



2005

**Work  
programme**  
SUMMARY





# Work programme 2005

## SUMMARY

Cedefop

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu.int>).

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

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The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference Centre for vocational education and training.

We provide information on and analyses of vocational education and training systems, policies, research and practice.

Cedefop was established in 1975 by Council Regulation (EEC) No 337/75.

Europe 123  
GR-570 01 Thessaloniki (Pylea)

Postal address: PO Box 22427  
GR-551 02 Thessaloniki

Tel. (30) 23 10 49 01 11, Fax (30) 23 10 49 00 20

E-mail: [info@cedefop.eu.int](mailto:info@cedefop.eu.int)

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

Interactive website: [www.trainingvillage.gr](http://www.trainingvillage.gr)

Communities: <http://communities.trainingvillage.gr>



## 1. Introduction

The European Centre for the Development of Vocational Training (Cedefop) is an EU agency created in 1975. As the European Union's reference centre for vocational education and training, Cedefop provides information on and analyses of vocational education and training systems, policies, research and practice.

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

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

Under its medium-term priorities for 2003 to 2006, Cedefop's overriding objective is to promote a European area of lifelong learning in an enlarged EU. This is supported by the strategic objectives to:

- improve access to learning, mobility and social integration;
- enable and value learning;
- support networks and partnerships in an enlarged EU.

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

- EU's Lisbon goals to become the most competitive and dynamic knowledge-based economy and to be a world leader in education and training by 2010;
- follow-up to the Maastricht communiqué to strengthen European cooperation in vocational education and training and lifelong learning.

Cedefop's major activities in 2005 are outlined below. More information about Cedefop is available on [www.cedefop.eu.int](http://www.cedefop.eu.int)

## 2. Providing information and analyses

In 2005, Cedefop will improve and extend the information in its knowledge management system and other databases as well as its electronic communication services provided through the ETV ([www.trainingvillage.gr](http://www.trainingvillage.gr)).

### 2.1. Knowledge management system (KMS): eKnowVet database

Structured according to 11 themes, Cedefop's KMS eKnowVet database is a rich resource of information and analyses on vocational education and training systems and policy developments. Information on the database will be consolidated and the following reports on developments in Member States, accessible and downloadable from the ETV ([www.trainingvillage.gr](http://www.trainingvillage.gr)), will be added:

- developments in the institutional frameworks (legislative and administrative provisions, including the role of the social partners) (theme 3);
- analysis of initial vocational education and training (theme 4) in the 10 new Member States;
- study of continuing vocational education and training (theme 5);
- action on training for teachers and trainers in vocational education and training (theme 6);
- methods of financing vocational education and training (theme 10);
- thematic overviews describing vocational education and training systems in each of the 10 new Member States;
- updates of descriptions of vocational education and training systems in the other Member States;
- a review of major developments in vocational education and training in the EU, candidate and EEA countries will be published in July and December 2005.

## 2.2. Library databases

Cedefop's library manages the following databases, which, during 2005, will be updated and expanded:

- VET-Bib (Bibliographical database on vocational education and training containing over 45 000 references);
- Vet-iR (a collection of vocational education and training Internet resources);
- VET-eLib (Cedefop's digital library of vocational education and training);
- VET-ePer (a selection of electronic periodicals available online);
- VET-Instit (listing institutions with vocational education and training responsibilities).

These databases are accessible through the ETV ([www.trainingvillage.gr](http://www.trainingvillage.gr)).

## 2.3. Other databases

Cedefop will extend its databases available through the ETV and will:

- launch a database on sectoral education and training initiatives;
- pilot a prototype and launch a database on good examples of policy and practice in lifelong learning;
- add information to ERO (European research overview) database on experts, papers and projects in Cedra (the Cedefop research arena);
- continue to develop an e-learning resources database, linked to the European Commission's learning opportunities database and e-learning portal.

## 2.4. Cedefop publications

Cedefop will continue to make its information and analyses widely available through hard-copy publications. Below are some of Cedefop's key publications in 2005, with their expected publication date. Titles are English working titles and dates of publication relate to publication of the first language version.

Publication title	Expected publication date
Identifying skill needs for the future: from research to policy and practice	January
European perspectives on learning at work. The acquisition of work process knowledge	February
The value of learning: evaluation and impact of education and training. Third report on vocational training research in Europe: synthesis report	April
The value of learning: evaluation and impact of education and training: executive summary	June
Impact of education and training: third report on vocational training research in Europe: background report	February
The foundations of evaluation and impact research: third report on vocational training research in Europe: background report	February
Evaluation of systems and programmes: third report on vocational training research in Europe: background report	February
Trends and skill needs in the tourism sector	June
The learning continuity; validation of non-formal and informal learning II	September
Vocational education and training: Eurobarometer	July
Learning by leaving: Placements abroad as a didactic tool in the context of vocational education and training in Europe	February
Disadvantaged groups in transnational placement projects	March
Vocational education and training in Luxembourg. Short description	March
Vocational education and training in the United Kingdom. Short description	June
ICT and e-business skills and training in Europe. Towards a comprehensive European e-skills reference framework. Final synthesis report	

Use and distribution of quality strategies in European e-learning	
Getting to work on lifelong learning: key implementation issues	
European reference levels for education and training. An important parameter for promoting credit transfer and mutual trust	
Broad-based vocational training in Europe	
Impact of innovation practices on professionalisation of training stakeholders	
<b>Periodicals</b>	
European journal issues 33, 34, 35, 36	April, June, November and December 2005
Cedefop-Info issues 1, 2 and 3/2005	April, September and December 2005

To order publications or periodicals contact [info@cedefop.eu.int](mailto:info@cedefop.eu.int)

## 2.5. Developing new knowledge

Cedefop will coordinate and launch new work and studies for future publication on a series of themes including:

- costs and benefits of learning for enterprises and individual employability and mobility;
- the early identification of new or changing skills needs;
- human resources development (HRD) within lifelong learning implementation strategies;

In addition, Cedefop will work closely with the European Commission and others on vocational education and training issues and questions. These include:

- quality assurance of vocational education and training systems in Member States through comparative analyses on using quality indicators and standards, and exchanges of information on quality assurance models and methods;
- supporting the technical development of Europass;
- support for developing the European credit transfer scheme for vocational education and training;

- analysing results of mobility measures in the Leonardo da Vinci II programme;
- strengthening information, guidance and counselling policies, systems and practices and following up the Council resolution on lifelong guidance;
- contribute to the analysis and feedback of the national action plans (NAPs) in the employment strategy and the synthesis report on lifelong learning;
- manage a European e-learning quality forum.

### 3. Bringing people together in person and electronically

A key role of Cedefop is to provide a forum for vocational education and training policy-makers, researchers and practitioners to debate and exchange information about issues and challenges. Cedefop does this by organising study visits, hosting conferences, networking and using the latest technology to set up virtual communities providing electronic communication.

#### 3.1. Study visits programme

The study visits programme began in 1985 and for 20 years has been managed by Cedefop. It encourages exchanges and discussion between vocational education and training specialists and visits are held in a host country.

In 2005, Cedefop will organise around 68 study visits for approximately 750 participants in more than 30 European countries on several themes, including making vocational training more attractive to young people, guidance and counselling, quality assurance mechanisms for training and recognition of formal, non-formal and informal learning.

### 3.2. Conferences

Cedefop will host the following conferences:

- Agora Thessaloniki - Innovation in enterprises through innovative training (28 February to 1 March). Two more Agora Thessaloniki conferences are foreseen the themes and dates to be decided;
- 20th anniversary of the study visits programme (25 May);
- e-Skills Conference (September);
- History of vocational education and training in Europe (date to be decided);
- Vocational education and training in the EU, organised jointly with ETF conference on VET, inside and outside its borders (date to be decided).

### 3.3. Networking

Cedefop operates two major Europe-wide networks, ReferNet (the network of reference and expertise) and TTnet (network for the training of trainers).

ReferNet is a consortium of organisations in each Member State (and Iceland and Norway) providing information on developments in vocational education and training, principally for Cedefop's KMS eKnowVet database. ReferNet also disseminates Cedefop's information. Through ReferNet, Cedefop will:

- consolidate the extension of ReferNet to the 10 new Member States;
- collect, review and make available information on vocational education and training systems in the Member States and the themes in the KMS eKnowVet database (see 2.1);
- agree and timetable reports for other themes in the eKnowVet database.

TTnet considers issues relating to the professionalisation of trainers in the EU and promotes their competences development as a major component of the quality of vocational education and training systems. Through TTNNet, Cedefop will:

- analyse the competences and qualifications required by vocational education and training teachers and trainers in a knowledge-based society;
- develop common principles on validating and recognising non-formal and informal learning for VET teachers and trainers;
- strengthen the TTnet virtual community.

### 3.4. Virtual communities and electronic networks

Cedefop will continue to support all vocational education and training technical working and expert groups established by the European Commission as part of the 2010 work programme to follow up the Lisbon goals. This support will be reinforced by Cedefop's virtual communities enabling all partners to be informed and contact others to exchange information and ideas. In 2005, Cedefop will moderate virtual communities (<http://communities.trainingvillage.gr>) on many themes, including:

- quality assurance;
- validation and recognition of non-formal and informal learning;
- development of sectoral qualifications in the social dialogue;
- the European e-skills forum;
- lifelong guidance;
- European credit transfer system for vocational education and training;
- transparency of qualifications and competences.

As well as its virtual communities, Cedefop will moderate electronic networks on:

- early identification of skill needs (the Skillsnet European network);
- human resource development and learning within organisations, including activities with transnational companies;
- work-related learning and older workers.

#### 4. Working with partners

Cedefop cooperates with many national and international organisations involved in vocational education and training. Cedefop is strengthening its relationships with other organisations by sharing information, supporting their activities and encouraging their participation in and contribution to Cedefop's work. Cedefop will:

- contribute to the Luxembourg and UK EU presidencies;
- support the social partners in the social dialogue on developing sectoral qualifications and in implementing the European social partners' programme to develop lifelong competences 2003-05;
- work with the European Training Foundation (ETF) on integrating the candidate countries (Bulgaria, Croatia, Romania and Turkey) towards full participation in Cedefop's activities;
- work with OECD on national qualification frameworks and lifelong learning;
- work with Eurydice, ETF, and international governmental and non-governmental organisations (such as OECD, ILO, Council of Europe, Unesco, EVTA and European Schoolnet) to create a consortium of international organisations.

#### 5. Information, communication and dissemination

Cedefop will continue to disseminate its information and draw its products and services to the attention of potential users, by making it easily accessible in electronic and hard-copy format. In 2005 Cedefop will:

- improve its vocational education and training news service;
- increase subscriptions to its periodicals the European journal and Cedefop-Info
- raise ETV user rates and continue to improve its usefulness as a source of information and a meeting point for all those interested in vocational education and training;
- integrate the ETV, Cedefop website virtual communities and KMS into a high quality electronic media system;
- through its library and documentation service manage and animate ReferNet;
- raise the profile of Cedefop as a cited source by including its publications in Europe's major citation databases.

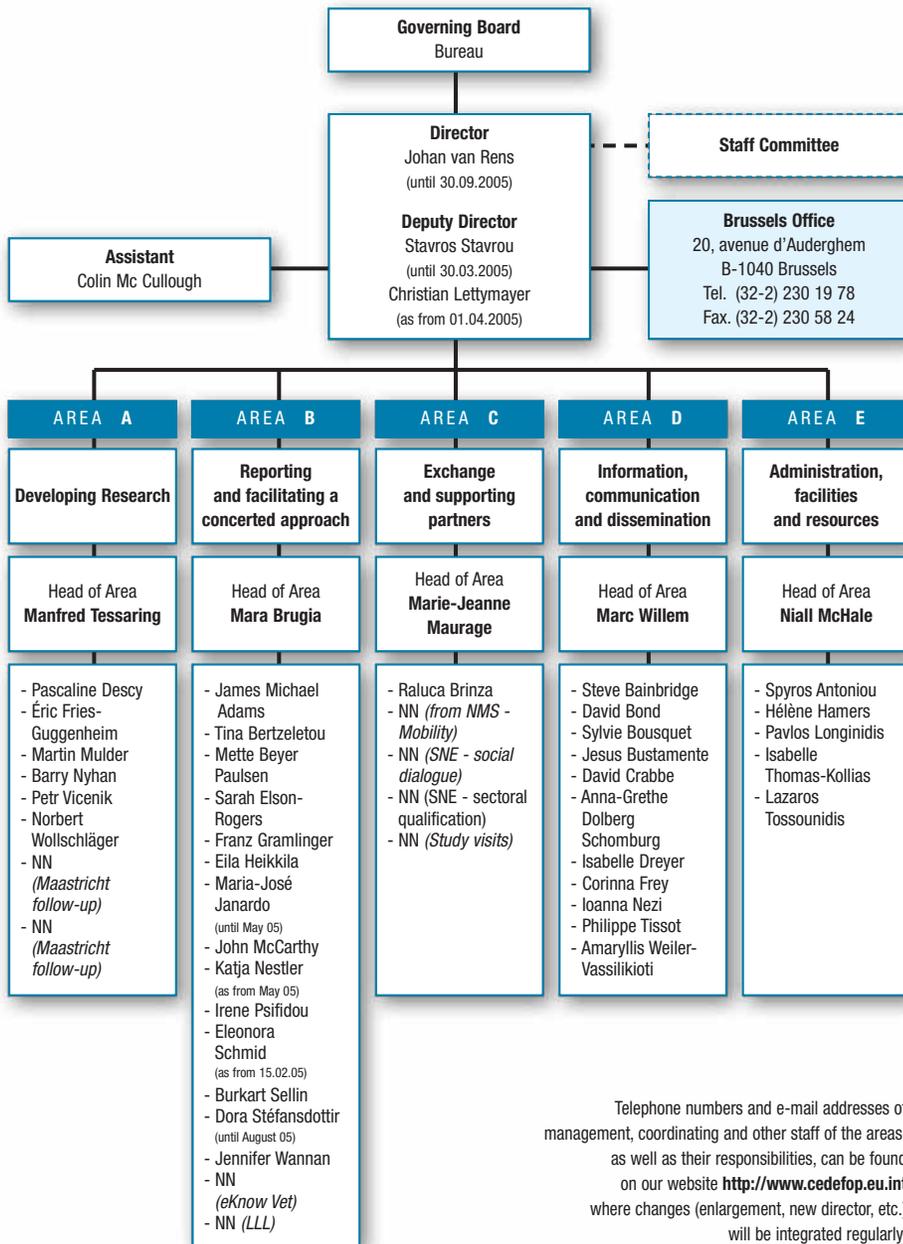
## 6. Improving internal efficiency and effectiveness: administration, facilities and resources

Cedefop has strengthened its quantitative and qualitative performance indicators, in line with the new financial rules, to ensure systematic monitoring and follow-up of progress and achievement in the different areas. Cedefop will:

- prepare new medium-term priorities 2006-08 for decision in the Governing Board in May;
- recruit a new director; and
- continue to evaluate results against planned outcomes and report regularly.

Copies of Cedefop's full work programme can be downloaded from Cedefop's website [www.cedefop.eu.int](http://www.cedefop.eu.int) or requested by e-mail from [info@cedefop.eu.int](mailto:info@cedefop.eu.int)

## ANNEX 1. Cedefop organisational chart



## ANNEX 2. Cedefop – budget 2005

<b>EXPENDITURE</b> (in € 1 000, rounded figures)	<b>Title 1 Staff cost</b>	<b>Title 2 Administr. expenditure</b>	<b>Title 3 Operational expenditure incl. Transl.</b>	<b>TOTAL</b>	<b>Share of Total (in %)</b>
	<b>2005*</b>	<b>2005**</b>	<b>2005</b>	<b>2005</b>	<b>2005</b>
<b>OPERATIONAL TASKS</b>					
Developing research	1 264	138	1 038	2 440	14.53
Reporting and facilitating a concerted approach	2 004	225	1 575	3 804	21.06
Exchange and supporting partners	1 012	146	1 435	2 593	14.58
Information, communication and dissemination	2 515	438	1 450	4 403	26.96
<b>TOTAL OPERATIONS</b>	<b>6 795</b>	<b>947</b>	<b>5 498</b>	<b>13 240</b>	<b>77.13</b>
<b>SUPPORT SERVICES</b>					
Administration, facilities and resources *	1 985	340		2 325	14.30
Management (Directorate) **	530	65	100	695	4.27
<b>TOTAL SUPPORT</b>	<b>2 515</b>	<b>405</b>	<b>100</b>	<b>3 020</b>	<b>18.57</b>
<b>GRAND TOTAL</b>	<b>9 310</b>	<b>1 352</b>	<b>5 598</b>	<b>16 260</b>	<b>100.0</b>

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

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

Cedefop (European Centre for the Development of Vocational Training)

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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) 23 10 49 01 11, Fax (30) 23 10 49 00 20  
E-mail: [info@cedefop.eu.int](mailto:info@cedefop.eu.int)  
Homepage: [www.cedefop.eu.int](http://www.cedefop.eu.int)  
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