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ABSTRACT

This document details the work program of the European Centre for the Development of Vocational Training (Cedefop) for 2002. The following are among the topics discussed in Chapters 1-5: (1) developing research (the Cedefop research arena; the report on vocational training research in Europe; the "European Journal Vocational Training"; and Agora Thessaloniki; (2) reporting and facilitating a concerted approach (reporting on developments in vocational education and training; reporting on lifelong learning; policy support for new initiatives at the European Community level; the training of trainers network; the information and computer technology learning platform; the European form on transparency of vocational qualifications; the European quality forum); (3) exchange and supporting partners (the community study visits program; familiarization of candidate countries); (4) information, communication, and dissemination; and (5) Cedefop's directorate and administration, facilities, and resources. The following items are appended: Cedefop's medium-term priorities and operational guidelines (for 2000-2003); Cedefop's activity-based budget for 2002; Cedefop's organizational chart; discussions of cooperation between Cedefop and the European Training Foundation (ETF) and among Cedefop, the ETF, and Eurydice; a list of new Cedefop publications for 2002; and a table detailing the relationship between Cedefop's operational guidelines and medium-term priorities for 2000-2003 and Cedefop's activities in 2002. (MN)

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Cedefop

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Europe 123
GR-570 01 Thessaloniki (Pylea)

Postal address: PO Box 22427
GR-551 02 Thessaloniki

Tel. (30) 310 490 111, Fax (30) 310 490 020
E-mail: info@cedefop.eu.int
Homepage: www.cedefop.eu.int
Interactive website: www.trainingvillage.gr

Published under the responsibility of:
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Stavros Stavrou, *Deputy Director*

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N.B. Throughout the work programme 2002 references to the European Union (EU) and its Member States apply equally to Norway and Iceland. These two countries participate in the vocational education and training activities of the EU as partners under the agreement setting up the European Economic Area (EEA).

Foreword

Cedefop's work programme 2002 is the last under the current medium-term priorities (2000-03). However, it starts a new era by taking account of a positive evaluation of Cedefop's performance and impact. An action plan following up the evaluation report to implement its recommendations has already been drawn up and will be put into effect in 2002.

As the European Union's reference centre for vocational education and training, Cedefop will continue to serve its stakeholders and clients. Cedefop's networks will bring together a wide range of expertise and facilitate the exchange of information, experience and good practice. Cedefop will continue to stimulate debate among and between policy-makers, researchers and practitioners both within the European Union and the candidate countries applying for membership. Cedefop will also support comparative research in Europe to help decision making on the future of vocational education and training.

Cedefop's services and publications will continue to exploit the potential of electronic communication through the European Training Village (ETV). The ETV is increasingly a central platform for vocational education and training specialists.

The work programme 2002 is focused and result-oriented in its strategy. It provides a functional and coherent approach to vocational education and training within the medium-term priorities for 2000-2003. It takes into account the rising political, social, economic, and technological demands for more and better learning. The development of vocational education and training and a learning society are recognised as a means to achieve the strategic goal of a competitive and dynamic knowledge-based economy that supports employment, economic growth and social cohesion. Lifelong learning must become a reality for all in terms of access and provision.

Johan van Rens
Director

Alfons De Vadder
Chairman
of the Management Board

Introduction

Cedefop – the EU's reference centre for information on vocational education and training - provides information and analyses of vocational education and training systems, policies and research. Cedefop's work programme sets out the services it provides and the thematic medium-term priorities (see Annex I) on which its work will focus in 2002. These activities contribute to the EU's determination to promote the highest possible level of skills and knowledge for its citizens.

Cedefop promotes mutual learning and understanding of vocational education and training issues by examining developments, explaining and interpreting them. By facilitating exchanges, cooperation and synergy between all concerned, Cedefop develops a concerted European approach to vocational education and training issues.

Policy background [1]

Cedefop's work is set against the background of accelerating policy developments, as reflected in the:

- Amsterdam Treaty, in particular, the Preamble, Articles 2, 3, 13 and Article 150;
- Leonardo da Vinci II programme (Council Decision 1999/382/EC establishing the second phase of the Community vocational training action programme Leonardo da Vinci) and the need to build on and disseminate its results;
- European Council's conclusions in Lisbon (2000), Santa Maria da Feira (2000) and Stockholm (2001), which outline a series of initiatives to promote lifelong learning at all levels to encourage employment, active citizenship and social cohesion;
- European Commission's communication on lifelong learning (2001) to make the European area of lifelong learning a reality;
- Council's conclusions (2001) on the follow-up to the report on concrete future objectives of education and training systems;
- other European programmes which include vocational education and training, such as the fifth and sixth framework programmes for research;
- European employment strategy, notably the four pillars: employability, entrepreneurship, adaptability and equal opportunities as well as the annual employment guidelines, which underline the importance of lifelong learning and the role of vocational education and training;
- European Commission's e-learning action plan 'Designing tomorrow's education', in which Cedefop has a clear role to carry out a series of measures to contribute to adapting education and training to the demands of the digital age;
- recommendation of the European Parliament and the Council on mobility;
- European initiatives on transparency, validation and accreditation, quality;
- information tools on jobs, learning opportunities and European initiatives on mobility (including Europass and the common CV format);
- social partners' requests for support in the coming period, including from the Social Dialogue working group on education and training and from the European Sector Dialogue;
- cooperation with Eurydice and the European Training Foundation (ETF) and other agencies on projects of common interest.

(1) For further information on the issues listed below see http://www.europa.eu.int/ and www.europa.eu.int/comm/education/index

CHAPTER 1

Developing research

Those working in this section are Pascaline Descy, Eric Fries Guggenheim, Pekka Kämäräinen, Barry Nyhan, Burkart Sellin, Manfred Tessaring.

Introduction

Cedefop stimulates and encourages research at European level. Its objectives are to develop and disseminate new knowledge, to improve understanding of systems and processes associated with learning and training; and make clear the implications of research results for decision-making in policy and practice. Cedefop's medium-term priorities identify the issues on which its research activities focus (see Annex I).

This is done by own research, commissioned research and by sharing knowledge through the activities described below.

Staff	A	B	C	D + local	Total EUR	% budget
FTEs (*)	6.0	1.77	4.45	–	996 795	
Contracts, meetings, missions, translations and publications						
Cedra					269 524	
Research report					257 024	
European journal vocational training					324 115	
Agora Thessaloniki					90 977	
Total					941 640	
Titles 1+3					1 938 435	14.56

(*) The numbers shown do not always correspond directly to the number of staff allocated to this area. This is because some allocated staff contribute to activities elsewhere. In our organisational overview on the web, Cedefop indicates who is specifically responsible for certain products and services (see http://www.cedefop.eu.int/).

1.1. Cedefop research arena (Cedra)

Background

Cedra furthers research in vocational education and training in Europe by supporting networks for developing, disseminating and sharing knowledge. Cedra's work is divided into four strands:

- the 'European research overview' (ERO) to promote sharing information and resources about research;
- helping knowledge development networks focusing on new strategies and methods to promote individual organisational and network learning;
- studying and developing of innovative research methodologies including ICT tools to further European vocational education and training research in the knowledge society;
- in line with Cedefop's medium-term priorities (see Annex I), launching research projects to develop new knowledge on vocational education and training issues, in particular on the use of ICT.

Work plan 2002

To take forward these aims Cedefop will:

- continue to develop the European research overview (ERO) as an interactive electronic-based communication instrument for researchers by providing information about European vocational education and training research projects, links to resources, institutions, websites, journals and information about forthcoming conferences, seminars and calls for tender;
- moderate and encourage exchange of knowledge in development networks covering the following themes:
  - work-process knowledge, work-related learning, and key qualifications,
  - ICT as a support for collaborative research and learning activities,
  - organisational learning/human resource development,
  - network-learning in a societal 'learning region' context,
  - recognising new skill needs at an early stage and identifying best and transferable practice.

The results of the work of these networks will support the development of lifelong learning policies and actions (see 2.2);

- publish a reference series publication on key qualifications *Transformation of learning in education and training*, by October and produce follow-up material to support European networking;
- publish a reference series publication *Taking steps towards the knowledge society* which examines ways in which those involved in vocational education and training research can contribute to building the knowledge society, by April;
- publish a reference series publication *Organisational innovation and learning* that will address the needs of those interested in promoting better quality and more effective learning in an organisational context, by September;
- publish a reference series publication *Scenarios for future vocational education and training policy*, by September;
- publish a panorama series publication *Competence and human resource development in multinational companies in three European Union Member States*, by March;
- publish a panorama series publication *Learning-conducive work. A survey of*

learning conditions in Norwegian work places, by April;
- launch studies in January on the impact of age and generation on learning processes in transnational placements, the role of host companies, evaluation methodologies and mobility for disadvantaged groups;
- launch studies by March on innovative learning methods incorporating ICTs (see 2.2 and 2.4).

1.2. Report on vocational training research in Europe

Background

Cedefop's research reports, published every three years, give a comprehensive review of current research on vocational education and training in Europe. Drawing on research cooperation networks and databases, the reports aim to improve transparency and understanding of vocational education and training research and to evaluate research results and their implications for training policy and practice. The reports support and coordinate vocational training research and development in both Member States and candidate countries fostering cooperation between researchers, the research community, policy-makers and practitioners. Cedefop is in a unique position to promote policy-relevant transnational research, with particular emphasis on lifelong learning and links with the labour market.

Work plan 2002

The third research report to be published in 2004, will focus on evaluation and assessing impact of vocational education and training measures taken at regional, national and European levels. Themes include:
- social and economic impact of vocational education and training for the individual level (employment, earnings, social integration, employability, mobility, etc);
- impact of vocational education and training programmes and reforms in efficiency, effectiveness and quality including in enterprises;
- impact of vocational education and training and competences on growth, employment, competitiveness, social inclusion and the labour market;
- impact of economic, social, labour market and demographic changes on vocational education and training, curricula, organisation within the framework of lifelong learning, learning content, etc;
- a review of (quality) approaches, criteria and tools for evaluating and measuring the impact of vocational education and training at different levels.

1.3. European journal vocational training

Background

The *European journal vocational training* is a professional forum for the presentation and critical discussion of empirical analyses, theoretical perspectives and exchange of diverse views. It seeks to establish and maintain a leading position in the European scientific community of vocational education and training specialists.

Work plan 2002

Three issues of the *European journal vocational training:*

- 25/2002 in April,
- 26/2002 in August,
- 27/2002 in December.

1.4. Agora Thessaloniki

Background

The Agora Thessaloniki is a place for debate on issues between the different actors in vocational education and training. Presentation and discussion of analyses and research is its core business. The main objective is to organise in-depth discussions on major research findings between specialists. Results are presented to the social partners, policy-makers and practitioners as a basis for further discussion.

The Agora will be organised in a new format in 2002, to encourage more diverse participation (international organisations, NGOs, representatives of civil society, media, etc.) to integrate research-based knowledge more efficiently into social and political debates and decision-making. Agora events aim to promote cutting-edge debate for encouraging innovative thinking and action on a broad front.

Activities

For 2002, three themes (see working titles below) drawing from Cedefop's second report on vocational education and training research in Europe, are planned:

- *Image and standing of vocational education and training: what to do ?* in April;
- *How to empower individual learners* in June;
- *Learning in enterprises* in November.

CHAPTER 2

Reporting and facilitating a concerted approach

Those working in this section are Tina Bertzeletou, Mara Brugia, Frederic Company, Sarah Elson-Rogers, Soren Kristensen, Iver Jan Leren, Roland Loos, Julie Murray, Anders Nilsson, Martina Nì Cheallaigh, Dora Stefansdottir, Eleonora Waltraud Schmid.

Introduction

Through its reporting activities, Cedefop's objectives are to provide up-to-date information and background on vocational education and training systems, policies, reform and issues influencing their development; and provide a platform to support policy-making.

The information provided is both quantitative and qualitative. It focuses, in line with Cedefop's medium-term priorities, on action in systems and policies to develop lifelong learning in the Member States. Information is provided through reports (available in hard copy and electronically), news items, electronic databases and papers prepared for meetings of policy makers and other partners.

Staff	A	B	C	D + local	Total EUR	% budget
FTEs (*)	14.05	2.50	6.88	–	1 765 455	
Contracts, meetings, missions, translations and publications						
Reporting on developments					344 829	
Reporting on lifelong learning					248 608	
Policy support for new initiatives at Community level					250 880	
TTnet – Training of trainers network					400 970	
ICT learning platform					91 654	
Key data					126 008	
Policy report					93 949	
European transparency and quality forums					192 466	
History of vocational education and training					34 376	
Total					1 783 740	
Titles 1+3					3 549 195	26.65

(*) The numbers shown do not always correspond directly to the number of staff allocated to this area. This is because some allocated staff contribute to activities elsewhere. In our organisational overview on the web, Cedefop indicates who is specifically responsible for certain products and services (see http://www.cedefop.eu.int/).

2.1. Reporting on developments in vocational education and training

Background

One of Cedefop's principal tasks is to provide up-to-date information describing the structure and operation of Member States' vocational education and training systems and the development of national policies.

Cedefop needs to keep pace with the rapid changes taking place in vocational education and training and with the new needs of its clients seeking more detailed (sectoral or regional) information. Some 86 % of enquiries ask for summaries and comparative information. Cedefop has analysed how to develop new methods of collecting, storing and disseminating information.

Work plan 2002

To take this forward Cedefop will:

- continue to contribute to the joint Eurydice/Cedefop web-based publication *Structures of education and initial training systems in the EU* and make it accessible through the ETV (see 4.2) in January. Cooperation with Eurydice will be generally developed in line with the conclusions reached in 2001;
- update and harmonise the series of short descriptions of vocational education and training systems and make them available on the ETV (see 4.2). Hard copy short descriptions will be published for Spain (January), Denmark (June) and Greece (December) to support their forthcoming presidencies;
- continue to collect information on developments and new initiatives in vocational education and training and disseminate it in a number of ways, including providing every six months an EU level review of major developments, available on the ETV (see 4.2) and through *Cedefop-Info*;
- develop and maintain a series of descriptions of national systems, and make them available on the ETV, giving priority to countries assuming the EU presidency, Spain (January), Denmark (June) and Greece (December). Based on the external analysis, Cedefop will launch a new approach before the start of the new network for reference and expertise scheduled for 1 April 2002;
- set the parameters for collecting and structuring the information focusing on two themes, an example is funding, by October and defining the themes to be worked on in 2003. (This will include discussions with the new network of reference and expertise consortia to establish what information is appropriate and how to define working methods (collecting, indexing, etc.);
- provide descriptive information on systems and policy developments for the lifelong learning project, if convenient in using and further developing the outcome of the joint Cedefop/ETF scenario project (see 1.1);
- publish a reference publication on *Internationalisation and changing skills needs in European small firms*, by April;
- publish a reference publication *Innovation in integrating low-qualified people into lifelong learning and the labour market*, by April;
- publish a panorama series publication

Funding continuing training in small and medium-sized enterprises – discussion and case studies from across the European Union, by February;
- publish three issues of *Cedefop-Info*, in May, August and December;
- organise study visits on national systems and thematic issues (see 3.1).

2.2. Reporting on lifelong learning

Background

The European Commission's communication on lifelong learning and e-learning action plans, with the report of the Council of Ministers on the concrete objectives of Member State education and training systems, have lent renewed impetus to the challenge of implementing lifelong learning in the knowledge society.

In 2002, Cedefop will lay the foundation for a broad-based, integrated information and analysis platform for reporting on developments in lifelong learning. Synergy will be sought with Eurydice in line with our cooperation arrangements. In this initial phase, Cedefop will bring together selected themes (outlined below) on which it is already working and prepare the ground for further development in 2003 ([2]).

Work plan 2002

To take the above aim forward, Cedefop will:
- bring together information on the following themes of lifelong learning:
  - facilitating access to groups least likely to participate in lifelong learning, concentrating on support systems (information, guidance and counselling services) and specific measures to promote social inclusion and combat social exclusion;
  - role of the social partners in vocational education and training and lifelong learning;
  - innovative tools for and approaches to lifelong learning including its funding, adequate resourcing and investment (e.g. individual learning accounts);
  - the learning-conducive workplace, examining different working environments, including the experience of young people on work placements abroad and the area of work-based learning and the learning organisation;
  - ICT-related competences and e-learning (see 1.1 and 2.5);
  - publish a reference publication *Learning by leaving: mobility as a didactic tool in the context of vocational education and training in Europe*, by December;
  - publish a panorama publication *Innovation in lifelong learning: capitalising on ADAPT*;
- prepare major conference on lifelong learning scheduled for June 2003 in cooperation with the OECD, including an accompanying key reference publication;
- build on work already done, examining

([2]) For some of these issues the scenario method may be applied to inform on and further develop adequate strategies, actions and measures for implementing respective policies.

the prospects for using better existing data and developing appropriate indicators for lifelong learning (see 2.6);
- integrate lifelong learning issues into the new structure for describing vocational education and training developments to replace descriptions of Member States systems (see 2.1.);
- organise study visits related to lifelong learning issues (see 3.1).

2.3. Policy support for new initiatives at Community level

Background

Cedefop facilitates EU level decision-making through its scientific and technical expertise. It assists the European Commission in encouraging, at Community level, the promotion and development of vocational education and training. It supports the Member States in their actions to develop their vocational education and training systems and arrangements. Cedefop also supports the social partners, at their request, to take forward their aims for vocational education and training.

Work plan 2002

Cedefop will:
- support the European Commission by:
  - contributing to new initiatives at Community level which will result from the European Commission's communication on lifelong learning and the follow-up to the report on concrete objectives of education and training systems;
  - preparing papers at the request of the Commission for meetings of the Council, Directors-General for Vocational Training and the Advisory Committee for Vocational Training and other bodies of policy-makers;
  - disseminating the outcomes of European initiatives and programmes, in particular the Leonardo da Vinci programme;
  - contributing to develop a database of good examples of practice, also in cooperation with ETF and Eurydice (see Annex V).
- support the social partners, at their request, by:
  - providing technical assistance to the social dialogue at interprofessional, sector and European levels for discussions on vocational education and training and lifelong learning;
  - undertaking sector surveys within the social dialogue on vocational education and training;
  - bringing together information on partnerships and shared responsibilities in education and training at national and European (sector) levels, including funding;
- support the Member States
  - assisting vocational education and training initiatives and events in EU presidency countries.

2.4. TTnet - Training of trainers network

Background

TTnet is a network of approximately 500 members, bringing together key players and decision-makers in vocational education and training to foster teachers' and trainers' skills as a key factor in the quality of vocational training systems. The network analyses and disseminates innovative experience and contributes to constructing a common framework of reference for the competences and qualifications of teachers and trainers. In the e-learning action plan and activities to make lifelong learning a reality for all, the challenges of ICT-related learning will be crucial.

Work plan 2002

To take forward these aims, TTnet will:

- throughout the year expand to associate Germany and Sweden and other partners (e.g. sectors);
- support the implementation of the teachers and trainers elements of the European Commission's communication on lifelong learning and e-learning action plan. Cooperation will focus on monitoring innovative practices in introducing 'technologies' for learning" to promote transnational transfer, fostering competences and qualifications of teachers and trainers, and developing and extending the guide of on-line resources;
- examine improving teachers' and trainers' competences in cooperation with Eurydice considering the European Council's report on the concrete objectives of education and training systems;
- follow-up studies carried out by TTnet on accrediting acquired experience and certifying the competences of teachers and trainers (publications foreseen by July 2002).

2.5. ICT learning platform

Background

Cedefop will, with partners in the business world, continue the work of the Career Space consortium analysing the future job profiles and skill needs of different industrial and service sectors. This supports implementing the European Commission's e-learning action plan, and represents a coordinated approach to employment, labour market and education and training policies. Cedefop will cooperate with the Dublin Foundation and their European Monitoring Centre on Change, which might share the costs.

Work plan 2002

To take this forward Cedefop will:

- develop tools and methods for anticipation and evaluation of ICT basic skills and specific ICT skills for in learning and working processes, by October;
- develop a database for occupational and skill profiles in the ICT sector and other industrial and service sectors (see 1.1, 2.2 and 2.3), by June;
- participate in the 'ICT skills monitoring group' led by the European Commission – DG Enterprise, report by April;
- develop quality criteria for web teaching and learning as a joint Cedefop/BIBB initiative, launch in February ongoing for about two years – interim reports;

- contribute to developing a European e-learning observation system, start in January – ongoing for about two years – interim reports;
- organise study visits on ICT and learning (see 3.1);
- copublish with Career Space (ICEL) consortium two panorama series publications, *Curriculum development guidelines. New ICT curricula for the 21st century* and *Generic skills profiles. Future skills for tomorrow's world,* both by January.

2.6. Key data

Background

Cedefop is active in developing and disseminating statistics and indicators on vocational education and training at European level by providing basic, relevant and accurate statistical information and analyses. It will consider how indicators and statistical data can complement various Cedefop projects, such as reporting on lifelong learning (see 2.2) and reporting on developments in Member States (see 2.1) as well as the third research report (see 1.2).

Cedefop will contribute to reflection and research to improve collection of comparable EU data on vocational education and training and support the European Commission (DG EAC) in implementing the Community terms of reference to compare vocational training systems. It will support the European Commission (Eurostat) in developing new statistical tools for collecting data on vocational education and training as well as the lifelong learning and e-learning action plans by contributing to methods or tools for developing indicators and benchmarks.

Work plan 2002

To achieve these aims, Cedefop will in cooperation with the European Commission:

- prepare lifelong learning statistics, combining existing data and indicators at European level (see 2.2) and consider how indicators, benchmarks and statistical data can complement the reporting system on lifelong learning (see 2.2). This work will provide input for the third research report (see 1.2);
- publish, in liaison with Eurostat, by September, a statistical publication to contribute to the classification of lifelong learning and to improve comparable EU data on lifelong learning, e-learning and vocational education and training.

2.7. Report on vocational training policy

Background

Cedefop is establishing a series of policy reports to outline developments in vocational education and training policy and action, both at European level and in the Member States.

Work plan 2002

To move forward, Cedefop will:

- present a preliminary draft of the report to the March 2002 Management Board meeting. The theme of the report will be learning and employment and it will

be prepared in consultation with the European Commission, a small working group of members of the Management Board and Cedefop colleagues;
- prepare a revised version in the second half of 2002. Consideration will be given to encouraging the Greek Presidency (January-June 2003) to discuss the report at an informal meeting of Ministers for Education and Social Affairs to be held at Cedefop.

2.8. European forum on transparency of vocational qualifications

Background

The transparency forum was established in 1999. In 2001, the Management Board decided to prolong its mandate until 2003. The forum currently focuses on: monitoring throughout the year implementation of the February 2000 action plan on the certificate supplement format; national reference points, CV format; facilitating progress in assessing and recognising the outcomes of non-formal learning; and considering sectoral level needs for establishing European standards in vocational education qualifications.

Work plan 2002

To take this forward Cedefop, in cooperation with the European Commission, will:
- launch two meetings of the forum during 2002 (March and most probably November);
- support implementation of the forum's action plan of February 2000;
- support developments and activities provided under 'valuing learning' of the communication *Making a European area of lifelong learning a reality*;
- map existing approaches and instruments on assessment and recognition of non-formal learning;
- set up a website hosted by Cedefop on transparency of vocational qualifications, by February;
- take initiatives to make needs and progress made at sector level on European standards visible;
- publish a panorama series publication *Mobility and transparency of qualifications*, by March.

2.9. European quality forum

Background

The European quality forum was established in 2001 under the terms of the action plan on quality in vocational education and training adopted by the ACVT, in conformity with the open method of coordination agreed at the Lisbon Summit (March 2001). This forum meets twice a year and reports on progress in four important areas governing vocational education and training systems:

(a) quality management approaches for vocational education and training providers;
(b) self-assessment in vocational education and training institutions;
(c) types of examination and certification practices;
(d) indicators for a European quality in vocational education and training strategy.

Work plan 2002

Cedefop will:

- manage the work of the technical group, coordinate its meetings and draw up reports of discussions;
- support the Commission in organising two forum meetings in 2002 (May and September);
- contribute to a draft report of forum achievements and proposals for discussion at the second forum meeting in 2002, to be held under the Danish Presidency in September 2002 on quality improvement in vocational education and training at European level;
- draw up a proposal for a strategic policy paper on governing quality in vocational education and training and exploiting and targeting projects on quality in the Leonardo da Vinci programme;
- elaborate a glossary on quality terms (following agreement from the Commission and the forum);
- host and manage a website on quality in vocational education and training (March 2002);
- update Cedefop's report *Quality in initial and continuing training: aspects and challenges in certain countries*;
- organise study visits on quality of vocational education and training systems (see 3.1).

2.10. History of vocational education and training in a European perspective

Background

In 2001, Cedefop with the University of Florence and the European University Institute (EUI) launched an initiative on the history of vocational education in Europe. A more visible history of vocational education and training might contribute to common understanding of it and preserve valuable experience gained in a rapidly changing Europe. The first phase focused on the role played by vocational education in the creating and developing a European social policy, as well as the roles of the European institutions, Cedefop and others. Cooperation has also been established with the German project *Modellversuch VISUBA (Visualisierung der Geschichte der deutschen Berufsausbildung)* lead by Deutsches Museum, Staatsinstitute für Schulpädagogik und Bildungsforschung and Landeshauptstadt, Munich. Cedefop has also asked the Norwegian government to sponsor the project.

Work plan 2002

Cedefop will:

- prepare and launch an international conference on history of vocational education and training in (spring);
- include a European dimension in the above-mentioned German project and organise a rolling exhibition connected to the permanent German exhibition.

CHAPTER 3

Exchange and supporting partners

Those working in this section are
Marie-Jeanne Maurage, Anne-France Moussoux, future SNE, NN.

Introduction

Cedefop provides a forum for all those with an interest in vocational education and training matters in Europe to meet, discuss and exchange views and information. This is essential in a field characterised by a diversity of interests and competences and large differences between systems. Fostering discussion to improve awareness of different interests and to arrive at a common and shared understanding of vocational education and training issues is an important role for Cedefop to play.

Staff	A	B	C	D + local	Total EUR	% budget
FTEs (*)	1.85	1.23	4.47	-	498 610	
Contracts, meetings, missions, translations and publications						
Community study visits programme					1 161 045	
Familiarisation of candidate countries					520 000(**)	
Total					1 681 045	
Titles 1+3					2 179 655	16.37

(*) The numbers shown do not always correspond directly to the number of staff allocated to this area. This is because some allocated staff contribute to activities elsewhere. In our organisational overview on the web, Cedefop indicates who is specifically responsible for certain products and services (see http://www.cedefop.eu.int/).

(**) This amount consists of EUR 50 000 already granted in 2001 to Cedefop by the Phare programme and EUR 470 000 as proposed by DG EAC to DG Enlargement for 2002.

Cedefop's medium-term priorities (Annex I) provides a framework for the themes discussed. Cedefop's activities centre on the Community study visits programme and familiarisation of candidate countries until accession. Familiarisation of candidate countries from central and eastern Europe is requested and paid for by the

Phare programme. Other candidate countries will pay for their own participation.

3.1. Community study visits programme

Background

Cedefop coordinates and carries out the Community study visits programme for the European Commission. It stimulates exchanges and discussions between those responsible for vocational training in EU Member States and other participating countries (31 countries in total).

Work plan 2002

In cooperation with participating countries, respecting the principle of subsidiarity, Cedefop will in 2002:

- run the programme and contribute to organising study visits for more than 730 participants (calls for candidates, formation of groups, payment of grants, correspondence with participants, etc.);
- provide general information on the programme (creating and updating documents on paper and on the ETV). The dedicated website on the ETV (see 4.2) for study visits' networks to both manage and exchange information between national liaison officers (NLOs) will begin in spring 2002;
- support participating countries with content (preparation of the visits programme compiling appropriate documentation, training of new NLOs);
- in the priorities proposed by the European Commission and considering Cedefop's medium-term priorities, the 'Masterplan' 2001-03 adopted in Stockholm on 28 and 29 June 2001, will address a series of key themes in the study visits programme in 2002:
  - vocational training of young people: initial vocational education and training (presentation of national systems),
  - vocational training of adults: continuing training and lifelong learning key concepts/national approaches,
  - links and interaction between initial and continuing training,
  - competence-based management of human resources: accreditation/recognition of competences and non-formal learning/transparency/mobility,
  - small- and medium-sized enterprises (SMEs) and ICTs: training and/or training needs to keep pace with the growing use of new information and communication technologies (e-mail/web/e-economy) in SMEs,
  - quality of vocational education and training systems: methodologies introduced for assessing the quality of systems, and/or the mechanisms put in place for assuring quality,
  - the transport sector, an example of the effects of the social dialogue on training at sectoral level,
  - a new dimension for vocational training. The role of universities and higher education, their links with companies,
  - language learning in vocational training,
  - a summary seminar on learning and ICTs in and for SMEs will be held in spring 2002 in Hungary or in another candidate country.
- following the external evaluation and its recommendations, four working groups will continue to associate NLOs

with the management and survey tools for planning and implementation of the study visits programme. To meet better the needs of the different target groups, the diversification (both in content and duration) of study visits will further progress. In addition, the procedure for nominating candidates was considered with NLOs during the extraordinary meeting in Stockholm. Members of the Management Board will ensure more balanced participation in the programme;

- careful attention will be paid to the role of the social partners in implementing the programme during enlargement because some countries do not have the same strong tradition for associating social partners in vocational education and training policies. The social partners must participate fully in the study visits programme;
- a working group on 'dissemination' of the results of study visits set up in autumn 2001 will work with the group on improving the 'end of visit reports', to improve overall quality;
- organise the next meeting of NLOs in Berlin from 17 to 19 June 2002.

3.2. Familiarisation of candidate countries

Background

Given the prospect of EU enlargement embracing 13 candidate countries (Bulgaria, Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, the Slovak Republic, Slovenia and Turkey) it is appropriate to see how they might be integrated further into Cedefop's activities. In December 1999, the European Commission adopted a communication on how the candidate countries could be associated gradually with the European agencies, committees and programmes. Cedefop will cooperate with the European Training Foundation (ETF) (see Annex IV) because of enlargement and on accepting candidate countries into the Leonardo da Vinci II programme. Countries participating in the programme can be associated with Cedefop, if resources become available.

Work plan 2002

Based on the wishes of candidate countries, Cedefop will carry out its activities in line with the new framework agreed between ETF/Cedefop and with its financial resources (especially Phare subsidy) (see Annex IV for ETF/Cedefop cooperation).

It will involve the countries participating in the Leonardo da Vinci programme in the study visits programme.

The framework for familiarisation activities foreseen in 2002 is as follows:

- receiving regular information (see 4);
- information and dissemination, especially via the European journal (see 1.3) and the European Training Village (see 4.2);
- delivering reference material as asked for by the Leonardo da Vinci Programme (monographs and statistics) (see 2);
- participation in electronic information networks (see 4.2);
- participation in the study visits programme (see 3.1);
- support for research cooperation (dissemination of the second research report and preparation of the third report) (see 1.2);
- training of trainers network (see 2.4);
- insertion into the reporting framework for lifelong learning (see 2.2);
- financing of vocational education and training (guiding tools and funding arrangements) (see 2.1 and 2.2);
- transparency of qualifications and identification, assessment and recognition of non-formal learning (see 2.8).

CHAPTER 4

Information, communication and dissemination

Those working in this section are
Michael Adams, Steve Bainbridge, David Bond, Sylvie Bousquet, Alison Clark, David Crabbe, Carlos da Cruz, Anna-Grethe Dolberg Schomburg, Isabel Dreyer, Corinna Frey, Colin Mc Cullough, Ioanna Nezi, Philippe Tissot, Amaryllis Weiler-Vassilikioti, Marc Willem, Norbert Wollschläger.

Introduction

Cedefop's information and communication policy is to provide a balanced range of information services and publications that:

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

Staff	A	B	C	D + local	Total EUR	% budget
FTEs (*)	7.9	7.5	6.7	3.0	1 486 120	
Contracts, meetings, missions, translations and publications						
Dissemination and conferences					274 395	
Electronic media					420 347	
Library and documentation					525 446	
Publications					350 297	
Translations, terminology and editing					35 025	
Total					1 605 510	
Titles 1+3					3 091 630	23.21

(*) The numbers shown do not always correspond directly to the number of staff allocated to this area. This is because some allocated staff contribute to activities elsewhere. In our organisational overview on the web, Cedefop indicates who is specifically responsible for certain products and services (see http://www.cedefop.eu.int/).

These aims are taken forward by Cedefop's information and communication group which comprises the library and documentation service, the European training village (ETV), publications, editing, terminology and translation service, public relations and the Brussels office. The group aims to serve a diverse external audience and support colleagues. During 2002, disseminating Cedefop's publications and services will be a priority. Dissemination action and the activities of each of the services in the group are detailed below.

4.1. Dissemination

Background

Recent years have seen increasing demand for Cedefop's products and services. Sales of hard copy publications increased 51% in 2000 compared to 1999. Questions to the library and documentation service also rose by 60%. In 2001, over 133 000 files were downloaded from our websites which have, on average, over 22 000 hits each working day.

During 2001, steps were taken to improve dissemination by establishing a clear Cedefop identity with consistent use of the Cedefop logo, introducing a new graphic concept for Cedefop hardcopy publications, and style manuals for texts in German, English and French.

To improve the impact of Cedefop's publications and services and raise its profile in line with the action plan to follow up the evaluation report (see 5.1), a more active promotion and dissemination strategy will be implemented. This strategy comprises linking Cedefop's participation in conferences, fairs and exhibitions with promoting specific new publications or services. In addition, it involves securing wider press coverage for Cedefop activities, as well as raising the profile of Cedefop as a cited source.

Work plan 2002

To disseminate and promote its publications and services, Cedefop will:

- draw up, in January, a programme of conferences, fairs and exhibitions at which it will be present;
- for each reference publications:
  - prepare a publicity leaflet to distribute at conferences;
  - create web pages on the ETV (see 4.2) including extracts for downloading;
  - announce the publication in the *European journal vocational training* and *Cedefop-Info,* through a message on the home page of the ETV and in the monthly ETV newsletter and by mailing registered ETVusers;
- identify four initiatives (publications or services) selected in consultation with the Management Board for special promotion, which in addition to the activities for reference publications will be, wherever possible:
  - supported by high-profile presence at a conference with a speaking slot for the Cedefop project manager responsible for the publication or service being promoted;
  - preceded by a press release (across the EU in various languages) announcing the publication or service being promoted. As follow-up to the press

release, efforts will be made to set up contacts with the press for the project manager responsible for the publication or service being promoted;
  - supported by efforts to place articles on new Cedefop publications or services in newspapers and journals;
- raise the profile of the ETV through a series of actions informing people of the name change from the Electronic to the European Training Village;
- raise the profile of Cedefop as a cited source by including its publications on Europe's major citation databases and show other publications using Cedefop material as part of their research;
- secure more extensive press coverage of Cedefop activities by establishing closer contact with journalists on the Cedefop press database;
- improve press and public relations by:
  - communicating with audiences and creating a corporate identity for Cedefop to preserve goodwill and common understanding with the public. Cultivating and promoting relations with the media, including during events;
  - developing an electronic press and media website (trainingnews-online);
  - editing press releases, organising press campaigns and monitoring press coverage;
  - establishing a network of EU journalists specialised in vocational education and training;
  - organise and steer visits to Cedefop;
  - organise exhibitions (Cedefop gallery) and cultural events in Thessaloniki;
- monitor dissemination activities through a series of indicators including, sales of Cedefop publications, press coverage, number of ETV registrations, website hits and downloads, and citations of Cedefop works.

4.2. Electronic media

Background

In 2001, Cedefop drafted a strategy based on lessons learned over the past three years and recommendations of the external evaluation to integrate better the European Training Village (ETV). It aims to match better Cedefop's internal needs with those of its stake-holders and clients.

Work plan 2002

In 2002 the European Training Village (ETV) will:

- increase the number of registered users by at least 10%;
- market Cedefop reference publications by creating specific web pages, including extracts for downloading;
- create a web presence for the transparency forum (see 2.8);
- create a web presence for the quality forum (see 2.9);
- extend the TTnet website to include a complex database on innovative practices for teachers and trainers about e-learning (see 2.4);
- provide specific information for candidate countries (see 3.2);
- in cooperation with national bodies, create an area about the Leonardo da Vinci programme;

- install a series of extranets to support project work and networking;
- provide electronic publications on the results of Cedefop project work;
- develop links with DG Education and Culture's integrated information system and disseminate information on the Leonardo da Vinci programme;
- deliver tailor-made information and services to target groups;
- organise comanaged areas of electronic activity with European partners and social partners; in particular a database of good practice in lifelong learning (see 2.2);
- develop the training online news service with decentralised input from selected sources throughout Europe;
- publish a monthly vocational education and training electronic newsletter; and a quarterly e-learning electronic newsletter;
- promote awareness and use of metadata;
- further develop its e-learning products database within an extended e-learning site;
- conduct electronic surveys and promote debate on the European Commission's lifelong learning action plan;
- publish two reference publications *Users' views on e-learning – Cedefop online surveys* and *Training in Europe – a survey into the use of e-learning in training and professional development in the European Union*, both by February;
- test electronic marketing tools, including online ordering.

4.3. Cedefop conference programme

Background

Cedefop plans to stage an annual conference on significant themes in vocational education and training. These high-profile conferences will aim to attract paying delegates. They will help create a stronger Cedefop image as the platform and venue for discussion of vocational training issues for preparing policy development. Below some conferences are indicated. An updated list is available on our website (http://www.cedefop.eu.int/).

Work plan 2002

- First international conference on the history of vocational education and training in Europe from a comparative perspective, Florence, Italy 27 and 28 September 2002. Organised by the University of Florence, the European University Institute and Cedefop;
- The social dialogue and European qualifications, Copenhagen 23 and 24 September 2002. A conference during the Danish presidency, organised with the European and Danish social partners, the European Commission, the Monitoring Centre on Change (see 2.5) and Cedefop;
- Training 2013 – the future of vocational education and training in Europe: a 10-year perspective, Thessaloniki, Greece, 25 to 28 January 2003. A conference during the Greek presidency, organised with the European Commission, the Greek government and Cedefop.

4.4. Library, documentation service and archives

Background

Cedefop's aim is to become a recognised worldwide information provider on vocational education and training and its related fields. The main objectives are to collect and disseminate information on vocational education and training in the EU through a pro-active acquisition policy and to provide a constant and accessible information service to Cedefop's partners, clients and staff (mainly electronically).

Work plan 2002

In 2002, the library and documentation service will:

- launch a new network of reference and expertise in April to provide structured information and a full range of data available to Cedefop (see 2.1) in its work and for developing its databases on the ETV (see 4.2);
- respond to requests for information on vocational education and training issues from specific clients;
- provide electronic access to:
  - lists/abstracts of documentation and literature;
  - information sources - publications, periodicals, reports, thematic dossiers - on vocational education and training;
  - information on vocational training institutions;
  - information on conferences;
  - a selection of electronic periodicals;
  - glossaries and advice on terminology and acronyms.

4.5. Publications

Background

The publications service is responsible for the design and technical production of all Cedefop publications and publicity material. This includes liaison with graphic designers and the Office for Official Publications of the European Communities for proof-reading, printing, stock and distribution.

Work plan 2002

In 2002, the publications service will introduce a new process for the production of non-periodicals in January and provide technical services for:

- three issues of the *European journal vocational training* (see 1.3);
- three issues of *Cedefop Info* (see 2.1);
- other Cedefop publicity material;
- hard-copy publications in its reference, panorama and dossier series on the results of Cedefop projects.

4.6. Translation, terminology and editing

Work plan 2002

- the translation service will support Cedefop colleagues in preparing texts in different European languages.
- terminology support for the thesaurus, new glossary and thematic glossaries on demand will be provided as well as linguistic support, mainly for the European forum on transparency.
- the English editorial service will support Cedefop colleagues in the preparation of texts for publications in English.

4.7. Cedefop's Brussels office

The priorities of the Cedefop Brussels office will be finalised in the follow-up to the external evaluation report.

Work plan 2002

In 2002, the Brussels office will:

- exchange information between Cedefop and EU institutions or programmes;
- maintain contact with countries holding the EU presidency;
- maintain contact with the Brussels-based headquarters of the social partners;
- act as a contact point and respond to requests for information from those based in Brussels;
- host Cedefop staff and contacts visiting or meeting in Brussels;
- attend and report on meetings of EU programmes and committees;
- organise, in liaison with Thessaloniki, Cedefop's participation in selected events in Brussels and its neighbouring area;
- prepare Cedefop contributions for *Le Magazine* published by the European Commission Directorate General Education and Culture.

CHAPTER 5

Directorate and Administration, facilities and resources

Introduction

The Directorate manages and motivates staff. Work is carried out in conformity with the founding and financial regulations. In the action plan follow-up to the external evaluation, a large agenda is set for developing Cedefop in the coming years. Administration, facilities and resources provides the framework for efficient operation of Cedefop.

Staff	A	B	C	D + local	Total EUR	% budget
FTEs (*)	10.2	7.0	7.0	14.0	2 240 545	

Contracts, meetings, missions, translations and publications	
Directorate	34 929
Personnel and administration	24 927
Finance	41 566
Contract management and technical services	91 420
IT support	45 726
Conference service	16 639
Training and social actions	62 333
Subtotal	317 540

Titles 1+3	2 558 085	19.21

(*) The numbers shown do not always correspond directly to the number of staff allocated to this area. This is because some allocated staff contribute to activities elsewhere. In our organisational overview on the web, Cedefop indicates who is specifically responsible for certain products and services (see http://www.cedefop.eu.int/).

5.1. Directorate

Background

The Director and the Deputy-director, in conformity with the founding regulation of Cedefop:

- carry out the decisions of the Management Board and are responsible for the day-to-day administration of the centre. The Director is the legal representative of Cedefop;
- prepare and organise the work of the Management Board and provide the secretariat for their meetings;
- coordinate the activities of working parties;
- are responsible for all staff matters and for engaging and dismissing staff;
- are accountable to the Management Board for their activities and executing of the work programme 2002.

Work plan 2002

The Management Board drew up an action plan during its November 2001 meeting as follow-up to the external evaluation. Its implementation is indicated below, and englobes several references to previous parts/projects of the work programme. The new medium-term priorities are also an important part of it.

- action plan implementation in 2002

	Timing	Projects
A. Internal efficiency		
New establishment plan (Management Board decision)	March	5.2
Management and administrative reform	Ongoing	5.1
Internal communication	Ongoing	4.2 - 4.4
Inventory competences (Management Board orientation)	March	5.2
Training plan	Ongoing	5.2
Staff policy	Ongoing	5.2
Decentralisation budget procedures (Management Board orientation)	November	5.2
ABB and ABM	Ongoing	5.2
External funding and increasing on revenues (Management Board orientation)	March	5.2
Quality assurance (Management Board orientation)	November	5.2

	Timing	Projects
B. External effectiveness		
Visibility of Cedefop and strategy paper (Management Board orientation)	March	4.1
Cedefop on line (Management Board orientation)	November	4.1 - 4.2
Supporting Leonardo da Vinci programme	Ongoing	2.3 - 3.1
Cooperation Eurydice and international organisations	Ongoing	2.1 - 2.2
Cooperation ETF	Ongoing	3.2
Networking and linking stakeholders and professionals	Ongoing	2.2 - 4.4
Transparency forum	Ongoing	2.8
Quality forum	Ongoing	2.9
TT network	Ongoing	2.4
C. Management Board and Bureau		
Working methods of the Management Board (Management Board orientation)	March	5.1
Electronic links and tools	Ongoing	4.2 - 4.4
Consequences of enlargement (Management Board orientation)	November	5.1
D. Medium-term priorities and work programme		
Effectiveness and transparency (Management Board orientation)	November	5.1
Medium-term priorities (2003-06) (Management Board decision)	November	5.1
Work programme 2003 (Management Board decision)	November	5.1

5.2. Administration, facilities and resources

Those working in this section are Spyros Antoniou, Dominique Besson, Hélène Hamers, Werner Herrmann, Pavlos Longinidis, George Paraskevaïdis, Stavros Stavrou, Isabelle Thomas-Kollias, Lazaros Tossounidis, Johan van Rens, John Young.

Background

Administration, facilities and resources provides the general administration, human resources/professional training, budgetary, contractual, IT/telecommunications and technical support services described below:

- personnel management, career evolution, staff mobility and training, treatment of individual rights and requests, interservice coordination and application of Community administrative regulations, introduction of new staff and social welfare;
- financial and budgetary management, monitoring, preparation and execution of the budget, settling payment of salaries, of (annual) travel expenses, accountancy and account statements and coordination with relevant Commission DGs;
- contracts and facilities management, checking call for tenders, managing inventory, mail, conference services, office assignments, purchases, crêche, technical support (drivers, restaurant maintenance) and technical investments related to the building;
- management of IT&T resources (hardware, software, services), technical and logistic support, information, system services, network and telecommunication services and contacts with Commission and other institutions in this field.

Work plan 2002

Apart from continuing to ensure Cedefop's efficient functioning, the section will develop a coherent strategy for the optimal development and management of staff by:

- streamlining administrative procedures (less bureaucracy) and developing internal quality controls;
- implementing activity-based budgeting (ABB) and activity-based management (ABM) as a priority, as is introduction of an electronic document management system (EDMS) for efficient electronic management of post. Intranet and extranet developments will be supported;
- other contributions to implement the action plan (see 5.1).

ANNEX I

Operational guidelines and medium-term priorities 2000-03

approved at the meeting of the Management Board of 23 and 24 November 1999

Considering:

- the founding Regulation of the European Centre for the Development of Vocational Training (Regulation No 337/75 of the Council of 10 February 1975 - OJ L 39, 13 February 1975) establishing its main aim, tasks and services;
- the relevant provisions in the Treaty of Amsterdam and in particular the requirement to contribute to training of quality and to support and supplement actions of the Member States in vocational training policy;
- the Council decision establishing the second phase of the European Community vocational training action programme 'Leonardo da Vinci', and in particular provisions concerning the implementation of the programme and its consistency and complementarity with other relevant Community policies, instruments and actions, such as employment, education, research, technological development and innovation;
- the implementation of the first set of policy guidelines and medium-term priorities (1997-2000) of the Centre;
- the European Commission's Agenda 2000 and its priority to the development of knowledge and modernisation of employment systems;
- activities of the European social partners in the vocational education and training field;
- community policy initiatives in the field of vocational education and training, and establishment of a structured and continuous agenda with the presidencies; the Management Board has taken the following decision at its meeting on 23 and 24 November 1999 in Thessaloniki:

Introduction

1. These operational guidelines and medium-term priorities set the framework for Cedefop's activities for 2000-2003. They will contribute to the Community's determination to promote the highest possible level of knowledge for its people and enable Cedefop to assist the European Commission in encouraging, at Community level, the promotion and development of vocational education and training. They will also develop further Cedefop's role as the European Unionis reference centre for vocational education and training. They set out the products and services Cedefop will provide for its partners and clients and the thematic priorities upon which its work will focus in the coming period.

Cedefop's role

2. Cedefop is an active information provider and source of reference for information on vocational education and training systems and policies generally. It also carries out scientific analyses and overviews of research results, innovation and other developments.

3. Cedefop promotes mutual learning and understanding of key issues by examining developments and explaining and interpreting them. By facilitating exchanges, cooperation and synergy between all concerned, it seeks to develop a concerted European approach to vocational education and training problems.

Serving its partners

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

Main tasks

5. The guidelines and medium-term priorities are in line with the main tasks of Cedefop as defined in its founding Regulation:
- to compile selected documentation and analysis of data;
- to contribute to the development and coordination of research;
- to exploit and disseminate useful information;
- to encourage and support a concerted approach to vocational training problems;
- to provide a forum for all concerned.

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

Policy guidelines for the annual work programme

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

Services

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

Information on vocational education and training

This will consist of:

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

Promoting and interpreting research and the identification of innovation

This will consist of:

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

Support to meet the specific needs of Cedefop's partners

This will consist of:

- reports or papers as requested on specific issues for senior-level decision-makers;
- responses to specific questions from Cedefopìs partners;
- a 'consultancy' function in the context of Cedefopìs mandate to provide information, advice or propose solutions to problems;
- at the request of the social partners, assistance for the social dialogue on vocational education and training issues.

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

These will include:

- study visits' programme, 'Agora' Thessaloniki, 'European forum on transparency of vocational qualifications' and ad hoc conferences and seminars;
- thematic and dissemination networks;
- transfer mechanisms for innovation and good practice;
- interactive electronic cooperation through the Electronic Training Village.

Thematic priorities

9. In addition to providing information on vocational education and training generally, Cedefop has identified some thematic priorities which it will explore in more depth. Cedefop will focus its activities to promote research and development as well as its forums for debate and exchange on these priority themes, in the best interests of its partners.

10. Thematic priorities have been chosen by the Management Board both to consolidate and to develop work done under the medium-term priorities for 1997-2000. They reflect what Cedefopìs partners regard as the central challenges for vocational education and training in the coming years.
These priorities will be refined to take account of important changes at EU level, in particular in the light of the implementation of the second Leonardo da Vinci programme and policies of the European Commission and Parliament.

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

Promoting competences and lifelong learning

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

Facilitating new ways of learning for a changing society

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

Supporting employment and competitiveness

- ways in which investment in people is promoted;
- links between training and competitiveness including new occupations and future training needs on the labour market;
- training policies of the Member States in employment strategy, including agreements between the social partners at European, national, regional, sectoral and enterprise levels;
- the role of training in promoting entrepreneurship, self-employment, the social economy, innovation and the environment;
- promoting the adaptability of workers and companies on the labour market;
- supporting small and medium-sized enterprises.

Improving European understanding and transparency

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

Working methods

12. The director is in charge of implementing this decision and will regularly report to the Management Board on its implementation and on any difficulties that might prevent any of the provisions in this decision from being carried out.

13. Cedefop proposes to develop its working methods in the following ways in order to meet the priorities:

- a shift away from small and relatively short-term projects towards larger-scale projects to be carried out over a longer period by teams;
- changes in work organisation will be taken forward internally in consultation with the staff committee;
- a balanced use of dissemination means in order to provide optimal service to stake-holders and target groups to meet requests for information, exploiting its potential to provide both access to structured information drawn from different vocational education and training databases and interactive .virtuali communication;
- introduce initiatives to raise the profile of Cedefop and the use of its services and publications;
- separate reports on development in research and in policy will be prepared in alternate years. Cedefopìs other activities will feed into the preparation of these reports;
- the European Journal will become a central platform for presenting results of research stimulated by Cedefop and for obtaining scientific input from representatives of vocational training from policy-makers, social partners, researchers and practitioners;
- assist in analyses of statistical data and provide data support in close cooperation with Eurostat.

Resources

14. Conceming staff and financial resources:

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

External evaluation

15. An external evaluation of Cedefop's internal management and its external impact will be finalised at the end of 2001. Targets in the medium-term priorities 1997-2000, guidelines and priorities 2000-03 and the annual work programmes will be the base for such an evaluation. The evaluation requires a clear distribution of tasks and indicators, and will be carried out under the auspices of the European Commission with the involvement of Management Board members.

Thessaloniki, 24.11.1999

S. Oliver Lübke
Chairman of the Management Board

ANNEX II

Cedefop - Total cost per task in 2002

EXPENDITURE (in EUR 1 000, rounded figures)	Title 1 Staff cost	Title 2 Admi-nistrative expenditure	Share of T1+T2 in %	Title 3 Operational expenditure incl. translation	TOTAL	Share of Total in %
OPERATIONAL TASKS						
Developing research	997	130	14	941	2 068	14
Reporting and facilitating a concerted approach	1 765	240	25	1 784	3 789	26
Exchange and supporting partners	499	89	7	1 681	2 269	16
Dissemination of information / communication	1 486	267	21	1 606	3 359	23
TOTAL OPERATIONS	4 747	726	67	6 012	11 485	79
SUPPORT SERVICES						
Administration (staff, finance, IT) and social policy	1 792	362	27	283	2 437	17
Management	448	45	6	35	528	4
TOTAL SUPPORT	2 240	407	33	318	2 965	21
GRAND TOTAL	6 987	1 133	100	6 330	14 450	100

Overview of projects and financial and human resources

No	Title of projects/activities	Total staff costs (part of Title 1)	Total operational (part of Title 3) Contracts, meetings publications	Total operational (part of Titles 1 and 3) Missions, translations, etc.	TOTAL (part of Title 1+ Title 3)
1.1	Cedefop research arena (Cedra)	451 962	237 000	32 524	269 524
1.2	Report on vocational training research in Europe	245 293	226 000	31 024	257 024
1.3	European journal vocational training	205 255	285 000	39 115	324 115
1.4	Agora Thessaloniki	94 285	80 000	10 977	90 977
	Total Developing research	996 795	828 000	113 640	941 640
2.1	Reporting on developments in Member States	479 818	301 000	43 829	344 829
2.2	Reporting on lifelong learning	342 262	217 000	31 608	248 608
2.3	Policy support for new initiatives at Community level	64 435	219 000	31 880	250 880
2.4	TTnet - Training of trainers network	199 702	350 000	50 970	400 970
2.5	ICT learning platform	113 606	80 000	11 654	91 654
2.6	Key data	127 324	110 000	16 008	126 008
2.7	Report on vocational training policy	113 985	82 000	11 949	93 949
2.8	European forum on transparency and on quality	283 679	168 000	24 466	192 466
2.9	History of VET in a European perspective	40 644	30 000	4 376	34 376
	Total Reporting and facilitating a concerted approach	1 765 455	1 557 000	226 740	1 783 740
3.1	Community study visits programme	498 610	1 100 000	61 045	1 161 045
3.2	Familiarisation of candidate countries		520 000		520 000
	Total Exchange and supporting partners	498 610	1 620 000	61 045	1 681 045
4.1	Dissemination and conferences	340 115	235 000	39 395	274 395
4.2	Electronic media	301 816	360.000	60 347	420 347
4.3	Library, documentation and archives	368 001	450.000	75 446	525 446
4.4	Publications	297 623	300.000	50 297	350 297
4.5	Translation([4]), terminology and editing	178 565	30.000	5 025	35 025
	Total Information, communication and dissemination	1 486 120	1 375 000	230 510	1 605 510
5.1	Directorate ([5])	447 804		34 929	34 929
5.2	Personnel and administration	207 315		24 927	24 927
5.3	Finances	328 326		41 566	41 566
5.4	Contract management and technical services	455 160		91 420	91 420
5.5	IT support	392 310		45 726	45 726
5.6	Conference service	106 440		16 639	16 639
5.7	Training and social actions	303 190		62 333	62 333
	Total Directorate, Administration, facilities and resources	2 240 545		317 540	317 540
	GENERAL TOTAL	6 987 525	5 380 000	949 475	6 329 475

([3]) Includes the cost for personnel, offices, equipment, etc. estimated necessary for carrying out the 'Familiarisation of candidate countries' project, provided that the new budget envisaged for it in 2002 (EUR 470 000) is confirmed and made available.

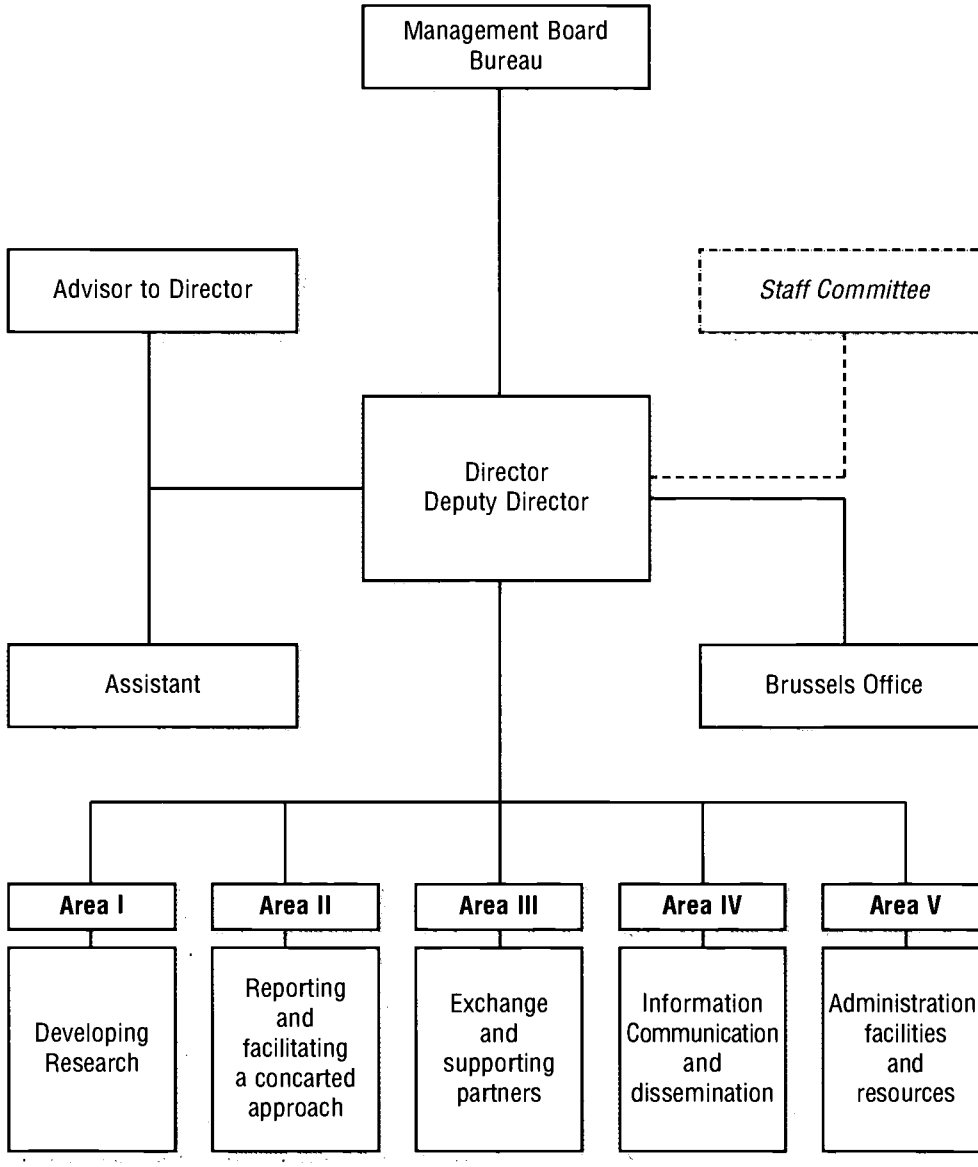
([4]) Translation forms part of activity 4.5; however, Translation service staff (6 LA, 1 B, 1.5 C) are spread among the 27 activities (from 1.1 to 5.7). The total number of staff working at Cedefop is 115 (46 A/LA, 21 B, 31 C, 17 D/local).

Total Titles 1+3	Total running costs (Title 2)	GENERAL TOTAL (Title 1.2.3)	% total budget	STAFF					% total staff
				A	B	C	D	Total	
721 486	54 271	775 757	5.37	3.00	0.50	1.60	–	5.10	4.79
502 317	30 818	533 135	3.69	1.60	0.50	0.80	–	2.90	2.72
529 370	32 970	562 340	3.89	1.00	0.60	1.50	–	3.10	2.91
185 262	11 896	197 158	1.36	0.40	0.17	0.55	–	1.12	1.05
1 938 435	129 955	2 068 390	14.31	6.00	1.77	4.45	–	12.22	11.47
824 647	64 694	889 341	6.15	3.90	0.60	1.58	–	6.08	5.71
590 870	49 286	640 156	4.43	3.00	0.40	1.23	–	4.63	4.35
315 315	8 725	324 040	2.24	0.60	0.02	0.20	–	0.82	0.77
600 672	32 290	632 962	4.38	1.00	0.64	1.40	–	3.04	2.85
205 860	15 295	220 555	1.53	1.00	0.14	0.30	–	1.44	1.35
253 332	18 921	272 253	1.89	1.05	0.20	0.53	–	1.78	1.67
207 934	15 862	223 796	1.55	1.00	0.15	0.34	–	1.49	1.40
476 145	38 295	514 440	3.56	2.20	0.30	1.10	–	3.60	3.38
75 020	5 892	80 912	0.56	0.30	0.05	0.20	–	0.55	0.52
3 549 195	249 260	3 798 455	26.29	14.05	2.50	6.88	–	23.43	22.00
1 659 655	80 330	([3])1 739 985	15.64	1.85	1.23	4.47	–	([3])7.55	7.09
520 000		520 000							
2 179 655	80 330	2 259 985	15.64	1.85	1.23	4.47	–	7.55	7.09
614 510	44 187	658 697	4.56	2.10	1.00	1.05	–	4.15	3.90
722 163	56 424	778 587	5.39	0.80	2.50	2.00	–	5.30	4.98
893 447	79 764	973 211	6.73	2.00	2.00	2.00	1.50	7.50	7.04
647 920	58 463	706 383	4.89	2.00	1.00	1.00	1.50	5.50	5.16
213 590	28 212	241 802	1.67	1.00	1.00	0.65	–	2.65	2.49
3 091 630	267 050	3 358 680	23.24	7.90	7.50	6.70	3	25.10	23.57
482 733	44 640	527 373	3.65	2.20	-	2.00	–	4.20	3.94
232 242	35 123	267 365	1.85	1.30	-	2.00	–	3.30	3.10
369 892	56 423	426 315	2.95	1.30	3.00	1.00	–	5.30	4.98
546 580	110 693	657 273	4.55	1.40	2.00	–	7.00	10.40	9.77
438 036	58 463	496 499	3.44	3.00	2.00	0.50	–	5.50	5.16
123 079	21 300	144 379	1.00	-	-	1.00	1.00	2.00	1.88
365 523	79 763	445 286	3.08	1.00	-	0.50	6.00	7.50	7.04
2 558 085	406 405	2 964 490	20.52	10.20	7.00	7.00	14	38.20	35.87
13 317 000	1 133 000	14 450 000	100	40	20	29.5	17	106.5	100

([5]) The costs relating to the preparation and holding of Management Board meetings are spread among the 27 activities.

ANNEX III

Organisational chart



Names, telephone numbers and e-mail addresses of coordinating and other staff of the areas will be on our website http://www.cedefop.eu.int/

ANNEX IV

Cooperation with the European Training Foundation (ETF) and familiarisation of candidate countries

ETF and Cedefop will continue their cooperation as started in 1997 with their 'Memorandum' and deepened in their 'Framework for cooperation between Cedefop and the ETF during enlargement process' (2001) ([6]).

Below is a list of activities and the type of cooperation, as well as budgetary indications.

1. Support for research cooperation

The developments in central and eastern European countries will be taken into account in cooperation with the ETF and their researchers will have the opportunity to participate in Cedefop's work. In collaboration with ETF the second research report on VET research in Europe has presented a detailed overview on research infrastructures and current research topics in all candidate countries. The third report (to be prepared in 2001, 2002 and published in 2003) will further deepen and discuss these issues.

ETF and a representative of the candidate countries are members since some years of the editorial board of the journal, which has to become a more important tool in these countries. In 2002 the results of the common project on scenarios and strategies will be published and follow-up activities organised [Cedefop: EUR 100 000 ([7])]

2. Towards harmonisation of reporting systems

Eurydice, ETF, Cedefop will continue to update the publication 'Structures of the Education and Training Systems'. Cedefop will develop in 2002 a new reporting system. ETF will shift the CEEC candidate countries to this new approach. Information comes in this respect from the observatory network in candidate countries [ETF EUR 310 000].

([6]) See http://www.cedefop.eu.int/

3. Lifelong learning

In the activities of the European Commission, Member States, the candidate countries and social partners to make lifelong learning a reality for all, it is foreseen that Cedefop and ETF work closely together in certain areas [ETF EUR 155 000 – Cedefop EUR 35 000 (7)].

(a) **Key data on vocational training**: The ETF will cooperate with Cedefop on various aspects of the development of statistical data, and in particular in the publication of *Key Data,* which will concentrate in 2002 on lifelong learning.

(b) **Transparency of qualifications:** The ETF participates in the European forum on the transparency of qualifications, set up by the European Commission and Cedefop. It will contribute to the implementation of the action plan of the first phase and disseminate information to all candidate countries in the second phase. This phase will concentrate on valuing non-formal learning.

(c) **A partner in policy development:** Cedefop will continue to work with the ETF, as well as the OECD and the ILO on issues concerning the Social Dialogue on training and on providing policy advice to candidate countries.

(d) **Follow-up of the e-learning action plan**: the candidate countries should gradually be associated with these new developments. The extension of Cedefop database of e-learning products to and of monitoring on the ICT in VET in the candidate countries are points of action.

4. Training of trainers

In 2002 Cedefop will start to prepare the extension of TTnet to the candidate countries [Cedefop EUR 100 000 (7)].

5. Participation in the Study Visits Programme

All countries participating in the Leonardo da Vinci Programme are entitled to be involved in the study visits programme which is managed by Cedefop.
[Cedefop EUR 120 000 (7)]

6. Information and dissemination

All candidate countries have expressed their wish to receive regular basic information and reference and research material and want to be part of the electronic information networks.
[Cedefop EUR 115 000 (7)].

(7) If budget from Phare will become available in 2002. DG EAC asked for EUR 470 000 for 2002 and for 2003 the same amount. Around EUR 50 000 from 2001 is in any case avalaible from 2001 Phare contribution.

ANNEX V

Cedefop/ Eurydice/ETF cooperation

1. Eurydice, Cedefop and the ETF have to cooperate ever more closely not only because the pre-accession countries are becoming involved in Community activities in the fields of education and vocational training, but also – and primarily – because European cooperation in those fields has to be increasingly integrated. The report on concrete future objectives of education and training systems and the memorandum on lifelong learning now constitute the new framework for political cooperation in those two fields in the coming years. This common framework is threfore the one within which the three organisations have to work in the future.

2. Given the similarity of their missions, Eurydice and Cedefop have a long tradition of cooperation and will undoubtedly be more specifically called on to make a joint contribution to the new European cooperation framework. Cooperation between the two organisations has long focused mainly on documentary and terminological matters, with the closest cooperation being the joint production of the document entitled 'Structures of the education and initial training systems in the EU'. That document was also updated in 1999-2000, in collaboration with the national observatories of the ETF, so that its content included the pre-accession countries. Community work in the field of lifelong learning has recently led Eurydice and Cedefop to work more closely together by jointly preparing the report 'National action to implement lifelong learning in Europe'. In 2000 and 2001 DG EAC, Cedefop and the European Unit of Eurydice held regular joint meetings to discuss cooperation between the two organisations.

3. The extension of Eurydice's activities since 1996 – and of Cedefop's in the future – to cover the pre-accession countries, also entails closer cooperation with the ETF.

4. Consequently, in view of the need for greater synergy, DG EAC encouraged the three organisations to define the present framework for cooperation to support the annual work programme of each of the partners.

5. In 2002 it was thus agreed that cooperation would focus mainly on the following aspects:
   - cooperation at the European level on in the area of documentation and terminology to improve resource sharing and to enhance the compatibility of tools;
   - more systematic exchanges of information on activities both at the European and national levels and measures to strengthen links between national partners;
   - joint promotion activities for joint products (e.g. the 'Structures' and 'Life-

long learning' documents) and better interconnection of sites;

- planning of a new update of the 'Structures' document and development of a partnership to improve, on the basis of common themes (e.g. initial training and adult education), basic national information about systems (monographs, EURYBASE);
- discussion of ways and means of jointly undertaking the regular gathering (reporting system) of national data on lifelong learning and related themes, including in particular joint consideration of how to tackle the theme of 'basic skills';
- discussion of future needs in terms of indicators and benchmarking in connection with Community needs and on the basis of existing products.

6. 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 particular importance to good preparation and to thinking ahead about work in order to take into account the differences between the partners' methods of analysis (in terms of the gathering, processing and validation of data).

ANNEX VI

Cedefop new publications (8) 2002

Title	Available in
Reference series -for sale	
Users' views on e-learning - Cedefop online surveys	February
E-learning and training in Europe - a survey into the use of e-learning in training and professional development in the European Union	February
Taking steps towards the knowledge society	April
Internationalisation and changing skills needs in European small firms	April
Innovation in integrating low qualified people into lifelong learning and the labour market	April
Organisational innovation and learning	September
Harmonised list of learning activities (published in liaison with Eurostat)	September
Scenarios for future vocational education and training policy	September
Transformation of learning in education and training -key qualifications revisited	October
Learning by leaving - mobility as a didactic tool in vocational education and training	December
Vocational education and training in Spain	January
Vocational education and training in Denmark	June
Vocational education and training in Greece	December
European journal vocational training –periodical	April, August and December
Panorama series - free of charge	
Vocational education and training in Spain - Brief description	January
Vocational education and training in Denmark - Brief description	June
Vocational education and training in Greece - Brief description	December
Curriculum development guidelines. New ICT curricula for the 21st century (co-published with the ICEL Career Space consortium)	January
Generic skills profiles. Future skills for tomorrow's world (co-published with the ICEL Career Space consortium)	January
Funding continuing training in small- and medium-sized enterprises – discussion and case studies from across the EU	February
Learning-conducive work. A survey of learning conditions in Norwegian workplaces	March
Competence and human resource development in multinational companies in three European Union Member States	March
Mobility and transparency of vocational qualifications	March
Innovation in lifelong learning: capitalising on ADAPT	May
Cedefop-Info –periodical	May, September and December

(8) Publications are often available only in a limited number of languages. The date of availability may also vary. For the latest information check the website www.trainingvillage.gr

ANNEX VII

Relation between the operational guidelines and medium-term priorities 2000-03 and Cedefop's activities 2002

Operational guidelines 2000-03 Services	Activities 2002 Work programme
(a) Information on vocational education and training	
(i) published descriptions of Member States' systems and arrangements;	*Project 2.1* Reporting on developments in vocational education and training *Publications* • Vocational education and training in Spain • Vocational education and training in Denmark • Vocational education and training in Greece • Vocational education and training in Spain – brief description • Vocational education and training in Denmark – brief description • Vocational education and training in Greece – brief description
(ii) regular reports and periodicals on trends and developments;	*Project 2.1* Reporting on developments in vocational education and training *Project 2.2* Reporting on lifelong learning *Project 2.7* Report on vocational training policy *Publications* • Scenarios for future vocational education and training policy • Cedefop Info

Operational guidelines 2000-03 Services	Activities 2002 Work programme
(iii) analysis of statistical data on vocational education and training;	*Project 2.6* Key data Publications • Classification of learning activities (in liaison with Eurostat)
(iv) access to databases through the Electronic Training Village and Cedefop's library and documentation service.	*Project 4.1* Dissemination *Project 4.2* Electronic media (including the European Training Village (ETV)
(b) Promoting and interpreting research and the identification of innovation	
(i) identifying the priorities for stimulating, coordinating and promoting research (especially the promotion of comparativeand transnational research) and 'coaching' transnational partnerships;	*Project 1.1* Cedefop research arena (Cedra) *Project 1.2* Report on vocational education and training research in Europe
(ii) cooperation with international organisations;	*Project 2.2* Reporting on lifelong learning *Project 4.2* Electronic media (including the ETV)
(iii) reports providing overviews and scientific analyses of outcomes of research under European programmes and on issues included in Cedefop's thematic priorities;	*Project 1.1* Cedefop research arena (Cedra)
(iv) reports and information on innovation and good practice. Commission	*Project 2.2* Reporting on lifelong learning *Project 2.3* Support for the European
(c) Support to meet the specific needs of Cedefop's partners	
(i) reports or papers as requested on specific issues for senior level decision-makers;	*Project 2.1* Reporting on developments in vocational education and training *Project 2.3* Policy support for the European Commission, Member States and social partners

Operational guidelines 2000-03 Services	Activities 2002 Work programme
(ii) responses to specific questions from Cedefop's partners;	*Project 4.4* Library and documentation service *Project 4.2* European Training Village and Cedefop on line
(c) Support to meet the specific needs of Cedefop's partners	
(i) reports or papers as requested on specific issues for senior level decision-makers;	*Project 2.1* Reporting on developments in vocational education and training *Project 2.3* Policy support for the European Commission, Member States and social partners
(ii) responses to specific questions from Cedefop's partners;	*Project 4.4* Library and documentation service *Project 4.2* European Training Village and Cedefop on line
(iii) a 'consultancy' function in the context of Cedefop's mandate to provide information, advice or propose solutions to problems;	*Project 4.4* Library and documentation service
(iv) at the request of the social partners, assistance for the Social Dialogue on vocational education and training issues.	*Project 2.1* Reporting on developments in vocational education and training *Project 4.2* Electronic media (including the ETV)
(d) Providing forums for debate and links between policy-makers, social partners, researchers and practitioners	
(i) study visits' programme, 'Agora' Thessaloniki, 'European forum on transparency of vocational qualifications' and ad hoc conferences and seminars;	*Project 1.4* Agora Thessaloniki *Project 2.8* European forum on the transparency of vocational qualifications *Project 2.9* European forum on quality in vocational education and training *Project 3.1* Community study visits' programme *Project 4.2* Electronic media (including the ETV) *Project 4.3* Conference programme *Publications* • Mobility and transparency of qualifications

Operational guidelines 2000-03 Services	Activities 2002 Work programme
(ii) thematic and dissemination networks;	*Project 2.4* Training of trainers' network (TTNet) *Project 4.4* Library and documentation service (network of reference and expertise)
(iii) transfer mechanisms for innovation and good practice;	*Project 2.2* Reporting on lifelong learning *Project 2.3* Policy support for the European Commission, Member States and social partners
(iv) interactive electronic cooperation through the European Training Village.	*Project 4.2* Electronic media (including the ETV)

Operational guidelines 2000-03 Thematic priorities	Links 2002
(a) promoting competences and lifelong learning	
(i) the acquisition of core/key skills and the development of a learning platform for inclusion and empowerment;	*Project 1.1* Cedefop research arena *Project 1.4* Agora Thessaloniki *Project 2.5* ICT learning platform *Project 3.1* Community study visits'programme *Publications* • Transformation of learning in education and training – key qualifications revisited • Competence and human resource development in multinational companies in three European Union Member States • Curriculum development guidelines; New ICT curricula for the 21st century • Generic skills profiles; future skills for tomorrow' s world
(ii) the development of open, flexible and linked learning pathways combining formal and non-formal learning (including the role of new technology in open and distance learning);	*Project 2.5* ICT learning platform *Project 2.4* Training of trainers' network *Project 2.8* European forum on transparency of vocational qualifications *Project 3.1* Community study visits' programme *Project 4.2* Electronic media (including the ETV)

Operational guidelines 2000-03 Thematic priorities	Links 2002
	Publications • Taking steps towards the knowledge society • Organisational innovation and learning • Learning conducive work. A survey of learning conditions in Norwegian workplaces • Users' views on e-learning – Cedefop online surveys • E-learning and training in Europe – a survey into the use of e-learning in training and professional development in Europe
(iii) new methods to validate/certify skills and competences, including those acquired through non-formal learning;	*Project 2.8* European Forum on transparency of vocational qualifications *Project 3.1* Community study visits' programme
(iv) provide support for the development of partnerships with and between the social partners to facilitate both access to lifelong learning and improvement in the training provided for the employed and unemployed;	*Project 2.3* Policy support for the European Commission, Member States and social partners *Project 3.1* Community study visits' programme
(v) activate the role of vocational education and training institutions at all levels.	*Project 2.4* Training of trainers network *Project 2.5* ICT learning platform *Project 4.4* Library and documentation service (network of reference and expertise)
(b) facilitating new ways of learning for a changing society	
(i) the transition from school to work and support for youngsters, including on and off-the-job training;	*Project 3.1* Community study visits' programme
(ii) the role of training in promoting social inclusion for disadvantaged groups and in assuring equality for men and women;	*Project 2.2* Reporting on lifelong learning *Project 3.1* Community study visits' programme
(iii) identifying policies and best practices to raise the skill levels of older or	*Project 2.2* Reporting on lifelong learning

Operational guidelines 2000-03 Thematic priorities	Links 2002
lower-skilled workers to improve their employment prospects;	*Publications* • Innovation in integrating low qualified people into lifelong learning and the labour market
(iv) improving the quality, content and design of training through new information technology and improved training of trainers.	*Project 2.4* Training of trainers' network *Project 2.9* European forum on quality in vocational training *Project 3.1* Community study visits' programme
(c) supporting employment and competitiveness	
(i) ways in which investment in people is promoted;	*Project 2.1* Reporting on developments in vocational education and training *Project 2.3* Support to Social Partners *Publication* • Funding continuing training in small and medium-sized enterprises – discussion and case studies from across the European Union
(ii) links between training and competitiveness including new occupations and future training needs on the labour market;	*Project 1.1* Cedefop research arena (Cedra) *Project 1.2* Report on research in vocational education and training in Europe
(iii) training policies of the Member States in employment strategy, including agreements between the social partners at European, national, regional, sectoral and enterprise levels;	*Project 2.1* Reporting on devlopments in vocational education and training *Project 2.2* Reporting on lifelong learning *Project 2.6* Report on vocational education and training policy in Europe *Project 3.1* Community study visits' programme
(iv) the role of training in promoting entrepreneurship, self-employment, the social economy, innovation and the environment,	*Project 1.1* Cedefop research arena (Cedra)
(v) promoting the adaptability of workers and companies on the labour market,	*Projects 2.2* Reporting on lifelong learning

Operational guidelines 2000-03 Thematic priorities	Links 2002
	Publication • Innovation in lifelong learning: capitalising on ADAPT
(vi) supporting small and medium-sized enterprises.	*Project 2.1* Reporting on developments in vocational education and training *Project 3.1* Community study visits' programme *Publications* • Internationalisation and changing skills needs in European small firms • Funding continuing training in small and medium-sized enterprises – discussion and case studies from across the European Union
(d) Improving European understanding and transparency	
(i) ways to improve the transparency of vocational qualifications and removing obstacles to the recognition of diplomas;	*Project 2.8* European forum on the transparency of vocational qualifications *Publications* • Mobility and transparency of vocational qualifications
(ii) action for European mobility in vocational education and training to promote the acquisition of competences, especially for trainees and young people;	*Project 2.2* Reporting on lifelong learning *Publications* • Learning by leaving – mobility as a didactic tool
(iii) the development of a European dimension in vocational guidance and preparing people for a European labour market and European citizenship.	*Project 2.2* Reporting on lifelong learning *Project 2.10* History of vocational education and training in a European perspective

Working methods
Cedefop proposes to develop its working methods in the following ways in order to meet the priorities:

	Work Programme 2002
• a shift away from small and relatively short-term projects towards larger-scale projects to be carried out over a longer period by teams;	
• changes in work organisation will be taken forward internally in consultation with the staff committee;	*Project 5.1* Directorate
• a balanced use of dissemination means in order to provide optimal service to stake-holders and target groups to meet requests for information, exploiting its potential to provide both access to structured information drawn from different vocational education and training databases and interactive 'virtual' communication;	*Project 4.1* Dissemination *Project 4.2* Electronic media (including the ETV) *Project 4.3* Conference programme *Project 4.4* Library and documentation service *Project 4.5* Publications
• introduce initiatives to raise the profile of Cedefop and the use of its services and publications	*Project 4.1* Dissemination
• separate reports on development in research and in policy will be prepared in alternate years. Cedefop's other activities will feed into the preparation of these reports.	*Project 1.2* Report on vocational education and training research in Europe *Project 2.6* Report on vocational education and training policy in Europe
• the European Journal will become a central platform for presenting results of research stimulated by Cedefop and for obtaining scientific input from representatives of vocational training from policy-makers, social partners, researchers and practitioners;	*Project 1.3* European journal vocational training
• assist in analyses of statistical data and provide data support in close cooperation with Eurostat;	*Project 2.5* Key data

Resources
Concerning staff and financial resources

• the Management Board's decision of Autumn 1998 on staff policy will be implemented and, on the basis of the annual work programme, individual descriptions of personnel tasks will be drawn up and resources allocated by activity;	*Project 5.1* Directorate
• subject to staff and financial resources being agreed, Cedefop will associate third countries. This will be done in cooperation with the European Training Foundation for countries from central and eastern Europe	*Project 3.2* Familiarisation of candidate countries *Project 5.3* Administration, facilities and resources

External evaluation

An external evaluation of Cedefop's internal management and its external impact will be finalised at the end of 2001. Targets in the medium-term priorities 1997-2000, guidelines and priorities 2000-03 and the annual work programmes will be the base for such an evaluation. The evaluation requires a clear distribution of tasks and indicators, and will be carried out under the auspices of the European Commission with the involvement of Management Board members.	*Project 5.1* Directorate

Cedefop (European Centre for the Development of Vocational Training)

Work programme 2002

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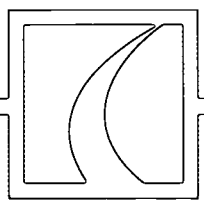

CEDEFOP

European Centre for the
Development of Vocational Training

Europe 123, GR-570 01 Thessaloniki (Pylea)
Postal address: PO Box 22427, GR-551 02 Thessaloniki
Tel. (30) 310 490 111, Fax (30) 310 490 020
E-mail: info@cedefop.eu.int
Homepage: www.cedefop.eu.int
Interactive website: www.trainingvillage.gr

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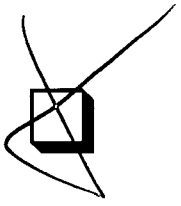

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