV)				294 000	5.25	444 000				8.48
Activity field 3: Library, Documentation and ReferNet				765 000	13.67	531 000				10.15
						93 000				1.78
Total € (Title 3)				1 450 000	25.90	1 639 000				31.31
Titles 1 + 3				3 965 000	26.60	372 000				27.30
Titles 1 + 2 + 3				4 403 000	27.08	4 383 000				27.61

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

⁽⁴⁾ Categories A/B/C/D (including local staff) comprise all staff covered by the staff regulations and seconded national experts.

AREA E

Administration, facilities and resources

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

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

MEDIUM-TERM PRIORITIES		TARGET AUDIENCE	
Implementation of Management Board decisions			
(1) Implement Management Board decisions on: Governing Board and Cedefop staff	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
	(a) medium-term priorities, annual work plans and reporting to the Bureau and the Management Board	Complete the procedure to prepare the new medium-term priorities. Annual progress reports.	Ensure that the Governing Board can decide in May on medium-term priorities 2006-08. Increase efficiency of reporting via the Governing Board virtual community.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
(b) improve working methods and Cedefop's visibility	Ongoing	Keep a coherent approach together with other areas.	
(c) the action plan as follow-up to the external evaluation	2003	Realised.	
(2) Improving internal efficiency and effectiveness			
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) implement administrative reforms and the new financial regulation	2003-04	The financial reforms have been implemented. The administrative reforms adopted in 2004 will have to be implemented in 2005.	Completion of implementation of reform of staff regulations.
(b) consider activity-based budgeting and activity-based management	2003	The 2005 budget is structured along the areas and their main activities.	Assessment of how the innovations work in practice.
(c) increase external funding and coordinated use of EU programmes within the limits laid down by the Management Board	Ongoing	Action to ensure that the planned funding of networks will be realised via LdV and other programmes	Check relevance and feasibility. Start with at least four new networks in ReferNet.
(d) work on quality of Cedefop's products and services	Ongoing	Advance quality management via standards and objectives as well as training.	Establish monitoring system for quality and start cooperation with the European forum on quality management.

MEDIUM-TERM PRIORITIES	TARGET AUDIENCE		
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PREPARATION FOR ENLARGEMENT

(3) Prepare the administrative and practical integration of the candidate countries			
	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) adapt and extend the present building and facilities	2003-04	Reassess the consequences of enlargement for Cedefop's building and report to the Bureau.	Provide a new report for the Bureau in 2005.
(b) update the internal rules of procedure and modes of functioning in line with the Council decisions on increased efficiency and effectiveness in the light of enlargement	2003-04	Cedefop Founding Regulation has changed in conformity with the opinion of the Governing Board.	Assess functioning of new rules.

Evaluation of Cedefop's work

(4) to prepare the next external evaluation	Time frame MTP 2003-06	Objectives and methods	Performance indicators (PI)
(a) the next external evaluation might be planned for 2006 and prepared in 2005	2005	Contact the Commission services to prepare note for the Governing Board.	Present note to October 2005 Bureau.
(b) define clear outcomes for the annual work plans to facilitate future evaluation	Ongoing	Annual progress reports on each year's work programme.	Organise systematic electronic reporting via the Governing Board virtual community.

Activity field 1: **implementing Governing Board decisions**

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

Tasks for 2005

- Prepare new medium-term priorities 2006-08 for decision in the Governing Board in May 2005;
- Ensure clear links between medium-term priorities (the overarching objective, the strategic objectives and priorities for work), the annual work programme and its execution, including bringing the individual work plans of Cedefop's staff into full harmony with the area programming;
- Apply fully the progress monitoring and electronic reporting system, especially on measurable output in quantitative and qualitative terms;
- Strengthen the internal cross-area cooperation to ensure synergy and efficiency based on 'management by objectives' principles;
- Ensure a smooth handover to new deputy director;
- Contribute to the process of finding a new director.

Activity field 2: **improving internal efficiency and effectiveness**

The action plan, which was based on the recommendations of the Cedefop evaluation report (November 2001), improved the internal efficiency of Cedefop. Implementation of the action plan was completed in 2003. The staff regulations reform will require new action.

Tasks for 2005

- Increase efficiency through sustained coordination and improvement of corporate identity and spirit and apply reporting and promotion rules;
- Streamline and simplify the Centre's administrative and financial management, including encouraging a culture of service and quality;
- Implement the corporate training plan to cover the Centre's skill needs,

particularly for ICT and management skills to ensure the highest possible quality standards;

- Assess parts of the staff policy in view of the Commission's reforms and policy guidelines for staff policy, if they arrive in 2004/2005;
- Organise reporting (activities and financial) in compliance with the financial rules.

Activity field 3: preparation for enlargement

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

Tasks for 2005

- Adapt the functioning of the Governing Board to the Council Decision on revision of the founding Regulation and ensure genuine involvement of Governing Board members;
- Develop plans for accommodating all staff at Cedefop's headquarters in Thessaloniki adequately;
- Seek close cooperation and concertation with the competent authorities in the EU and in the Greek Administration for matters concerning the building.

Activity field 4: evaluation of Cedefop's work

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

Tasks for 2005

- Evaluate results against planned outcomes;
- Report electronically on a regular basis on work foreseen and carried through, with particular emphasis on preparing the annual progress report in good time;
- Prepare the external evaluation in 2006 in collaboration with the European Commission and present proposals to the Bureau in October 2005.

Area E: Budget (2005)

Staff (FTE) ⁽⁵⁾				Total € 2005	%*	2004				%*
A	B	C	D			A	B	C	D	
8.2	9.7	9	14			11	8	7.5	14	
Total Area E staff (Title 1)				2 515 000	27.01	2 719 000				29.20
Activity field 1: implementation of Governing Board decisions										
Activity field 2: improving internal efficiency and effectiveness										
Activity field 3: preparation for enlargement										
Activity field 4: evaluation of Cedefop's work										
KMS-E (Title 3)				0		2 000				0.04
Total € (Title 3 operational activities, including Governing Board and Bureau meetings)				100 000	1.79	356 000				6.80
Titles 1 + 3				2 615 000	17.54	3 075 000				21.14
Title 1 + 2 + 3				3 020 000	18.57	3 480 000				21.93

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

⁽⁵⁾ Categories A/B/C/D (including local staff) comprise all staff covered by the staff regulations and seconded national experts.

Annexes

I

Links between the strategic objectives 2003-06
and the activities of the areas for 2005

II

The development of the European
knowledge management system

III

Cedefop – Cost per task in 2005

IV

Organisational chart and establishment plan 2005

V

ETF/Cedefop: joint work in 2005

VI

Cooperation with Eurydice
and the European Training Foundation (ETF)

VII

Provisional publications programme 2005

VIII

ReferNet consortium leaders

IX

List of acronyms

ANNEX I

Links between the strategic objectives 2003-06 and the activities of the areas for 2005

The following shows the links between the priority topics and issues contained in the medium-term priorities 2003-06 and the activities of the individual areas in the 2005 work programme. The transversal activity 'knowledge management system' is taken up in all areas.

Area A – [developing research](#)

The activities in Area A correspond in particular to the following strategic objectives and priority issues in the MTP 2003-06:

- strategic objective 1 (improving access to learning, mobility and social inclusion):
 - prepare the new round of research reporting in coordination with policy reporting;
 - use research material and organise Agora Thessaloniki conferences on relevant themes addressed in the third research report, policy report and Maastricht study;
 - research cost and benefits of training/learning for enterprises and individuals employability and mobility, including non-material benefits.
- strategic objective 2 (enabling and valuing learning):
 - develop and moderate networks for collaborative learning and knowledge development, work-related learning and older workers; and HRD and learning within organisations;
 - teaching and training methods and curricular concepts with a focus on VET programmes oriented towards dual qualifications.
- strategic objective 3 (supporting networks and partnerships in an enlarged EU):
 - maintain and develop the European network Skillsnet and commission research studies on 'early identification of skill needs';
 - support the enhanced cooperation and objectives process also in view of the Maastricht follow-up;

- integrate more research institutes in the ReferNet in all Member States and give research institutes or researchers the opportunity to participate in networking and virtual communities.
- improving services and access:
 - promote and disseminate the third research report in hard copy and in the ETV;
 - raise the impact of the EJVT via new cooperation and improving production process as well as cost effectiveness;
 - integrate research results into the knowledge management system.

Area B – reporting and facilitating a concerted approach

Cedefop's overarching objective to promote a European area of lifelong learning (LLL) in an enlarged European Union is accorded special attention in Area B's activities, which are also particularly closely associated with developing Cedefop's knowledge management system. In addition, the activities shown above respond in particular to the following priority topics and issues in the MTP 2003-06:

- strategic objective 1 (improving access to learning, mobility and social inclusion):
 - support the enhanced cooperation and the objectives process;
 - motivation to learn, barriers to access and benefits of learning;
 - vocational level and sector specific ICT skills profiles, standardisation, certification, using results for other sectors;
 - contributing to a new European-wide approach to innovative pedagogies and basic skills;
- strategic objective 2 (enabling and valuing learning):
 - ICT skills and learning;
 - innovative curricula and new methods of teaching and learning;
 - improvement of quality in initial and continuing VET;
 - maintenance of Europass and support of 'virtual labour market';
 - European credit system for vocational education and training;
 - reshaping occupational and competence profiles for professional educators and trainers;
- strategic objective 3 (supporting networks and partnerships in an enlarged EU)
 - facilitating a thematic knowledge management system including

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

Area C – exchange and supporting partners

Cedefop's overarching objective of promoting a European area of lifelong learning in an enlarged EU is accorded special attention in Area C's activities which are particularly closely associated with working towards greater synergy with the EU policy framework and the LdV II programme as a laboratory of innovation. In addition, the activities shown above respond in particular to the following priority topics and issues in the MTP 200306:

- strategic objective 1 (improving access to learning, mobility and social inclusion):
 - developing a better appreciation of mobility as a multifaceted resource;
- strategic objective 2 (enabling and valuing learning):
 - work-related learning and human resource development as transversal theme in the study visit programme
- strategic objective 3 (supporting networks and partnerships in an enlarged EU)
 - support the enhanced cooperation and the objectives process;
 - cooperation and partnership through the social dialogue with and between the social partners;
 - coordinated approach to education and training activities;
- improving services and access:
 - strengthen synergy with and support for the LdV II programme;
 - consolidate integration of the new Member States and candidate countries into all Cedefop activities including the thematic knowledge management system,
 - ensure useful and high-quality service to stakeholders.

Area D – information, communication and dissemination

The activities indicated above respond in particular to the following priority topics and issues in the MTP 2003-06:

- strategic objective 1 (improving access to learning, mobility and social inclusion):
 - promote motivation for learning and diminish barriers to access;
 - support the enhanced cooperation in the EU with appropriate tools (virtual communities, KMS and ETV);
- strategic objective 2 (enabling and valuing learning):
 - organise input and dissemination on the 11 themes of the KMS in ReferNet;
- strategic objective 3 (supporting networks and partnerships in an enlarged EU):
 - stimulating and facilitating thematic networking and the knowledge management system (KMS, virtual communities, ETV and ReferNet);
 - consolidate the new countries fully in the ReferNet.
- Improving services and access:
 - deliver the electronic tools for enhanced cooperation and the objectives process;
 - provide useful high-quality products and services to its stakeholders;
 - continue raising the visibility of Cedefop's products and services on a broad front;
 - improve integration of new countries into information, communication and dissemination activities.

Area E – administration, facilities and resources

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

ANNEX II

The development of the European knowledge management system

In line with political initiatives in vocational education and training, the concrete objectives report, the Bruges process, the Council resolution and the Copenhagen Declaration of November 2002, in 2005 Cedefop will continue to offer practical support to achieving the goals laid down and still to be defined in the Maastricht Communiqué.

In 2002, foundations were laid for a European knowledge management system (KMS) in vocational education and training to provide stakeholders with a dynamic source of information on all aspects of the subject. The Cedefop ReferNet, national consortia working in the field, will play an increased leading role in ensuring a European repository on research, reporting and best practice. In 2005 this will start with creating new thematic networks.

KMS requires a concerted approach from partner organisations and institutions. Discussions with the Directorate-General Education and Culture, Eurydice and the European Training Foundation brought a consensus on the structure and content of the KMS. A support committee from Cedefop's Governing Board will continue to stimulate its development in 2005 and beyond. Efforts are being made to ensure synergy with national knowledge management initiatives in many Member States. Quality will be monitored, using internal and highly qualified external expertise, to ensure best quality output.

In the working areas, mechanisms are in place in Cedefop to ensure processing of content and quality control from the various sources of input. Liaison officers in the areas coordinate with experts to produce comparable up-to-date information, reviewing and analysing it to provide a European added value. Up to 10 full-time equivalent staff in Cedefop will continue to be devoted to these activities in 2005. Additional expertise for reviewing, analysing and editing the comparative transversal products will be brought into Cedefop, also for integrating the new Member States.

Initial - too optimistic - milestones have been set for the KMS. The 11 overall themes will be successively processed resulting in a fully operational KMS in 2005. The progress and planning will be discussed with the Governing Board group.

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

At the request of the European Commission, Cedefop supports the technical working groups set up at European level to advance specific issues. Transparency, quality, career guidance, credit transfer, non-formal and informal learning, training of trainers, mobility and e-skills were areas of support in 2004, where Cedefop also provided virtual communities that allow the groups to collaborate and make their conclusions known to a wider audience. After Maastricht, the future will be reviewed.

Cedefop maintains synergy between the KMS, the virtual communities and the ETV. Of special importance will be the database and community on good examples of policy and practice, which will be up and running in 2005.

The developments require close cooperation between the European Commission (DG EAC) and Cedefop and with a consortium of international organisation, which will be set up in 2005. Additional virtual communities might be set up during 2005. The published conclusions and results of the technical working groups will be included more systematically in the KMS. Cedefop will also consolidate the extended virtual groups and nurture these virtual communities of practice within the ETV.

The budgetary and human resource allocations in Titles 1 and 2 to knowledge management activities in 2005 cannot be broken down into specific knowledge management activities. In terms of human and financial resources the latter are inextricably related to the specific activities within the work programme 2005 which feed into the overall knowledge management activities of Cedefop (e.g. research, reporting, Ttnet activities) but which do not constitute *per se* strictly KMS work. In 2005 the links between the 11 themes and the experts in Cedefop will be more systematically organised to make sure that the KMS takes account of the progress reached in the EU policy framework and the thematic cooperation in ReferNet.

ANNEX III

Cedefop – Cost per task in 2005

EXPENDITURE (in € 1 000, rounded figures)	Title 1 Staff cost		Title 2 Administr. expenditure		Share of T1+T2 (in %)		Title 3 Operational expenditure (incl. transl.)		TOTAL		Share of Total (in %)	
	2005*	2004	2005**	2004	2005	2004	2005	2004	2005	2004***	2005	2004
OPERATIONAL TASKS												
Developing research	1 264	1 175	138	131	8.62	8.15	1 038	1 057	2 440	2 363	14.53	14.75
Reporting and facilitating a concerted approach	2 004	1 856	225	214	13.71	12.92	1 575	1 355	3 804	3 425	21.06	21.38
Exchange and supporting partners	1 012	942	146	139	7.12	6.75	1 435	1 290	2 593	2 371	14.58	14.80
Information communication and dissemination	2 515	2 333	438	411	18.16	17.13	1 450	1 639	4 403	4 383	26.9	27.36
TOTAL OPERATIONS	6 795	6 306	947	895	47.61	44.94	5 498	5 341	13 240	12 542	77.13	78.28
SUPPORT SERVICES												
Administration facilities and resources *	1 985	2 039	340	340	14.30	14.85		255	2 325	2 634	14.30	16.44
Management (Directorate) **	530	680	65	65	3.66	4.65	100	101	695	846	4.27	5.28
TOTAL SUPPORT	2 515	2 719	405	405	17.96	19.50	100	356	3 020	3 480	18.57	21.72
GRAND TOTAL	9 310	9 025	1 352	1 300	65.57	64.44	5 598	5 697	16 260	16 022	100.00	100.00

* Staff costs are calculated by area on the assumption that the allocation of them to areas A, B, C and D (in %) will remain the same as it was in 2004.

** Assuming that the costs for 'support services' would be the same as for 2004, the slightly increased rest of budget, Title 2 has been allocated to areas A, B, C, D proportionally.

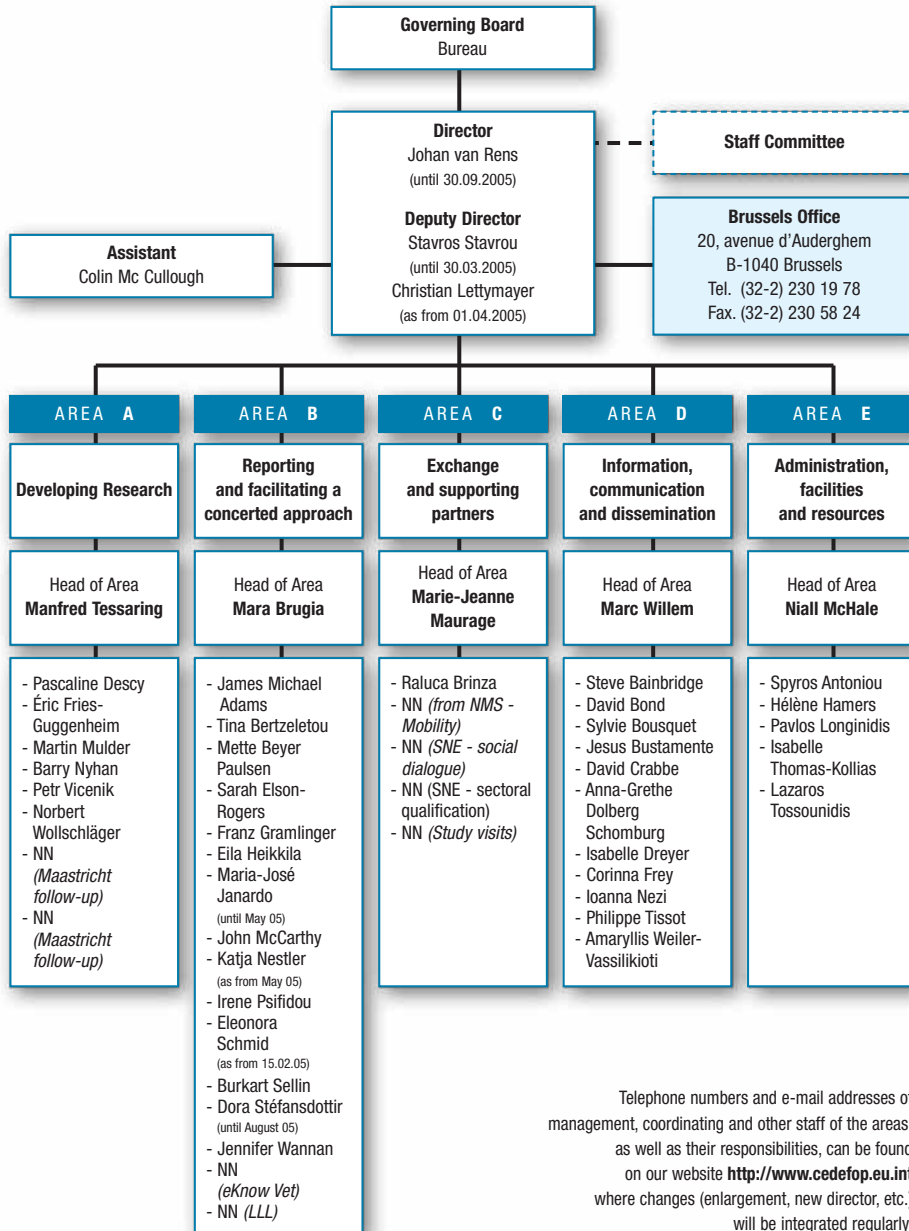
*** This amount is overestimated because it was based on the assumption that Cedefop would receive EUR 1.2 million for enlargement. The actual amount is EUR 150 000 less because the Centre received less.

**** The difference between this figure and the figure in the 2005 Budget for Title 3 (EUR 20 000) results from translations which should be done internally.

The percentages are in relation to the Cedefop budget (grand total).

ANNEX IVa

Organisational chart 2005



ANNEX IVb

Establishment plan 2005

Category and grade	Permanent posts	Temporary posts	Total posts
A*16			
A*15		1	1
A*14		1	1
A*13			
A*12	7	5	12
A*11	7	3	10
A*10	1	7	8
A*9		1	1
A*8		3	3
A*7		1	1
A*6			
A*5		3	3
Total A*	15	25	40
B*11			
B*10	3	1	4
B*9			
B*8	2	1	3
B*7	1	1	2
B*6		7	7
B*5		1	1
B*4			
B*3		3	3
Total B*	6	14	20

Category and grade	Permanent posts	Temporary posts	Total posts
C*7			
C*6		6	6
C*5	4	2	6
C*4	3	7	10
C*3		3	3
C*2		2	2
C*1		1	1
Total C*	13	15	28
D*5			
D*4		1	1
D*3		2	2
D*2			
Total D*	1	2	3
Grand total	35	56	91

ETF/Cedefop: joint work in 2005

Introduction

1. Cedefop and the ETF have complementary expertise (see attached comparative table (Annex Va)). Although both agencies work in vocational education and training, there is no functional overlap between their work. The ETF uses Cedefop as a source of information and best practice in the EU and EEA countries in vocational education and training and labour market for supporting third countries' economic and social reform. Cedefop benefits from the ETF's experience and knowledge both in the candidate and in other partner countries. They join forces where necessary to help the EU technically and scientifically in achieving its objectives.
2. Having started working together in 1997, in 2001 the two agencies established a framework setting out the scope, principles, priorities and modalities to consolidate their cooperation ⁽¹⁾. The main purpose was to prepare the acceding and candidate countries for accession while also clarifying for them the role of each agency.
3. Building upon the achievements of their cooperation in previous years, in 2005 the priorities and methods of the joint work of the two agencies will reflect the new reality marked by the enlargement of the European Union in May 2004 to include 10 new Member States.
4. Cooperation between the two agencies in 2005 will focus on the remaining candidate countries in the following priority areas:
 - facilitating their involvement in policy development and related Community VET programmes ;
 - supporting their further familiarisation and, where appropriate, preparation for full participation in Cedefop activities and networks by the time of accession.

⁽¹⁾ See http://www.CEDEFOP.eu.int/download/current_act/CEDEFOP_etf_0601.doc

However, concerning the familiarisation strategy and particularly the gradual integration of the candidate countries into Cedefop's work, a distinction should be made between those candidate countries whose accession is already on track (Bulgaria and Romania) and those for which this issue is still pending (Croatia and Turkey).

5. The two agencies will also strengthen their general and thematic cooperation by:
 - continuing to hold regular knowledge-sharing events between their experts;
 - involving ETF experts in the thematic development activities in the EU Member States and EEA countries;
 - involving Cedefop experts in the dissemination of the European policy developments in education and training in the candidate countries, the western Balkans and other ETF partner countries.

Facilitating the participation and involvement of candidate countries in the policy development of the Community

6. The candidate countries, especially Bulgaria and Romania, have already been involved in cooperation with Cedefop and they have expressed particular interest in continuing this cooperation, especially in some activities which have been already taken into consideration.
7. Cedefop and the ETF 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. There is a need to provide additional assistance to the candidate countries to enable them to take on board the conclusions and recommendations of the joint interim report *Education and Training 2010* as well as the messages of the Maastricht Communiqué in terms of the updated framework of priorities for the reform of national VET systems and the development of European labour market.
8. More specifically, both agencies will continue to work together in the following areas:
 - (a) lifelong learning (LLL): both agencies will cooperate with the European Commission and other partners on the identification and transfer of good examples of policy and practice in LLL (including examples from the 10 new member states and the candidate countries);

- (b) Europass: the ETF and Cedefop will continue to assist candidate countries in their preparations for implementing this single framework for the transparency of qualifications and competences and for participating in the European network of Europass correspondents;
- (c) recognition of competences and qualifications: the ETF and Cedefop will support the participation of the candidate countries in implementing the Council Conclusions on identifying and validating non-formal and informal learning; they will also continue to inform and involve the candidate countries in developing a European credit transfer system for vocational education and training;
- (d) quality in VET: the ETF, in cooperation with the Commission and Cedefop, will continue to raise awareness and update the countries on the progress and outcomes of work in this field and provide appropriate support to those countries wanting to promote the pilot implementation of the common quality assurance framework;
- (e) guidance and counselling: building on the results and recommendations of the Council Resolution on lifelong guidance, the ETF and Cedefop will cooperate with the European Commission to support the candidate countries' participation in further European cooperation and exchange as well as in informing their national policies with the objectives set out in the Resolution;
- (f) follow-up to the Maastricht Communiqué: cooperation will also be extended to encompass other priority areas emerging from the Maastricht Communiqué;
- (g) e-learning and e-skills, e-certification: cooperation between the ETF and Cedefop will also be extended to information exchange activities on e-learning and e-skills, e-certification and related activities with a view to the future integration of both candidate countries (and where appropriate, the western Balkans) into action programmes (eEurope and eLearning);
- (h) Cedefop will continue to involve stakeholders and practitioners in the candidate countries and in the western Balkan countries in virtual communities established by Cedefop, (<http://cedefop.communityzero.com/>) and the ETF will promote their participation as well as registration in the ETV (<http://www.trainingvillage.gr/etv/default.asp>).

Social Dialogue

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

Continued support to the candidate countries for participation in Cedefop

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

- (a) **reporting**

Building on the positive experience in the 10 new Member States, Cedefop and the ETF will continue to provide adequate support for the further familiarisation of the ETF national observatories in the candidate countries with Cedefop's ReferNet. The ultimate goal is to ensure that they will be ready and able to play a role as potential members of the network after accession.

The two agencies and Eurydice will continue to work closely together to ensure compatibility of the reporting structures. This work will be closely connected with the KMS. Their collaboration in the joint publication of *Structures of education, vocational training and adult education systems in Europe* will continue.

Statistics and indicators: the ETF and Cedefop will continue to be involved in the methodological work of the European Commission, and particularly Eurostat, on indicators (e.g. in LLL, quality of VET, follow-up of the work programme 2010).

TTnet: Cedefop and the ETF will continue to facilitate the involvement of the candidate countries ⁽²⁾ in Cedefop's networks, in particular the Training of Trainers network (TTnet) and in the Skillsnet.

⁽²⁾ Until further clarifications, only Bulgaria and Romania are considered officially candidate countries. However, Croatia and Turkey will be involved in Cedefop's activities with the support of ETF.

(b) **e-learning**

The ETF and Cedefop will focus their cooperation on the VET-related aspects of the Commission's e-learning and eEurope action plan and seek to integrate candidate countries in the implementation of the e-learning action programme as well as in the e-skills field (see the VCs on e-skills)

(c) **participation of the candidate countries in the Leonardo da Vinci study visits programme**

In 2005, Cedefop will organise study visits in the candidate countries. The ETF will continue to provide support for the involvement of the candidate countries in the programme. The ETF, drawing on its networks and experience, will propose to Cedefop appropriate contact organisations and persons in candidate countries who could contribute to the visits/seminars. The ETF will also help to analyse the results of the visits and provide input for the synthesis seminar.

(d) **support for research cooperation**

Developments in the candidate countries are reflected in the third report on European research in VET devoted to the evaluation and impact of VET (published by Cedefop in 2004), through the contribution of the ETF and researchers from these countries. This cooperation will continue in the preparation of the fourth research report.

The ETF and the candidate countries will have more opportunities to be involved in Cedefop's research work through their involvement in the *European journal vocational training*, the fourth report on VET research in Europe, Agora meetings, Skillsnet (the network on early identification of skill needs), and Cedefop's Research Arena (Cedra).

Cedefop and the ETF will continue to facilitate the involvement of the candidate countries in Cedefop's networks, in particular the Training of Trainers network (TTnet) and in the Skillsnet.

(e) **information and knowledge management**

Cooperation aimed at reinforcing the electronic exchange of information will continue, in particular through more systematic links to be developed between the Cedefop European Training Village (ETV) and the ETF website. The ETF and Cedefop will promote the ETV in the candidate countries to facilitate their access to

information about vocational education and training in the EU and increasing involvement in Cedefop activities. Through the ETV, users from the candidate countries can also order Cedefop publications online. Finally, the ETF might also contribute to *Cedefop Info*.

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

Cedefop and the ETF will give specific attention to organising joint events during the Luxembourg and UK presidencies. The Dutch Presidency conference in December 2004, aiming to update the Copenhagen Declaration and take forward its practical implementation, is of particular importance as a guiding framework for the two agencies' cooperation in 2005.

ANNEX Vb

Comparison of ETF and Cedefop Council regulations

	ETF (1360/90 or 7/5/90, as amended by 1572/98 of 17/7/98)	Cedefop (337/75 of 10/2/75)	Comment
Aim objective	<ul style="list-style-type: none"> To contribute to the development of vocational training systems of Phare, Cards, Tacis and Meda countries 	<p>The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union (EU). Created in 1975 with a tripartite management board, it provides services for the European Commission, the EU Member States and the social partners as well as for the associated countries of Iceland and Norway. The candidate countries are also associated with its activities.</p>	<ul style="list-style-type: none"> ETF works to achieve the objectives of EU external relations policy; whereas Cedefop is part of EU internal policy to which the EEA countries are associated. ETF is a change agent with a direct and operational role in improving the human resource capacities in its partner countries. Cedefop contributes to the development and promotion of vocational education and training policy in the EU through exchange of information and comparison of experience.
Sector of expertise	<ul style="list-style-type: none"> Vocational training including management training Human resources development (1572/98) 	<p>As the EU reference centre for vocational education and training, Cedefop provides policymakers, researchers and practitioners with information to promote a clearer understanding of developments and so enable them to take informed decisions for future action. Cedefop assists the European Commission in encouraging, at Community level, the</p>	<ul style="list-style-type: none"> ETF combines knowledge of partner countries, knowledge of good practice in human resource development and knowledge/experience of EU external aid policies and programmes. Cedefop expertise is in vocational education and training systems, policies and developments at EU and national levels. ETF provides technical assistance to Tempus programme, through which expertise on higher education

	ETF (1360/90 or 7/5/90, as amended by 1572/98 of 17/7/98)	Cedefop (337/75 of 10/2/75)	Comment
		promotion and development of vocational education and training.	reform in partner countries has been developed. <ul style="list-style-type: none"> • Since 1985 Cedefop manages the Leonardo study visits programme on behalf of the Commission.
Main tasks	<ul style="list-style-type: none"> • Provide assistance in the definition of training needs and priorities through implementing measures of technical assistance and cooperation with designated bodies in eligible countries • Clearing house to provide Member States and eligible countries with information on current initiatives and future needs in training, and provide a framework for channelling offers of assistance • Implement vocational training programmes at request of Commission or eligible countries • Assist in monitoring and evaluation of overall effectiveness of training assistance to eligible countries. 	<p>Tasks</p> <p>The main tasks of Cedefop as defined in its founding regulations are to:</p> <ul style="list-style-type: none"> • compile selected documentation and analyses data; • contribute to the development and coordination of research; • exploit and disseminate useful information; • encourage and support a concerted approach to vocational training development issues; • provide a forum for a wide and diverse audience. <p>Medium-term priorities</p> <p>One overarching objective guides Cedefop's medium-term priorities for 2003-06: promoting a European area of lifelong learning in an enlarged EU. This encompasses the following strategic objectives:</p> <ul style="list-style-type: none"> • improving access to learning, mobility and social integration; • enabling and valuing learning; • supporting networks and partnerships in an 	<ul style="list-style-type: none"> • ETF tasks focus on project cycle – from needs through implementation and evaluation in each region. As a consequence ETF is structured along regional operational lines • Cedefop tasks focus on providing information and promoting research. As a consequence Cedefop is structured along thematic lines in conformity with its main tasks • Possible overlap in ETF clearing house task – but also this task has project cycle implication which is substantially different from tasks of Cedefop • Cedefop supports enhanced cooperation and a concerted approach in EU; ETF transfers good practice from EU to partner countries and between partner countries and regions; ETF tests innovative schemes to support the reform process in the partner countries • Both organisations make use of networks. ETF has developed networks in partner countries (for example, Observatories, Advisory Forum); Cedefop has developed networks in EU (ReferNet, Cedra, TNet and a

	ETF (1360/90 or 7/5/90, as amended by 1572/98 of 17/7/98)	Cedefop (337/75 of 10/2/75)	Comment
		enlarged European Union.	large number of virtual communities related to the European Training Village).
Governing/ Management Board	<ul style="list-style-type: none"> Member States, Commission (DG EAC, external relations services) 	<ul style="list-style-type: none"> Quadrupartite (Member States, EEA countries, social partners and EC) 	<ul style="list-style-type: none"> Governing Boards have different participation. Cedefop GB drawn from EU social partner approach; ETF GB mirrors external relations role.
Budget	<ul style="list-style-type: none"> Line B of Community budget (external relations programmes) 	<ul style="list-style-type: none"> From Line A of Community budget (Internal policy) 	<ul style="list-style-type: none"> Cedefop funded through Community budget as permanent function in EU. Participation by EU Member States in the work of Cedefop defined by Treaty. EEA countries are associated. ETF budget taken from external aid programmes. ETF financial existence dependent on priorities for EU external aid ETF also manages development aid projects on behalf of EU Member States and international organisations.

ANNEX VI

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

1. Eurydice, Cedefop and the ETF need to cooperate more closely not only because of enlargement but also because education and vocational training are becoming more integrated in a lifelong learning strategy. The Bruges initiative and the Copenhagen declaration on enhancing cooperation in vocational education and training relate to, and build on, the report on the concrete future objectives of education and training systems and the Commission's communication on lifelong learning. Together they now constitute the new framework for policy cooperation for the coming years. This common framework is, therefore, the one within which the three bodies, Eurydice, ETF and Cedefop, will have to work in the future.
2. Given the similarity of their missions, Eurydice and Cedefop have a long tradition of cooperation, which has focused mainly on documentary and terminological matters and the joint production of the (now electronic version only) publication *Structures of the education and initial training systems in the EU*. That document was last updated in 2004, in collaboration with the ETF. Eurydice and Cedefop will continue to work closely on lifelong learning.
3. The extension of Eurydice's activities since 1996 – and in the coming years those of Cedefop – to cover the candidate countries also entails closer cooperation with the ETF (see Annex V).
4. In 2005, cooperation will focus mainly on the following aspects:
 - making a joint contribution to the new European cooperation framework, for example in projects which provide necessary information infrastructures, such as the knowledge management system (KMS);
 - cooperation on documentation and terminology to improve resource sharing and to enhance the compatibility of tools;
 - creation of a common working group for a common approach to the management and update of our respective multilingual thesauri;
 - systematic exchanges of information on their respective activities, both

at European and national levels, and measures to strengthen links between national partners;

- joint promotion activities for joint products (e.g. the structures and lifelong learning documents) and better interconnection of websites;
 - promoting the updated ‘structure’ document and developing a partnership to improve, on the basis of common themes (e.g. initial training and adult education), basic national information about systems;
 - discussing ways and means of jointly undertaking the regular gathering (reporting system) of national data on lifelong learning and related themes;
 - discussion of future needs in terms of indicators and benchmarking, building on existing products;
 - maintenance and updating of a database containing good examples of policy and lifelong learning practice.
5. As in 2004, joint meetings will be held to define the scope of cooperation and how it will be implemented for each point. Future cooperation (in particular for the joint preparation of texts) will attach importance to good preparation and to thinking ahead to consider the differences in the partners’ working methods, e.g. gathering, processing and validating data.
6. In the framework of the network of reference and expertise, Cedefop is looking to extend its cooperation with European and international organisations. The first steps envisaged are the following:
- creation of a consortium of international organisations, comprising: Eurydice, ETF, European SchoolNet (potential co-ordinator), Unevoc, ILO, OECD, EVTA, EFVET and of course Cedefop;
 - common policy for updating and harmonising multilingual thesauri, with special focus on raising interoperability (included in the CEN/ISSS work programme);
 - exchange of practice in using standards and related metadata for information services and databases in the field of learning. This would be achieved by creating a ‘special interest group’ with the main focus on common procedures based on existing standards, particularly the main outputs and recommendations of the CEN/ISSS workshop on learning technologies;
 - supporting a network of e-learning ‘observatories’ for more complete screening of good examples of practice;
 - creating a ‘charter’ for use of standards and metadata, based on a common basic procedure: creating models, review of relevant standards (see LT observatory), definition of application profiles, definition of values and controlled vocabularies (e.g. thesaurus).

ANNEX VII

Provisional publications programme 2005

	Publications service deadline	Expected publication date
Area A		
Identifying skill needs for the future: from research to policy and practice	Text received	Jan-05
European perspectives on learning at work. The acquisition of work process knowledge	Text received	Feb-05
Impact of education and training. Third report on vocational training research in Europe: background report	Text received	Mar-05
The foundations of evaluation and impact research: Third report on vocational training research in Europe: background report	Text received	Mar-05
Evaluation of systems and programmes: Third report on vocational training research in Europe: background report	Text received	Mar-05
The value of learning: evaluation and impact of education and training. Third report on vocational training research in Europe: synthesis report	Text received	Apr-05
Evaluation and impact of education and training: the value of learning: executive summary	Feb 05	May-05
Trends and skill needs in the tourism sector	Feb 05	Jun-06
Periodicals		
European journal 32	Text received	Mar-05
European journal 33	Feb 05	Apr-05
European journal 34	Apr 05	Jul-05
European journal 35	Jul 05	Nov-05
European journal 36	Sept 05	Dec-05
Area B		
Learning by leaving: Placements abroad as a didactic tool in the context of vocational education and training in Europe	Text received	Feb-05
ICT practitioner skills and training: automotive industry	Text received	Feb-05
ICT practitioner skills and training solutions at sub-degree and vocational level in Europe: Guidelines for ICT training and curriculum development	Text received	Feb-05

Disadvantaged groups in transnational placement projects	Text received	Mar-05
Vocational education and training in Luxembourg. Short description	Text received	Mar-05
ICT and e-business skills and training in Europe. Towards a comprehensive European e-skills reference framework. Final synthesis report	Text received	Mar-05
Common European guidance reference tools	Feb 05	May-05
Vocational education and training in the United Kingdom. Short description	Mar 05	Jun-05
Use and distribution of quality strategies in European e-learning	Mar 05	Jun-05
The learning continuity; validation of non-formal and informal learning II	Mar 05	Jul-05
European reference levels for education and training. An important parameter for promoting credit transfer and mutual trust	Mar 05	Jul-05
Broad-based learning in Europe	Mar 05	Jul-05
Vocational education and training: Eurobarometer	May 05	Jul-05
European approaches to credit transfer	May 05	Sep-05
E-skills certification in Europe	Jun 05	Oct-05
Impact of innovation practices on professionalisation of training stakeholders	Jul 05	Nov-05
A European guide on self-assessment for VET-providers	Sep 05	Dec-05
A limited set of coherent quality indicators	Sep 05	Dec-05
E-learning in lifelong learning	Sep 05	Dec-05
Fundamentals of a common quality assurance framework (CQAF) for VET in Europe	Sep 05	Dec-05
Quality and learning needs of VET teachers and trainers	Sep 05	Dec-05
Validation of non-formal learning for VET teachers and trainers	Sep 05	Dec-05
Vocational education and training in Austria. Short description	Sep 05	Dec-05
Getting to work on lifelong learning: key implementation issues	Sep 05	Dec-05
Sectoral approaches to workplace guidance: study report	Nov-05	Feb-06
Sectoral approaches to workplace guidance: conference report	Nov-05	Feb-06
European qualifications framework (EQF) for teachers and trainers	Nov 05	early 2006
Periodicals		
Cedefop-Info 3/2004	Text received	Feb-05
Cedefop-Info 1/2005	Jan 05	Apr-05
Cedefop-Info 2/2005	Mar 05	Sep-05
Cedefop-Info 3/2005	Aug 05	Dec-05

Area C		
Study visits' 20th and Cedefop 30th anniversary brochure	Feb-05	May-05
Study visits brochure	Feb-05	May-05
Study visits leaflet	Feb-05	May-05
Area D		
Cedefop catalogue 2005	Text received	Feb-05
Work programme 2005	Text received	Feb-05
Cedefop. Promoting a European area of lifelong learning	Text received	Mar-05
Lifelong learning bibliography: a VET perspective - No.7/8	Feb 05	Apr-05
Cedefop's products and services	Feb 05	May-05
Cedefop library	Feb 05	May-05
ReferNet	Feb 05	May-05
Cedefop Thesaurus	Mar 05	Jun-05
Vet-Bib database	Jul 05	Oct-05
Guide to EU information in Greece	Jul 05	Oct-05
Annual report 2004	Jun 05	Nov-05

ANNEX VIII

ReferNet consortium leaders

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ANNEX IX

List of acronyms

Acronym	Definition
CEN/ISSS	the European Level Standards Committee in Informatics
Cedra	the Cedefop research arena
eKnowVet	database comprising national and transnational information on VET systems
ERO	European research overview
ETF	European Training Foundation
ETV	European Training Village
EVTA	European Vocational Training Association
KMS	Knowledge Management System
ILO	International Labour Organisation
MTPs	medium-term priorities 2003-06
OECD	Organisation for Economic Cooperation and Development
SMEs	small and medium-sized enterprise
TTnet	Training of Trainers Network
ReferNet	the European network of reference and expertise
UNEVOC	Unesco International Project on Technical and Vocational Education
VET	vocational education and training
VET-Bib	Bibliographical database on VET bibliography
VET-eLib	Cedefop's digital library of vocational education and training
VET-ePer	a selection of electronic periodicals available online
VET-Instit	the Training Institutions Database, listing institutions with responsibilities in the VET field
Vet-iR	a collection of VET Internet resources

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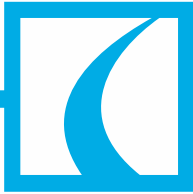
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