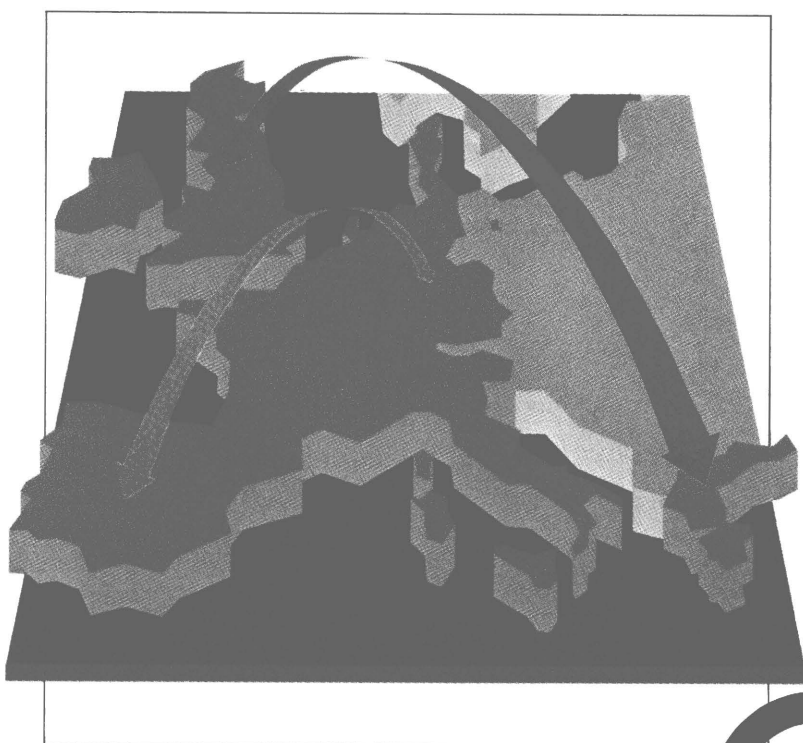


No 2/1987

Models, ideas,
experience

— Vocational training:
an exchange at European
level



Vocational training

CEDEFOP

Dear Readers,

by cooperation in this edition of *Vocational Training* we mean both general cooperation between agencies with responsibility for vocational training policy (such as Ministries and subordinate authorities) and specific cooperation between training centres, projects and initiatives for young people and adults, and programmes for promoting such cooperation. While making no claim to cover every aspect of the subject, we hope to make these programmes and initiatives better known, to stimulate new ones and to encourage greater use of the opportunities that certainly exist.

In the European Community and its 12 Member States there are many exchange programmes for schoolchildren and students and programmes for cooperation between colleges and universities. Programmes and initiatives for cooperation in vocational training and continuing education and training, on the other hand, are still far too rare.

Practical cooperation in border areas, cross-frontier cooperation between training centres, specialized schools and training in-

stitutions run by firms can in the longer term develop into lasting and mutually rewarding cooperation. It will benefit both training experts and young people and may greatly accelerate the development of vocational training in the countries concerned.

The articles in this edition consider cooperation both in vocational training in the field of the new technologies and in new forms of training and employment for 'underprivileged' young people, meaning young people whose employment prospects can be improved given an extensive socio-pedagogical and practical education and training effort, a wider exchange of experience and cooperation in joint projects. The European Social Fund, as a financial instrument, the Commission of the European Communities and CEDEFOP may assume growing importance in assisting such projects.

The 'apprentices' competitions' that have been successfully held for years, in the craft trades and the construction industry and for young farmers in nature conservancy, for example, are of a very specific nature. What

is needed is wider-ranging and longer-lasting cooperation in the shape of new forms of partnerships and sponsorships (see the communication proposal on the 'Youth action programme' and the article by B. Sellin) to promote mutual understanding and European awareness among tomorrow's workers. This is one of many contributions both to the progressive creation of the 'European social area' and to the development of the 'European internal market'.

We are particularly grateful to the government representatives on CEDEFOP's Management Board for the prompt submission of their articles despite the short time available for the preparation of this nine-language journal.



ERNST PIEHL
Director



Interview with Michel Hansenne

Belgian Minister for Employment and Labour

Michel Hansenne, Belgian Minister for Employment and Labour, has recently taken over the presidency of the Council of Ministers. Here he answers a few questions put to him by Georges Dupont, editor of CEDEFOP's *Vocational Training*.

Despite signs of an upturn on the labour market, the Minister estimates that some 16 million EC nationals are seeking work.

During the interview, Michel Hansenne stressed the need for a 'strategy of cooperation for growth and employment' and the 'development of a social dialogue as an important part of this strategy'.

One of the recurrent themes of the interview was the Minister's concern with the problems of training.

How do you see the development of a social Europe in relation to training?

'The development of an economic Europe must be accompanied by the development of a social Europe. The economic and social aspects of current changes in society are inseparable. The problem is that we are more aware of economic change because it occurs more rapidly than social change, especially as the latter may vary from region to region.

But how can we contribute in practical ways to the development of a social Europe? One facet of this type of European integration might be greater flexibility in training systems. It is essential to speed up the process whereby Member States recognize vocational qualifications awarded in other EC countries and accept the equivalence of educational diplomas.

Harmonization of education systems, their content and quality would promote the cohesion of a social and cultural Europe. This would fulfil one of the requirements for a social Europe, and would promote the mobility of workers within the Community.'

What is your main concern as regards employment?

'Certainly one of the most worrying problems at the moment is youth unemployment, and I have in fact presented a

report on the subject to the Belgian Government. The report was based on the premise that there is a continual flow of young people onto the labour market. Steps must be taken to ensure that a stockpile of young unemployed people does not build up as a result. Access to the market must be opened up and a steady flow of young people created from that market to employment. This should include youngsters who, through lack of suitable training, seem to be bogged down in a state of unemployment.

My report first reviewed the trends and factors influencing youth unemployment and pointed out that certain channels of training still lead to unemployment rather than employment for young people.

It also made about 20 proposals designed to stimulate job creation mechanisms. One of our aims must be to help employers find the kind of manpower they need — temporary (e.g. seasonal) or permanent — by offering them incentives to take on new employees. My proposals are also intended to remove disincentives to employment by, for example, relieving employers of part of their social security obligations.

A few measures along these lines have already been introduced in Belgium and we shall soon be seeing their effects. What is certain is that there is, and has been for several years now, a downward trend in youth unemployment.'

MICHEL HANSENNE
Minister for Employment and Labour

Education

Doctorate in law (University of Liège) (1962)
Degree in economics and finance (1967)

Government offices

Minister for the French-speaking Community, President of the Executive of the French-speaking Community (1979-1981)

Minister for Employment and Labour (1981-1985)
Minister for Employment and Labour (1985-)

What about another of your main concerns — long-term unemployment? What is the cause of long-term unemployment, and can the trend be reversed?

‘Long-term unemployment is of course a very worrying problem and it is a matter of particular concern that there should be young people among the long-term unemployed.’

From studies conducted in Belgium — and no doubt in other European countries too — it would appear that the long-term unemployed youngsters with the greatest difficulty in finding work tend to be the poorly educated and poorly trained. These are the kind who become permanently jobless. In Belgium, for example, few of the young long-term unemployed have gone beyond primary or lower secondary education. They cannot find jobs because they do not have the educational background.

What is striking is that the young long-term unemployed tend to have a higher level of training than long-term unemployed adults. This difference is due to several factors:

- the general decline in job vacancies;
- the work experience already acquired by older workers;
- the fact that when employers take on young workers they expect them to have more skills than adults employed for the same job.

But older workers have their own problems: they have to adapt to new tech-

nology, new machinery and new forms of work organization.’

What measures should be taken to help the long-term unemployed return to the working world or help workers who do have jobs to stay in that world?

‘We certainly need to make a great effort with the training of manpower in Belgium. This alone will not solve the unemployment problem, but it would undoubtedly help the unemployed to get back into the working world.’

The kind of training I have in mind should be designed to consolidate and develop the skills already obtained by workers in the normal cycle of education. Training must be aimed at both young and adult workers and enable them to specialize, perfect their skills or even retrain for different types of work. This would help workers to escape unemployment or, if they have jobs, to retain them.

It is continuing training that we need. Companies in Europe are in a phase in which they constantly have to modernize and every day sees another technological innovation. This means that we need continuing training to cope with continuous renewal of industrial plant and equipment.’

Who will be responsible for arranging training?

‘Changes in business and industry can be seen as a positive trend only if they are accompanied by social dialogue. When an employer updates its plant and equipment,

many other things change at the same time: the introduction of new technology changes the quality of jobs, the number of employees, the type of training required to operate new machinery and the overall organization of work. What we have here is in fact a significant alteration in the way human resources are managed within a given concern. This means that it is important to involve all the social partners, including workers’ representatives.’

Is the purpose of this training simply to adapt skills to the labour market?

‘The Belgian Government has decided to set up a work/training system for young people aged 18-25, whereby social security contributions are temporarily reduced for employers who take on jobseekers between the ages of 18 and 25 under the terms of an employment/training agreement. Under this agreement, the young worker works part-time and attends, outside the firm, training linked to his job in the firm.’

Another measure provides for a temporary reduction in employers’ social security contributions to encourage them to offer work to the young and long-term unemployed.

One last example: so that potential employers are not deterred from hiring somebody by all the formalities involved, it has been decided that the National Social Security Office will pay administrative costs (in practice, the cost of affiliation to a social secretariat).’

Federal Republic of Germany: Approaches to bilateral cooperation

Dr Alfred Hardenacke

If further progress is to be made towards the common internal market, the free movement of workers and the freedom of establishment, then cooperation at European level must be complemented by bilateral contacts and joint ventures at all levels, between public and private agencies and institutions. As the scale and quality of vocational training are crucial to the individual's prospects in employment and society and have a considerable influence on the economic and social development of enterprises, economies and the Community, it is a field in which exchanges of experience and information on results achieved among the Member States may accelerate adjustments to the needs of the future.

The approaches to bilateral cooperation between the Federal Republic of Germany and other European Community countries in vocational training are so many and varied that a complete record would require a comprehensive survey of the agencies, organizations, training centres and firms involved: a short article certainly cannot hope to describe them in detail. The following therefore refers to some of the areas of cooperation with which the author is familiar from his daily work.

In general, cooperation takes the form of an exchange of experience and documents on given areas of development of mutual interest. It varies in scale from one Member State to another, but is growing in intensity, not least because of the regular meetings of senior officials with responsibility for vocational training at Community level (e.g. the Directors General for vocational training, the Advisory Committee on Vocational

Training, CEDEFOP, the Economic and Social Committee). The common vocational training policy in the European Community thus stimulates and strengthens bilateral cooperation. The differences between the vocational training systems is becoming less of an obstacle to the discussion of similar problems, despite the different structures within which they have to be solved.

At national level intergovernmental cooperation in the shape of joint bodies which meet regularly has been institutionalized with France since 1971 and with the Netherlands since 1985. The Federal Republic and the other Member States exchange delegations and information at varying intervals. The programme established by the Federal Minister for Education and Science for exchanges of vocational training experts (training managers, trainers, vocational training researchers as multipliers) covers all the Member States of the European Community. The advantage taken of this programme still varies, however. The Federal Minister for Education and Science also provides funds for a programme of exchanges of groups and individuals participating in in-service education and training, which is open to all Member States. The national institutes concerned with research and development work in vocational training should also be involved in efforts to improve each country's awareness of developments in the others. The growing cooperation between the Federal Institute for Vocational Training with Isfol (Italy), Cereq (France), PCBB (Netherlands), MSC (United Kingdom) and ONEM (Belgium) ranges from the exchange of information on work programmes and research and development material to the exchange of vocational training researchers. Again at national level, there is wide-ranging cooperation be-

tween central industrial organizations and trade union federations, which also covers aspects of vocational training. In many cases, German chambers of foreign trade in the Member States of the Community help to initiate cooperation.

The Federal *Länder* similarly maintain a wide range of bilateral contacts, examples being the cooperation between Baden-Württemberg and France and Greece, between North Rhine-Westphalia and the Netherlands and between Hamburg and Lower Saxony and the United Kingdom.

At regional level vocational training is playing a growing role in the Euregio (consisting of the administrative district of Cologne, Belgium and the Netherlands) and Saar-Lor-Lux (Saarland, Lorraine and Luxembourg), but above all through partnerships formed by professional organizations and chambers of trade and industry. An example of a joint venture at this level is the pilot project run by the Cologne chamber of crafts, the Irish vocational training authority Anco and the French Association des Compagnons du Devoir in the preparation of workers for the master craftsman's examination, which included periods of in-service training in the participating countries.

At the level of individual training centres and of firms and organizations which provide training greater efforts are being made within the framework of the exchange programmes with France, the United Kingdom and the Netherlands to establish partnerships between training centres so that young people and young adults accompanied by trainers can visit the other country for a period of initial or further training with local trainees. The partnerships that have been formed over the years are increasingly coming to long-term

DR ALFRED HARDENACKE assistant secretary in the Federal Ministry of Education and Science and member of the Management Board of Cedefop.

contractual agreements that provide not only for exchanges of trainees but also for regular meetings and exchanges of experience and information. Aspects of vocational training are also considered by the many partnerships that exist between cities and municipalities.

As the various forms of bilateral cooperation in vocational training depend on common and mutual interests, they differ quite considerably. The first step is usually the expression of a desire to learn more about the state and development of vocational training and approaches to solving problems encountered in the other country so that conclusions can be drawn for domestic policy. Thereafter cooperation normally focuses on quite specific areas in which it is believed a more profound knowledge of the situation in the other country will prove beneficial for developments at home and, depending on the aspect being considered, involves more and more experts with responsibility for the planning and provision of vocational training at central, regional or local level.

The development of Franco-German cooperation in vocational training serves as an example of how varied contacts and joint activities can be. After an initial exchange of information on the national training systems and their development the Franco-German Commission of Vocational Training Experts, which was set up in 1971 and is composed on the German side of representatives of the Federal Government, the Federal *Länder* and the social partners, very soon established a number of practical projects:

- In the 1970s coordinated pilot projects involving appraisal of performance during training (*contrôle continu*) were implemented and evaluated in both countries.
- In 1977 the two governments signed an agreement on the mutual recognition of final certificates, under which 15 equivalences have so far been established and put into effect in the two countries.
- In 1980 an intergovernmental agreement on the exchange of young people and young

adults in initial and continuing vocational training was signed. With the assistance of a binational secretariat, this agreement enables some 900 young people and young adults in groups of about 15 accompanied by their trainers to undergo three to four weeks of joint initial or further training in the other country each year. The number is to be doubled over the next five years. In addition, the Franco-German Youth Organization has greatly increased the exchange of trainees and young employees in recent years.

- In 1985 a multi-phase seminar on the influence of new technologies on vocational training, with visits to German and French firms and training centres, was held.
- At the summit talks on 27 and 28 October 1986 the two governments signed a long-term framework agreement on cooperation in vocational training, which is to be backed by two-year programmes of action in the future.



The 'Berlaymont', seat of the Commission of the European Communities in Brussels.

Bauer/STERN

In 1985 the Netherlands and the Federal Republic set up a joint working group consisting of representatives of their Ministries of Education and Science to coordinate cooperation in vocational training. The working group meets regularly to select, arrange and evaluate joint activities. In 1986 the influence of the new technologies on vocational training in Germany and the Netherlands was considered at a seminar, during which firms and training centres were visited and a substantial amount of information was exchanged. The Federal Institute for Vocational Training and the PCBB are cooperating more closely in certain areas of activity. There are also bilateral contacts with the two *Länder* North Rhine-Westphalia and Lower Saxony and between chambers of trade and industry and industrial organizations. The social partners are involved in the various projects.

Regular contact is maintained with the United Kingdom at government level, and the first exchanges of trainees, participants in continuing training and vocational training experts have taken place. A joint seminar on the influence of the new technologies on vocational training was held in 1985.

In the Federal Republic's cooperation with Italy the German-Italian Villa Vigoni Foundation on Lake Como will provide a good opportunity for aspects of vocational training of interest to both countries to be discussed in greater depth in the future at meetings like those held on several occasions since 1986. There are also joint projects for the vocational training of migrant workers' children, a similar arrangement existing with Greece.

With all the other Member States there are contacts of varying intensity at Federal and *Land* government level, and information is exchanged where interest is shown.

As bilateral cooperation is based on mutual interests, it can be planned to only a limited extent. The Federal Government and the German social partners are willing to entertain any proposal for increased cooperation in vocational training with other Member States of the European Community and to react constructively to appropriate initiatives. The considerable and urgent efforts being made in all the Member States to adjust the quality and quantity of vocational training, its regional and sectoral distribution and its content and structure to the re-

quirements of economic, technological and social development are making great demands on available resources.

The results achieved through bilateral cooperation in vocational training have been favourable. Its impact is particularly beneficial where practical issues and joint projects are tackled since they enable vocational training researchers, training experts with multiplier functions, such as vocational training practitioners as the principals of training centres, trainers and teachers, and participants in initial and continuing training to increase their knowledge, to become familiar with alternative solutions and to take a broader view in developing problem-solving strategies of their own. It is in this respect that the differences between the vocational training systems of the various Member States encourage rather than obstruct cooperation.

The major goals of the national and common vocational training policies in the European Community are largely the same, and bilateral cooperation at all levels can contribute to their achievement:

■ The goal of ensuring that, after leaving school, every young person obtains a vocational qualification for which there is a demand in the labour market by undergoing sound initial training so that youth unemployment can be prevented or reduced and firms and administrations supplied with efficient young workers can only be achieved with the resources available at national level; for quantitative reasons alone, many Member States will have to abandon structures traditionally dominated by the school and involve firms in vocational training processes. This is an area in which an exchange of experience can be particularly beneficial to all concerned.

■ The goal of accelerating the adjustment of the content and requirements of vocational training to changes in economic structures and technological advances calls for the translation of these developments, once they have been analysed in greater depth, into pedagogical concepts and for a wider range of vocational training, which should include on-the-job training. Where comparable developments occur in the Member States, the resulting information material should be exchanged.

■ The growing need for continuing training which enables workers to adjust to

technological developments and eliminates the disparity between vocational qualifications available and those needed in the labour market calls for new quantitative and qualitative concepts and structures, with continuing training in individual firms and at regional level assuming growing importance. Here again, a bilateral exchange of experience and information is likely to be beneficial.

■ If girls and young women are to have equal opportunities and a wider choice of occupations through vocational training, practical measures must be taken to change attitudes in families, among girls themselves, in the education system and among employers. All the Member States face this problem to a greater or lesser extent.

■ Handicapped, underprivileged and foreign young people also have a right to appropriate vocational training for which there is a demand on the labour market. Where disadvantages due to handicaps or to educational, social or economic factors need to be overcome with support measures before or during training, special programmes must be established to ensure that these groups are also able to compete in the employment system.

■ The more integrated the Community's common internal market is to become, the greater the need for trained workers who have experience of working under the conditions that prevail in other countries. The greater the importance attached to workers' freedom of movement, the greater the need for comparable qualifications and for knowledge of socio-cultural conditions in other countries. A brief period of vocational training for young people under the conditions obtaining in other countries, exchanges of vocational training experts and researchers so that they can study conditions in other countries and contribute and gauge their own experience in a different setting, and exchanges of research findings, training media and didactic material are becoming increasingly important, especially in bilateral cooperation, for economic as well as other reasons. Much of the experience already gained and information material compiled in other countries can be adapted to conditions at home.

Europe should do more to pool its efforts in vocational training, without abandoning its cultural variety. Bilateral cooperation can be a suitable medium for this, especially as



Manfred VOLLMEIER

it is quicker to detect comparable features and problems and will in most cases have a far more practical impact than cooperation among 12 Member States can possibly have. The common vocational training policy in the European Community should therefore be underpinned and complemented by increased bilateral cooperation.

Important institutions for bilateral cooperation in vocational training

1. Central agencies for initial and continuing vocational training:

- | | |
|--|---|
| <p>1.1. Der Bundesminister für Bildung und Wissenschaft
(The Federal Minister for Education and Science)
Referat I B 1
Heinemannstraße 2
5300 Bonn 2</p> <p>1.2. Bundesinstitut für Berufsbildung
(Federal Institute for Vocational Training)
Fehrbelliner Platz 3
1000 Berlin 31</p> <p>1.3. Deutscher Industrie- und Handelstag
(German Industrial and Trade Association)
Abteilung Berufliche Bildung
Adenauerallee 148
5300 Bonn 1</p> <p>1.4. Deutscher Handwerkskammertag
(German Association of Chambers of Crafts)
Abteilung Berufsbildung
Johanniterstraße 1
5300 Bonn 1</p> <p>1.5. Deutscher Gewerkschaftsbund
(German Confederation of Trade Unions)
Abteilung Berufsbildung
Hans-Böckler-Straße
4000 Düsseldorf</p> | <p>2. Central agency for the vocational school system:
Ständige Konferenz der Kulturminister der Länder
der Bundesrepublik Deutschland
(Permanent Conference of the Education Ministers
of the <i>Länder</i> of the Federal Republic of Germany)
Nassestraße 8
5300 Bonn 1</p> <p>3. Central agencies for vocational training exchanges:</p> <p>3.1. Carl-Duisberg-Gesellschaft
(Carl Duisberg Society)
Hohenstaufenring 30-32
5000 Köln 1</p> <p>3.2. Deutsch-Französisches Jugendwerk
(Franco-German Youth Organization)
Rhöndorfer Straße 23
5340 Bad Honnef 1</p> <p>3.3. Deutsch-Französisches Sekretariat für den Austausch
in der beruflichen Bildung
(Franco-German Secretariat for Vocational
Training Exchanges)
Am Ludwigsplatz 7
6600 Saarbrücken</p> |
|--|---|



Bilateral cooperation in France

Annie Ornon

CEDEFOP deserves to be congratulated for tackling a theme of Community interest in its journal and including contributions from individual EEC countries. We are happy to take part, as we feel that the value of *Vocational Training* lies as much in the reactions and enquiries generated among its readership as in the information it provides; what one reader or another may feel like adding to it is just as important as the articles that appear in it. This may well be particularly true of this report on French activities in the field of bilateral cooperation with other EC Member States. We shall confine ourselves to a brief account of cooperative actions relating to:

- vocational training, in the sense of continuing vocational training for young school-leavers and adults who are — or should be — working. Only passing reference will be made to cooperation on initial training (particularly technical education) and universities;

- schemes involving the Délégation à la Formation Professionnelle (delegation for

vocational training), the national body responsible for continuing training policy.

It will come as no surprise that bilateral cooperation with other EC Member States produces the most practical results, but the following points should first be made:

- France does not cooperate bilaterally with each and every one of the Member States;

- the closeness of cooperative links varies from country to country;

- the existence of mutual cooperation is not directly related to how long a country has been a member of the European Community;

- the interest in continuing training shown by our foreign embassies — and particularly by their social advisors, where they have been appointed — varies considerably. It has to be admitted that continuing training is a new addition to their traditional ambassadorial concerns.

Let us look at the practical forms taken by these bilateral relations with a few countries.

On 5 February 1980, France and Germany signed an agreement on 'the organization of exchanges for young people and adults on initial and vocational training courses', follow-up being the task of a committee that meets twice yearly.

This agreement is unique in that it concerns areas covered by both the Ministry of Education and the Ministry of Social Affairs.

Until now, practical activities under this agreement have related mainly to the initial training aspect. They include:

- official recognition of the equivalence of basic vocational qualifications (in France, certificates of vocational aptitude);

- youth exchanges, whereby young people accompanied by a teacher spend three weeks in the other country as part of their education. In 1985, 30 groups of 15 youngsters (the French participants were all from vocational lycées) took part in this type of exchange.

These basic activities are gradually being supplemented by in-depth exchanges in the form of discussion seminars taking place in each of the cooperating countries alternately as part of exchange visits by establishments and concerns. The topics for the seminars cover both initial and continuing training.

Provisions for exchanges in the field of adult training have been more difficult to establish, as adult exchanges depend on the involvement of the training agencies and/or employers concerned. Yet the wish to support a new step towards economic progress by expanding collaboration in continuing

ANNIE ORNON

Chargée de Mission, official responsible for international questions relating to vocational training.

Former student of Ecole Normale Supérieure.

University doctorate: Planning of human resources.

training is there, as was confirmed during the recent visit by a French delegation.

Outline agreements with Spain and Portugal have been signed (late 1986) or are about to be signed.

These agreements provide for general information and documentation exchanges, participation in significant events, exchanges of experts working in fields of mutual interest and close direct cooperation between bodies with similar roles.

In some cases the cooperation arises from a long relationship formed by a training body with the other country, whereas in others it is the result of an initiative taken by our embassy in the country.

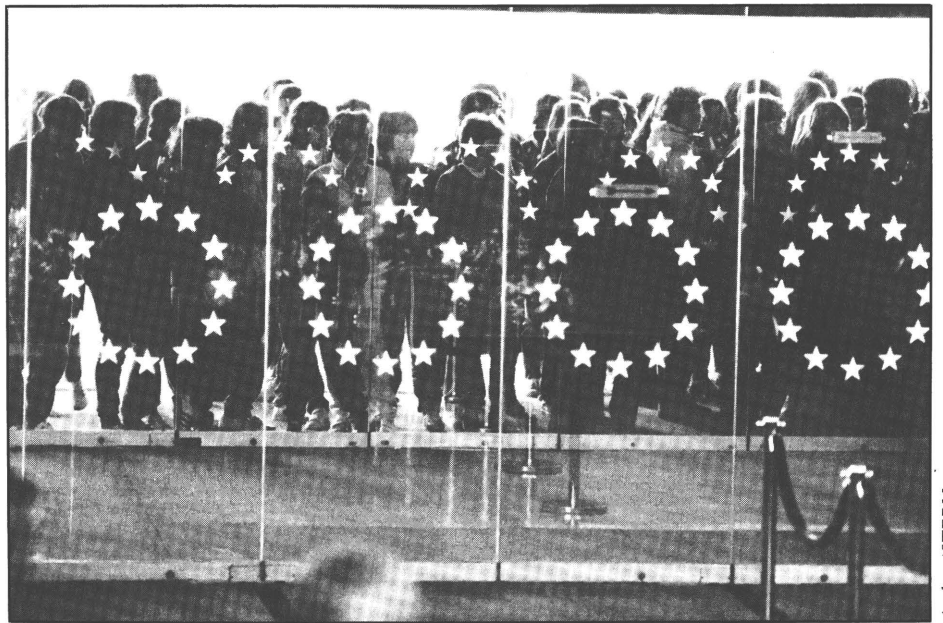
Contacts with the United Kingdom have remained informal, though there are many areas of mutual and reciprocal interest. It is through contacts at national level that exchange opportunities for young people have been broadened and youngsters have been given access to training courses under social and vocational integration programmes.

Perhaps the most successful area of collaboration has been joint work by teams of education specialists from different countries on harmonizing the content of training (and its treatment). In France, a number of projects of this kind are being carried out in liaison with one or more countries, though more often than not they are based on experience gained at national level.

These examples illustrate the wide variety of cooperative activities. It could be said that cooperation is based on two opposing principles:

- the gradual broadening and consolidation of areas of cooperation, based on a detailed official agreement;
- the drafting of very general outline agreements that are in practice first implemented by an agency operating in a specific field.

The general idea behind measures taken at national level is to allow everything to be 'done together' in an atmosphere of mutual understanding. The pooling of experience for operational purposes should take place in an atmosphere of general understanding



Young people visiting the European Parliament in Strasbourg

Anders/STERN

of each country's own system (including the way it is rooted in that country's socio-economic history).

Outline agreements are not merely formal arrangements; they are intended to cover every aspect of a collaborative effort as fully as possible so that everybody has a clear idea of what is involved, from the officials responsible for developing national policies to the teams of experts in various fields and the people responsible for implementing policy decisions.

Obviously, general agreements have to be seen as 'launching pads' for various actions, rather than as sole routes towards cooperation.

This explains another limitation of this article (perhaps the most regrettable, in view of the wealth of France's experience with cooperation with other countries), but we would rather confine ourselves to a few examples rather than try to be comprehensive at the risk of not giving a fair coverage.

This article does not even touch on the very practical and dynamic forms of collaboration by a number of bodies within the French continuing training system. The exchanges they implement may be based on agreements signed between agencies or simply arise in the course of their work.

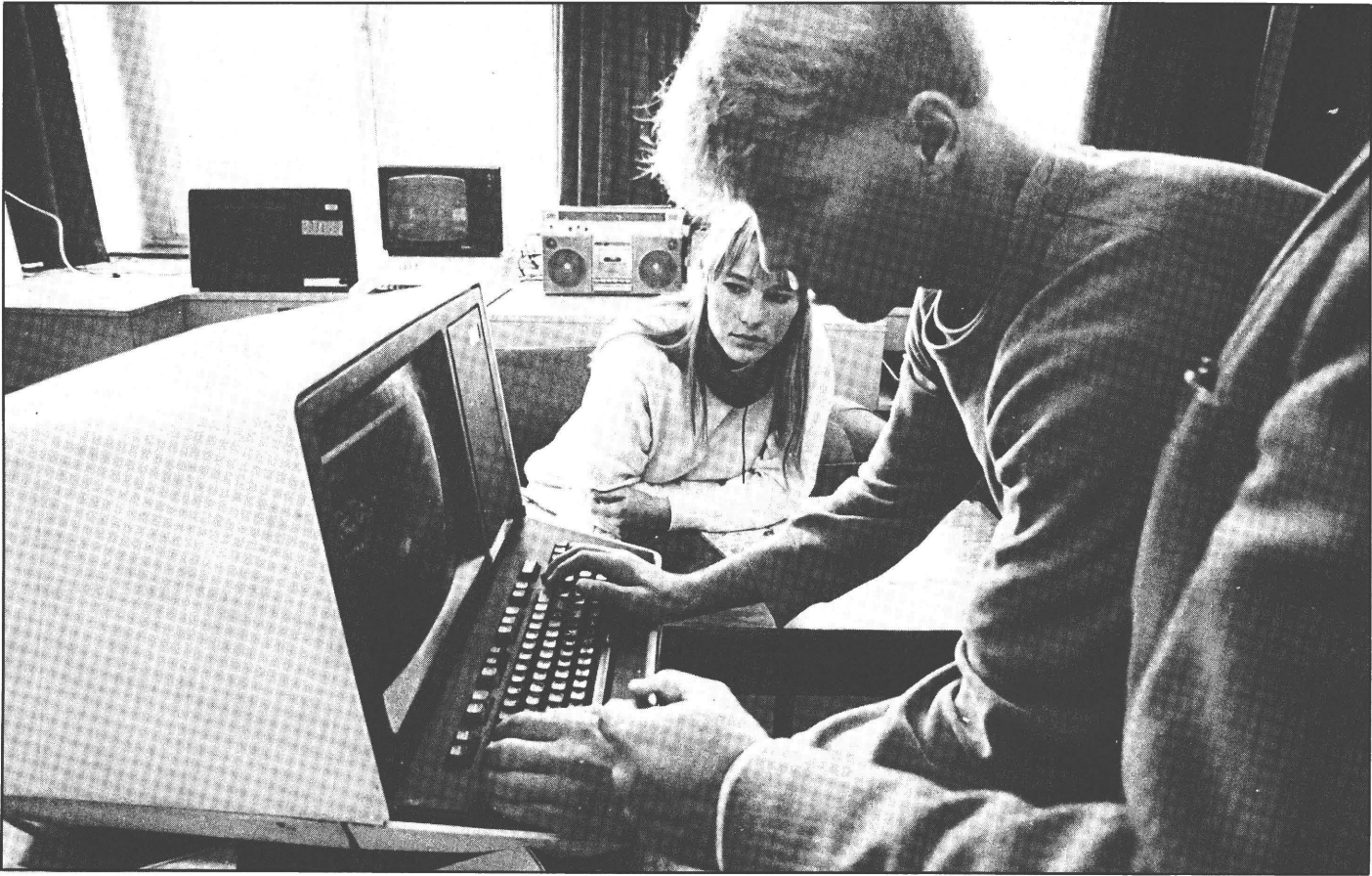
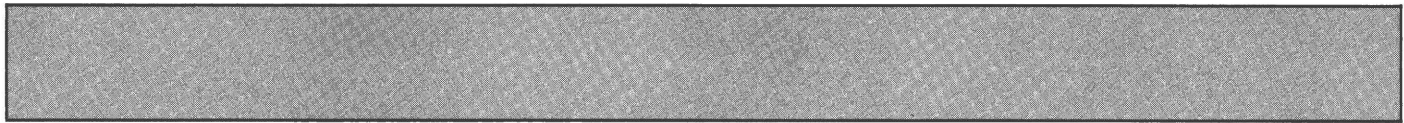
Some of these agencies are well known: Centre Inffo, AFPA (Association pour la Formation Professionnelle des Adultes — association for the vocational training of adults) and Cereq (Centre d'Etudes et de Recherche pour les Qualifications — centre for studies and research on skills).

We would not wish, however, to embark on a description of their activities — and in any case they are better placed to describe those activities themselves — and fail to mention other bodies that play an important role in bilateral cooperation, such as chambers of commerce and professional or union organizations.

There are, of course, other bodies which are bound to become involved. The first to come to mind are the regional authorities which, since decentralization in 1983, have been responsible for continuing training and apprenticeship and have the requisite human and financial resources.

There is no reason why they should not develop bilateral cooperation in this area, particularly with similar authorities in other Member States, drawing on other established forms of relationship (twinning, economic links, geographical proximity, etc.). The theme of local development could well be linked to these exchanges.

Finally, we feel that all this expansion in bilateral cooperation already taking place



Manfred VOLLMER

will slow down only if it is replaced by the Community programmes in the field of vocational training that have been launched over the past few years.

Programmes such as Eurotecnnet and Comett are founded on the idea of a cross-frontier sharing of ideas and practices in certain areas that may have a strong impact

on Europe's future. Many of the participants in CEDEFOP's programme of study visits have expressed their wish and intention to create direct, closer relations between their organization and an organization with similar concerns in another country, of whose existence they may not have even been aware before taking part in the programme.

In a few years' time, it may well be difficult to distinguish between activities arising from bilateral agreements and Community-inspired actions, but what is important is that the will and ability to think together and work together should continue to spread to new areas.



Ireland's cooperative efforts

with European Community Member States in the field of vocational training

Mary Beggan

The provision and promotion of training in Ireland at all levels of industry and commerce is primarily the responsibility of AnCO — the Industrial Training Authority. It is, therefore, inevitable that most contacts between Ireland and other countries in the area of vocational training will involve AnCO. Since Ireland's accession to the EEC in 1973, AnCO has been conscious of the potential benefits to be derived from working closely with other Member States both at the local and national level. The desire for international contacts, so evident in Irish society generally — which stems in part from our geographical position as an island — is reflected in AnCO's active pursuit of opportunities to develop links both with EC Member States and with countries further afield. AnCO is fully aware of the opportunities such contacts can offer at all levels — personal, local, organizational and national — and welcomes any initiatives which encourage cooperative effort. The example of the types of initiatives and exchanges undertaken by AnCO and other Irish organizations which follow, highlight the potential for the development of cooperative effort in the field of vocational training.

MARY BEGGAN
Research Officer
Research and Planning
AnCO

Irish Institute for European Affairs, Louvain, Belgium

In 1981 the Irish College at Louvain was placed at the disposal of all the people of Ireland through the newly created Irish Institute for European Affairs. This offer presented an opportunity for cooperation between Irish people north and south. In 1984 AnCO's Community Youth Training Programme in cooperation with the Department of Economic Development, Northern Ireland, undertook a two year programme which incorporated the renovation and restoration of the Irish College. This project, which is the first of its kind to involve work outside of Ireland, provided young unemployed Irish apprentices with an opportunity to continue their training while experiencing living and working in another country.

Between 1984 and 1986, 180 trainees participated in the programme. Each group of trainees received approximately six months' training on the site. CERT — the state training agency for hotels, catering and tourism cooperated in the project by sending six of their trainee chefs to work on the catering side. Four supervisors were employed on the project — 3 Irish and 1 Belgian.

The training programme included a Belgian method of construction. The work covered a wide range of construction skills including the re-roofing of the entire college,

bricklaying, rewiring of the building, installing an entire plumbing system, extensive carpentry and joinery and finally plastering and redecorating the premises. The apprentices also undertook seven hours' tuition each week learning Flemish. Modules in career planning and personal development were also included. In addition and perhaps most importantly, the apprentices have had an opportunity to experience at first hand the Flemish and Walloon cultures of Belgium. Their proximity to many European capitals provided them with a rich exposure to European traditions and languages. In 1987 a second phase of this project began. Irish trainees are continuing the restoration of this beautiful building which is now being used as a resource and conference centre.

Community workshops

AnCO's Community Workshop programme is aimed at young people with particular disadvantages, i.e., those who have left school early without qualifications and who would not be in a position to take up a standard training course. In Northern Ireland there is a well established group of similar workshops. AnCO and the Department of Economic Development (N.I.) have been cooperating in a scheme to allow for the exchange of young trainees throughout Ireland (north and south) since 1984. As well as enhancing vocational skills and developing self-confidence and self-reliance, the programme aims to provide

learning opportunities by exposing trainees to new environments which in turn may help to break down cultural barriers.

Tripartite programme for mastercrafts

Since October 1986 an innovative programme has been underway between Ireland, France and Germany to provide advanced training for unemployed and redundant craftspersons. The programme's duration is three years and training will be provided in the following trades — carpentry, roofing, bricklaying, plumbing, plastering, copperwork, agricultural mechanics and stone cutting. The training will expose the trainees from each Member State to the national and traditional systems of training in each hosting country and will endeavour to identify and develop a Community and common approach to training.

This unique programme will help to preserve and develop skills threatened with obsolescence and will expose the participants to the traditional methods of training, culture and working environment in other Member States. Also, the practical work training will be carried out generally on buildings of historical interest, thereby restoring and preserving European heritage. AnCO has initiated this programme in cooperation with the Association Ouvrière des Compagnons du Devoir.

Young worker exchange programme

Since 1981 AnCO has been designated by the European Commission as a promoting body for the operation of the programme for the exchange of young workers. An annual programme is prepared by AnCO in association with other agencies within Ireland and throughout the Community. As AnCO is the third largest promoting organization, our contacts are many and wide-ranging with voluntary, local government and State agencies.

To date, Denmark, Italy, Germany, Spain, Portugal and France have participated in exchanges sponsored by AnCO.

Since 1983, as part of its brief under this programme, AnCO has exchanged young workers on behalf of the Conference of Peripheral Maritime Regions. Such exchanges have been in the areas of agriculture/horticulture and hotel/catering. For example, in 1986 a hotel/catering programme took place in Vannes, France and participants who were Irish, Spanish and British were all drawn from peripheral maritime regions. A typical 8-week programme would devote two weeks to language training and the improvement and updating of vocational skills followed by six weeks work experience in the relevant sector.

Through the Paris-based organization Inter Exchange, which is linked to the European Council for Young Farmers (CEJA), Macra na Feirme, a voluntary body of Irish young farmers, operates young farmer exchange programmes with France, UK, Germany, Denmark and Holland. As well as offering the general agriculture/horticulture programmes, rural tourism, butter and cheese, beekeeping and agricultural teaching programmes are also available. This multilateral exchange programme has proved to be very popular with young Irish farmers over the years.

Baden-Wurtemberg:

This German Regional Government operates joint training projects with AnCO and CERT.

Export marketing programme

In 1984 the Irish Government published a White Paper on Industrial Policy which identified the lack of marketing skills as a major constraint on small to medium-sized Irish firms with export potential. In response to this paper AnCO initiated a series of export marketing programmes in cooperation with the Department of Economic Development, Northern Ireland. The first such programme focused on the European market and was based at the Irish Institute for European Affairs in Louvain. The success of this initial programme resulted in the planning of further European programmes and the development of programmes for the UK and USA.

These programmes have the dual objective of providing practical marketing training in a European, UK or US environment for suitable candidates while providing the opportunity for participating companies with export potential to research and penetrate new markets. The programme is of 36 weeks' duration. Each trainee is sponsored by a company and carries out an agreed marketing assignment. The trainees receive intense language tuition as well as intensive export marketing training.

This brief report does not mention all of AnCO's cooperative efforts. However, the following programmes are of particular interest:

Spain:

AnCO is working closely with Valenciana Generalitat — Valencia's Regional Government — to assist in instructor training.

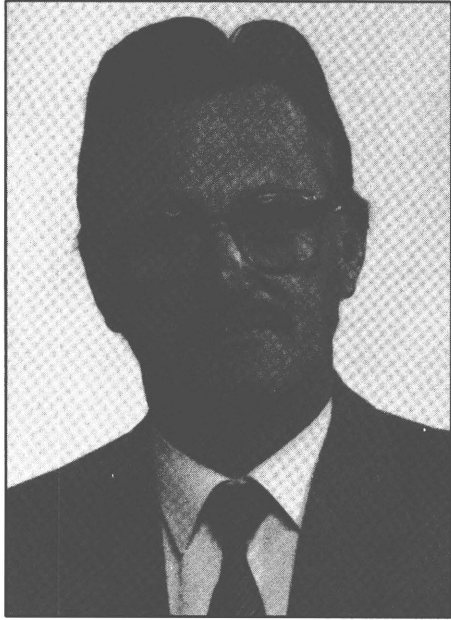
AnCO's Baldoyle Training Centre is preparing to welcome 42 student instructors from Greece, Turkey, Cyprus and Portugal for a four month training programme to update their technical and teaching skills.

The Institute of Public Administration has been active in developing links with public servants from EC Member States. They have provided extensive training programmes for Senior Civil Servants from Portugal and Greece and provided a familiarization course on Community institutions for Turkish Civil Servants. This organization has close links with the European Institute of Public Administration in Holland.

Eurotecnet:

AnCO is an active participant of this network.

These examples of Ireland's cooperative efforts highlight our desire to share our experiences with our colleagues in Europe as well as learning from them. We fully appreciate the benefits of international cooperation and are committed to maintaining and developing such exchanges.



Luxembourg: approaches to bilateral cooperation

in the field of vocational training and continuing training

Pierre Wiseler

With the large quota of foreign manpower on the Luxembourg labour market, the national school authorities are under an ongoing obligation to take account of the educational system in neighbouring countries, in other words the Federal Republic of Germany, Belgium and France.

The flow of migration across the frontiers between Luxembourg and these three countries is two-way but, at least in the field of vocational training, it gravitates mainly towards the two French-speaking countries, France and Belgium. The reason for this centrifugal movement is that the language used as a vehicle in most branches of vocational teaching in Luxembourg is German, whereas a very substantial majority of the population of migrants who have settled in Luxembourg are of Latin stock (Portuguese and Italian) and are more at home in French than German. In the migratory flow of school-leavers between Germany and Luxembourg, the balance should be in favour of Luxembourg, at least at the vocational training level, since there are relatively more apprenticeship openings in Luxembourg than in the Federal Republic.

All these cross-influences (arising from the factors mentioned above) between the educational systems in Luxembourg and its neighbours have led to a greater openness towards transfrontier cooperation on schooling.

This openness has been reflected in the regional-level negotiations with the authorities in the *Land* of Rhineland-Palatinate launched some time ago. The purpose of the negotiations is to clarify the situation brought about by the reorganization of Luxembourg's technical and vocational education, which has included a redefinition of the conditions of access to apprenticeship. It has been necessary to reach bilateral agreements establishing equivalent levels of education in the light of the revised statutory provisions.

Similar regional-level discussions are about to begin with the Belgian and French authorities. They should also provide an opportunity for an exchange of views on problems associated with the equivalence of second-level vocational qualifications now under review within the Community.

With the imbalance in the demand for and availability of apprenticeship places on the labour markets in the Federal Republic and Luxembourg, there has been a fairly substantial flow of young Germans towards the Grand Duchy. Problems have arisen in the field of vocational training as a result, among them questions of the jurisdiction of

the two countries' trade associations over the training of these young people.

In initial vocational training, which consists of practical work combined with theory, the Grand Duchy of Luxembourg's Chamber of Commerce and the *Industrie- und Handelskammer Trier* (the Trier Chamber of Industry and Commerce) have agreed to authorize cross-frontier apprenticeship.

In practice, under this agreement residents of the Federal Republic can serve their apprenticeship for trades recognized in Germany in firms established in Luxembourg, under an apprenticeship agreement registered with the Luxembourg Chamber of Commerce.

Apprenticeship is subject to the same procedures and programmes as in the Federal Republic. Practical in-company training is backed by theory, taught in a vocational training establishment in Germany designated by the *Industrie- und Handelskammer Trier*. When an apprentice comes to the end of his practical and theoretical training he sits for final examinations arranged by the *Industrie- und Handelskammer Trier*. If he passes, his qualification is recognized by a certificate for his trade issued by the *Industrie- und Handelskammer Trier*.

The progress of an apprentice's training is supervised jointly by the Duchy of Luxem-

PIERRE WISELER
Director of Vocational Training in the Ministry of National Education and Youth.



bourg Chamber of Commerce and the *Industrie- und Handelskammer Trier*.

A similar arrangement has been made between the employers' trade associations in Luxembourg and their counterparts in the *Land* of Rhineland-Palatinate as regards trades where the number of apprentices is too small to warrant arranging classes in the Grand Duchy to teach theory in support of the practical in-company training.

As with cross-frontier apprenticeships, practical training in these trades takes place - subject to the prior consent of the appropriate trade chamber in Germany — in a company established in the Grand Duchy, the procedures and programmes being the

same as those applied in Germany. The apprentice learns the theory in a German vocational training establishment, again following a curriculum drawn up in the Federal Republic. At the end of his training the apprentice sits the examination organized by the competent German trade chamber which issues him with a certificate in line with his examination results.

In the field of continuing training, the trade chambers in the Grand Duchy of Luxembourg and Trier work closely together in organizing projects of this kind, taking the practical form of:

- exchanging information on, for example, the programmes/subjects offered

now or in the future, the value and success of projects, choice of lecturers, etc;

- restricting access to training schemes to people within the area of the trade chambers in the two countries.

Other one-off trainee exchange schemes are planned, or have already been arranged for apprenticeships in commerce, and the hotel trade.

Under the 'European Development Pole' project for Franco-Belgo-Luxembourg frontier regions, which face specific problems as a result of industrial redevelopment, close cooperation is recommended between institutions in all three countries. The aim is the coordination and development of research and training, especially when they are related to technological innovation and the work of companies already established in the Pole area or expressing an intention to set up there. With this in mind, there are plans for the short- and medium-term promotion of any ventures that will:

- involve training and research agencies in joint projects;

- harmonize initial and continuing training projects in the three countries in order to avoid duplication and fill in gaps in training, in response to needs expressed by employers;

- lead to cooperation on schemes for the provision of training in new trades based on new technologies;

- step up exchanges of trainers and students.



The Netherlands' involvement in international cooperation

A. H. Koelink

General

International cooperation in the area of vocational education is an aspect of educational policy in general. Problems in this field extend across national frontiers, and the experiences of other countries can play a part in helping each country to determine its own educational policy. Moreover certain problems can more easily — and perhaps only — be solved through collaboration with other countries, and for small countries such as the Netherlands such collaboration is essential.

Bilateral cooperation

The Netherlands' bilateral ties with other Member States in the field of vocational training are generally based on cultural treaties. Through bilateral cooperation what happens in multilateral organizations can be deepened, extended and given concrete form. In this connection the Netherlands collaborates with the Federal Republic of Germany, France and the United Kingdom and also has contacts with the Soviet Union.

Federal Republic of Germany

Cooperation at government level is the subject of a document which was signed on 5 March 1985 by Mrs Ginjaar-Maas for the Netherlands and Mr Pfeiffer for Germany. This document stresses the importance of the new technologies in vocational education. A joint Dutch-German working group has been given the job of developing proposals for cooperation.

In 1986 two seminars were held, one in each country, on the effects on vocational education of the introduction of information technology in which experts from both countries took part; in addition a meeting took place of ministry officials to consider the subject of girls and women in technical occupations. Further development of cooperation between the two countries is planned through exchanges in the area of curriculum development, the exchange of students and teachers and the intensified exchange of information between experts.

Under the Cultural Agreement cooperation has also been developed between the Netherlands and the West German *Land* of Nord Rhine-Westphalia, on the basis of a document signed by Mrs Ginjaar-Maas and the *Land* Minister for Culture, Mr Schwier. This cooperation relates to the fields of microelectronics, computer-controlled production methods, office automation and the use of computers in school or-

ganization, and working groups have been established to deal with these various themes.

Mention must also be made of the fact that in addition to such formal links a large number of informal contacts have also been established as a result of the consultations between government ministers in the two countries. This is evidenced among other things by the participation of experts in study conferences arranged by organizations in one of the two countries.

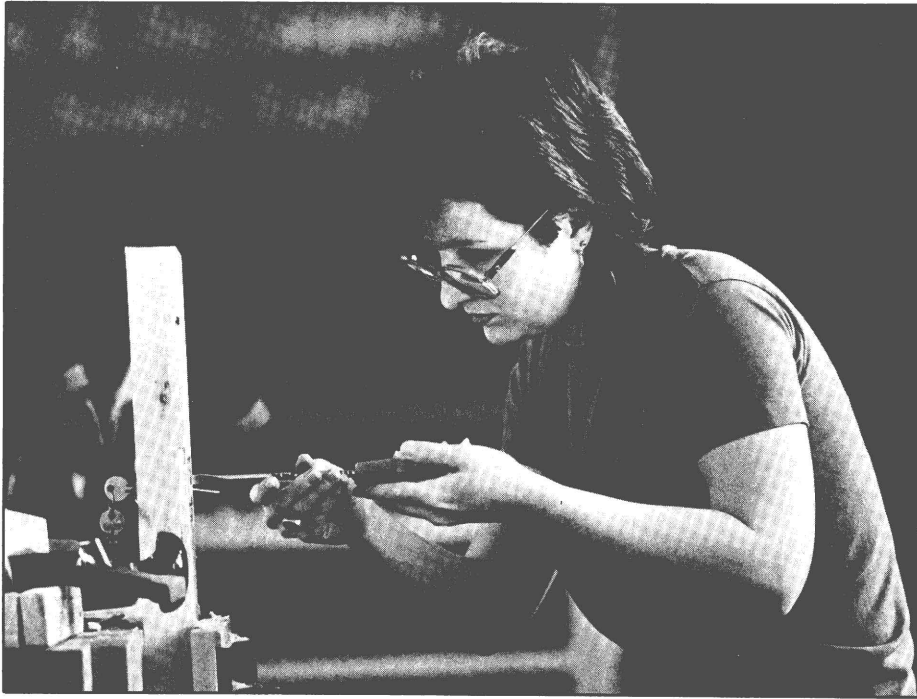
Consideration is also being given to the establishment of contacts with two other *Länder*, Lower Saxony and Baden-Württemberg, notably in the area of the exchange of information on new technologies and their application in vocational education.

External project management as regards contacts with Germany is in the hands of the Pedagogisch Centrum Beroepsoponderwijs Bedrijfsleven (PCBB), Verwerstraat 15, Postbus 1585, 5200 EB 's-Hertogenbosch (telephone 073-12 40 11).

France

Since 1968 joint activities in the vocational education field have occupied a special place in the annual programme under the Cultural Treaty between France and the Netherlands. Initially the contacts were

A. H. KOELINK
member of the CEDEFOP Management Board.



geared solely to school- and college-based education and took the form of annual joint projects involving similar institutions in the two countries. These contacts gave rise to a need for regular study meetings between national policy-makers in the form of round tables at which information is exchanged on recent developments and current plans.

Of growing importance has been the cooperation between education and industry: in both countries technical education mainly takes the form of full-time day courses and great stress has come to be placed on the joint responsibility for vocational training of the educational authorities and industry.

Information on cooperation with France can be obtained from Werkgroep Internationale Contacten Beroepsonderwijs, Postbus 826, 5600 AV Eindhoven (telephone 040-47 25 14).

United Kingdom

An exchange programme covering schools and colleges of vocational education has

existed between the Netherlands and the United Kingdom since 1978. The programme provides for joint work by groups of students in each of the collaborating institutions on a project forming an integral part of their course. The projects are set at the level of intermediate vocational education (MBO) in the Netherlands and at a comparable level in the United Kingdom.

In 1987 talks are scheduled with the United Kingdom on ways of achieving a more systematic exchange of ideas and on the organization of collaborative projects within the various institutions concerned with vocational education.

Intraregional cooperation

International collaboration has mainly taken place on the basis of non-governmental initiatives, notably as regards the contacts between the Netherlands and the bordering West German *Länder* of Lower Saxony and North Rhine-Westphalia.

Every year study meetings are arranged between representatives of vocational education institutions in Lower Saxony and the Dutch provinces of Groningen and Drenthe. Organized cooperation is now also developing in the framework of the Eems-Dollard Region and the Education and Employment Contact Centres in Groningen and Drenthe. A similar initiative has taken place in the Rhine-Waal Region, where academic institutions are working together on vocational education research. In 1987 a conference is to be held on vocational education in the two countries, though it should be added that its scope will extend beyond the regional framework.

Soviet Union

When Mrs Ginjaar-Maas, the State Secretary for Education, visited the Soviet Union in September 1985 it was agreed that joint seminars on developments in vocational education be arranged for experts from the two countries. In 1986 the seminar was held in the Soviet Union, while the 1987 seminar is planned to take place in the Netherlands.

In the course of the seminar in the Soviet Union views and information were exchanged on vocational guidance and work-related education and the subjects of curriculum development and the integration of general and vocational education were discussed.

Multilateral cooperation

Of particular importance in the area of multilateral cooperation with other countries are the action and other programmes taking place through the European Community. As regards vocational education the Netherlands is playing an active part in programmes on the introduction of new technologies (notably computers) in education, demonstration projects on the school/industry transition and vocational training for adults.



Portugal: Bilateral cooperation

in the fields of vocational and continuing training

Artur Pereira da Mota

Since Portugal is one of the youngest Member States of the European Community it will not yet have fully benefited from the advantages of cooperation with other Community countries in the field of vocational training.

For some years links have been developed with international organizations (ILO, OECD, World Bank and, naturally, the EC) and bilaterally with other European countries and Portuguese-speaking countries.

As a result of cooperation agreements at government level, there is now cooperation with the new Portuguese-speaking countries in Africa through public or private national bodies. In the case of Brazil protocols have been signed, for example, between the relevant organizations, including the Portuguese Instituto do Emprego e Formação Profissional (IEFP) (Employment and Vocational Training Institute) and the Serviço Nacional de Aprendizagem Industrial (Senai) (National Industrial Apprenticeship Office), and the Portuguese Serviço Nacional de Administração (INA) (National Administration Department) and the Brazilian Gertúlio Vargas Foundation.

Bilateral cooperation activities are principally with the following EC Member States:

ARTUR PEREIRA DA MOTA
Chairman of the Interministerial Committee for Employment and Member of the CEDEFOP Management Board.

□ *The Federal Republic of Germany*

An agreement was concluded between the governments of the two countries in 1981 on 'Assistance for the creation of Agricultural Vocational Training Centres', the Ministry of Agriculture and Fisheries being the Department concerned in Portugal.

□ *France*

Agreement at government level for bilateral cooperation in the fields of employment and vocational training. Following this agreement a specific agreement was signed between the Instituto do Emprego e Formação Profissional (IEFP) and the Association pour la Formation Professionnelle des Adultes (AFPA) (Adult Vocational Training Association).

■ A Cooperation agreement between the Portuguese Cifag and FNE/GE (Fondation Nationale pour l'Enseignement en Gestion [National Foundation for Management Training]).

■ A cooperation agreement between the Direcção Geral do Emprego e Formação Pública (Employment and Public Training Office) and the French PTT.

□ *Spain*

In addition to a cooperation protocol between INA of Portugal and the Spanish Instituto Nacional de Administración Pública (National Administration Institute), and

the agreement between Cifag (Centro de Informação, Formação e Aperfeiçoamento em Gestão [Management Information, Training and Further Training Centre]) of Portugal and Giese (Instituto Estudios Superiores Empresariales [Higher Business Studies Institute]) of Spain, the *Accordo de Cooperação Luso-Espanhol* (Luso-Hispanic Cooperation agreement) covers employment and vocational training — a result of the *Tratado de Amizade e Cooperação entre Portugal e Espanha* (Friendship and Cooperation Treaty between Portugal and Spain) — and, in the field of inter-boundary relations, the Portuguese-Spanish-EC exchange programme.

□ *Ireland*

An agreement exists between Cifag of Portugal and the Irish Management Institute.

Bilateral cooperation between the above organizations takes on several forms, the most important involving trainers from other countries working in Portugal, Portuguese trainers being trained in institutions in these countries, the exchange of technology, the provision of facilities for the translation into Portuguese of manuals, programmes or other teaching material and the training of trainers.

■ It would be helpful to have cooperation projects with institutions specializing in vocational training involving universities in fields such as:



- new technology
- the training of trainers
- training for small and medium enterprises
- assistance for industries requiring restructuring.

Activities should be developed in international boundary areas, making use of existing infrastructures. The international community must pay more attention to the training of migrants for integration into their host countries or for return to their countries of origin.

The exchange of training programmes and methods of assessment is also a possible area for international cooperation.

■ Instituto do Emprego e Formação Profissional (IEFP) Av. José Malhoa, No 11, 1000 Lisbon; Dr Pinto Baptista, Director of the International Relations Department.

■ Instituto Nacional de Administração (INA), Palácio Marquês de Pombal, 2780 Oeiras; Dr Frausto da Silva, Chairman. Centro de Informação, Formação Profissional Agrária da

■ Direcção Geral da Agricultura, Av. da República, No 84, 2º Dtº, 1600 Lisbon; Engº. Mário Guinote, Director.

■ Direcção Geral do Emprego e Formação da Administração Pública, Av. 24 de Julho, No 80 D/F, 1200 Lisbon; Dr Pessoa de Amorim, Director General.

■ Centro de Formação Técnica do LNETI, Azinhaga dos Lameiros à Estrada do Paço do Lumiar, 1600 Lisbon; Engº Borges Florêncio, Director.

United Kingdom: Bilateral cooperation with other EC-Member States

John Fuller

Arrangements for vocational education training in the UK have been going through a process of major change in recent years. Past emphasis upon skill training in traditional industries, financed by levy/grant and administered by the Industrial Training Boards, has progressively been replaced by a universal 2-year Youth Training Scheme for 16-18 year olds; a range of specific programmes for adults; measures to reform vocational qualifications to base them more firmly upon standards of competence and fit them within a structured framework; and a new Job Training Scheme to give the long-term unemployed structured training and work experience. At the same time training opportunities are being opened up by use of distance and broadcast learning methods, by improving information about training and by ensuring that qualifications are obtainable by a variety of means: and our schools and colleges of education are using new methods, including information technology, to deliver education and training in a form and at a time needed by employers.

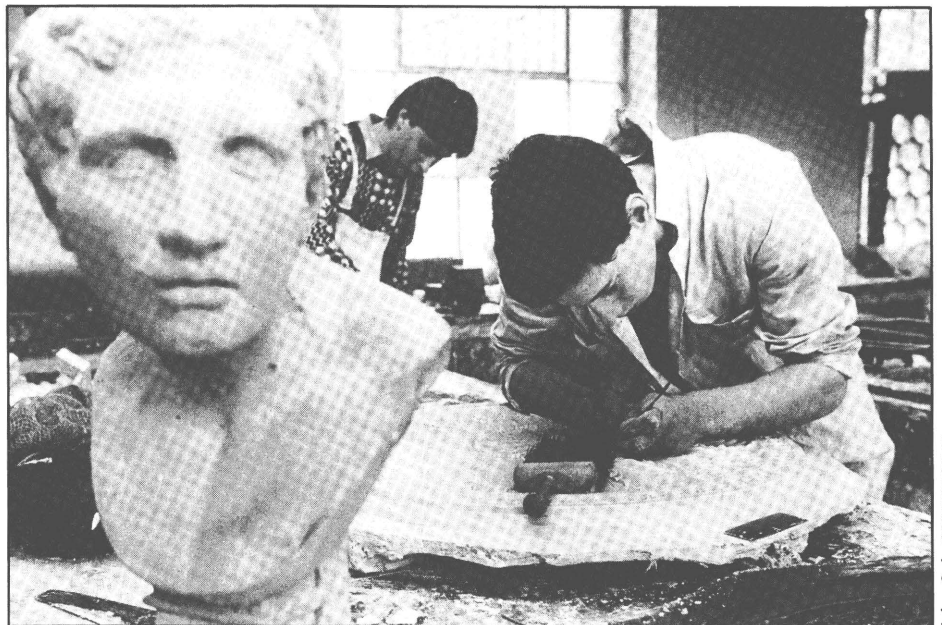
These developments have involved considerable rethinking of objectives and methods, involving policy makers, training providers and consumers, many of whom have had to develop their own skills and change attitudes. Whilst our major changes draw most upon the needs of the UK economy and culture, it seems likely that practice elsewhere in the EC has had more impact on UK thinking than previously. In particular developments in youth training and the financing of training have been informed by major studies of EC practice as well as that in the USA and Japan.

JOHN FULLER,
Head of Programme Quality, Manpower Services
Commission and Member of the Management Board of
CEDEFOP

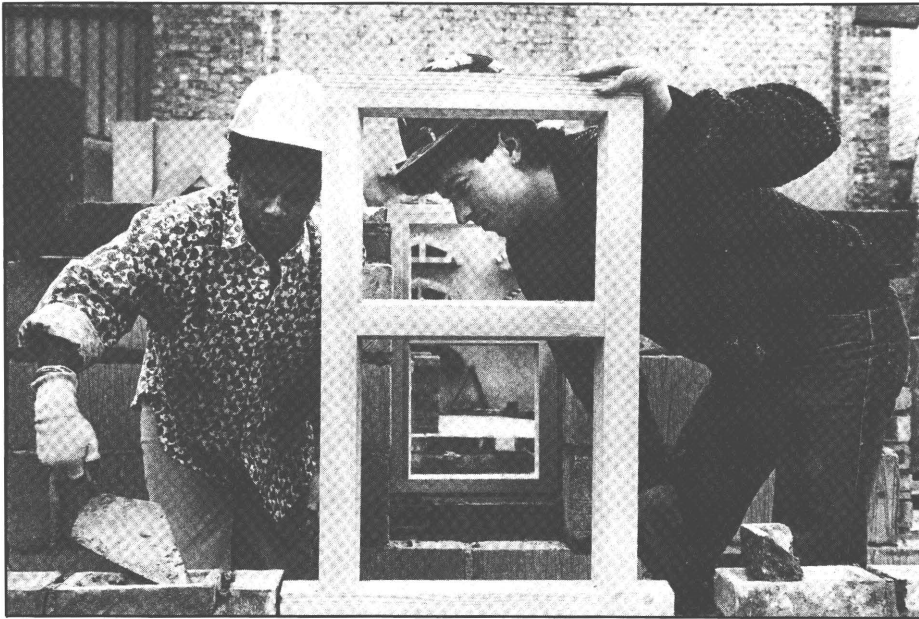
In outlining some examples of cooperation, it needs to be remembered that, within the UK, public training schemes are different in Northern Ireland, and that the education systems for 5-18 year olds are different between N. Ireland, Scotland and England/Wales (where education is the responsibility of regional not national authorities). In this article I can comment only upon cooperation in vocational training: there are undoubtedly many examples of mutual cooperation in education, as well as local initiatives which naturally escape the attention of central government.

At national level UK government representatives participate in CEDEFOP and other EC conferences and the study visits programme. We commission studies into practices in other States. The MSC and the CBI (the UK employers' federation) have jointly

organized study trips of employers to review training systems and practices in Germany, Holland, Denmark and Sweden. Officials have made several visits to other Member States. In developing the 2-year YTS programme a study was made of the German, French and Swedish systems before our own proposals were finalized. In the field of open learning there is close cooperation with developments in Italy, and similarly with Holland in methods of encouraging employers to review future occupational training needs. In reviewing our existing vocational qualifications work was done to consider EC practice elsewhere. The UK government has supported the production of videos and monographs by Cedefop on the national training systems of Member States, and recently co-sponsored a major European conference in London. UK representatives are taking a strong interest in the Commission-led work



John Cole/NETWORK



John Cole/NETWORK

into comparing vocational qualifications. This is by no means an exhaustive list but provides illustration.

At regional and local level much work has progressed to establish new structures. The Youth Training Scheme is delivered through 'managing agents', many of them new consortia. Networks of agents, and local employer networks are growing. Together with traditional colleges of further education these new training providers have less rigid ties to past systems and methods of training, and are looking widely, including overseas, for further ideas.

It is difficult in such a fast changing climate to evaluate these processes of cooperation. They tend to be short-term, specific to an immediate problem, and directed at UK interest. There are few obvious examples of joint collaboration so that a problem of opportunity common to more than one

country can be tackled more cheaply and effectively. Cedefop is well placed to point up and organize genuinely collaborative opportunities: the work on comparability of vocational qualifications, on regional integration of young people, on information systems, and on national systems video comes close to that ideal.

The UK has tended to look to the German 'Dual' system as a point of reference, and has not always been quick to understand developments in other countries. In some areas such as open learning, computer-based training and artificial intelligence, and in management development, we are only just beginning to explore opportunities for passing on advanced expertise beyond our shores.

Finally it might be of interest to highlight just some of the areas where the UK might well benefit from closer collaboration with other Member States.

- What proven mechanisms exist for the matching of training benefits to the individual or organization bearing the cost?

- The quality criteria to be met by key aspects of training infrastructure, e. g. training of trainers; training providers; national and regional bodies responsible for training standards.

- The recording, measurement and certification of human performance, competence and potential.

- The structuring of qualifications to reflect learning by all methods and routes, and to offer progression to further learning or employment.

- Mechanisms for ensuring the quality of training delivered

- The matching of useful training opportunities to the needs of long-term unemployed people.

Contacts

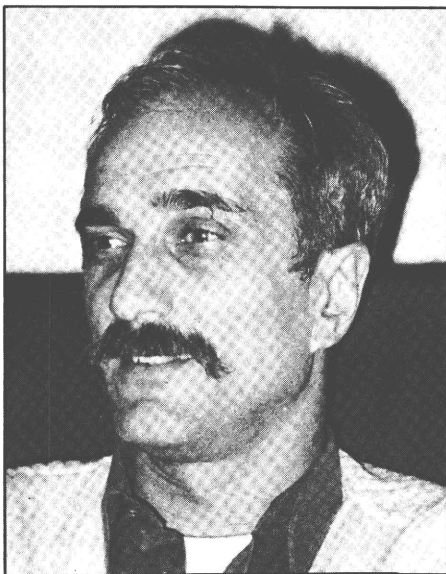
MSC: Manpower Services Commission Library, Julia Reid, MSC, Moorfoot, Sheffield, S1 4PQ

BACIE: British Association of Commercial and Industrial Education, Stephen Sharples, 16 Park Crescent, London, W1N 4AP
ITD: Industry Training Board, Barry Williamson, 5 Baring Road, Beaconsfield, Buckinghamshire, HP9 2NX

IPM: Institute of Personnel Management, Sue Wood, IPM House, Camp Road, Wimbledon, London, SW19 4UW

CET: Council for Educational Technology, Chris Humphries, 3 Devonshire Street, London W1

FESC: Further Education Staff College, Derek Birch, Coombe Lodge, Blagdon, Bristol, BS18 6RG



Joint schemes for the vocational training of underprivileged young people

A report on cooperation between West Berlin and Calabria

Peter Collingro, Ingrid Mielenz, Harald Zöllmer



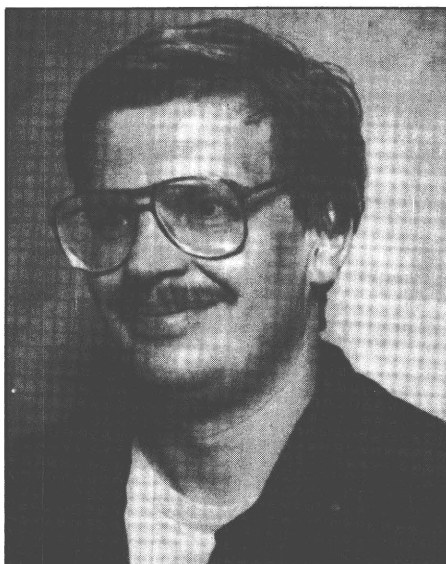
The European Community's first binational exchange project for the vocational training of underprivileged young people took place from 1982 to 1984 (pilot phase). The European Social Fund (ESF) has given a high priority to assisting joint measures of this kind and helped to finance the project. The two training facilities were the 'Training of young people in the youth services sector' pilot project in Berlin and an Enaip¹ training project in Calabria, which was set up as preparations were being made for the cooperation.

Background

In 1980 the European Centre for the Development of Vocational Training

(CEDEFOP) commissioned a study on the feasibility of binational cooperation in the vocational training of underprivileged young people in the European Community.² The partner proposed for the Berlin pilot project was Enaip, which had wide experience in the vocational training of handicapped young people and was prepared to set up a training project in the South of Italy comparable to the pilot project in Berlin.

In December 1980 the first meeting of representatives of the two projects and the pertinent national authorities was held in Berlin under CEDEFOP's auspices. At the end of this meeting a joint German-Italian resolution³ was adopted and a German-Italian coordination group was set up to pinpoint opportunities for cooperation between the two national vocational training schemes and to organize exchange programmes for the young people concerned. Before agreement was reached and the go-ahead could be given, the coordination group met five times, alternating between Berlin and Calabria.



PETER COLLINGRO, B. Eng., since 1976 lecturer at the Institute for Vocational Training and Research into Continuing Education and Training at the Technical University of Berlin, responsible for methods of teaching electrical engineering and the vocational training of underprivileged groups; from 1979 to 1984 headed the academic team studying the 'Training of young people in the youth service sector' pilot project of the West Berlin Senate.

INGRID MIELENZ, B. Soc., from 1974 to 1986 on the staff of the Senate youth and family authority in Berlin, responsible for matters relating to planning and principles in the youth service sector, including the vocational training of underprivileged young people, matters relating to the European Social Fund; since 1987 full-time city councillor for youth, families and social affairs in Nuremberg.

HARALD ZÖLLMER, principal of the Jugendhof Schlachtensee, a sociopedagogical vocational training institution with 120 places for training in seven occupations.

Description of the two vocational training projects

■ The Berlin pilot project

The 'Training of young people in the youth services sector' pilot project established by the Berlin Senator for Education, Youth and Sport was the first sociopedagogically oriented vocational training scheme implemented on behalf of the Federal Institute for Vocational Training (BiBB) to adopt a



systematic approach to the problem of the vocational training of underprivileged young people in the charge of the youth services. The pilot project offered 75 training places to boys and girls who had grown up in homes or were in the care of the family or juvenile court welfare services and had left secondary school without a certificate.

The young people had the choice of training as panel beaters, locksmiths, electrical fitters, gas fitters, plumbers, landscape gardeners or interior decorators. The purpose of the pilot project was to give the young people not only practical and theoretical occupational goals but also social learning goals to work towards. Social pedagogues therefore worked alongside the trainers and teachers in each of the pilot project's training workshops. During their training the young people were formed into project groups to make useful objects or products or worked on training building sites. The trainees spent four days of the week doing practical work and one day at the appropriate standard vocational school (dual system). The training lasted three to three-and-a-half years.⁴

■ Enaip's vocational training project in Calabria

Enaip's project in Calabria was also designed to integrate 75 underprivileged young people of both sexes into society and employment through vocational training.

The 75 training places were shared among the municipalities of Catanzaro, Cosenza, Lamezia-Terme and Reggio-Calabria. The young people had similar social backgrounds to their counterparts in the Berlin pilot project, i. e. they came from broken homes or from families affected by unemployment, or they had fallen foul of the law and had had difficulties at school. Despite the similarities with the Berlin target group, the difference between a city and a small town or rural area should not be overlooked. As in Berlin, sociopedagogical counselling was provided by suitably qualified personnel in the workshops of the various training centres. The occupations in which a training could be obtained were comparable with those offered by the Berlin pilot project. The training in Calabria was, however, organized differently. During the first phase the young people were given a polyvalent training, i. e. they worked on projects that taught them skills used in all the occupations offered. During the second phase each young person specialized in one occupation. The third phase comprised the establishment of production and occupation cooperatives and actual integration into working life. Here again, the basic principle was that learning should be project-oriented and that worthwhile and useful products should be made.⁵

Object of the exchange project

The exchange project was designed to contribute to the achievement of the essential

aims of the projects in the two countries. According to the resolution of 12 December 1980, the project was also to promote the integration of young people of both sexes into society and employment, to broaden their horizons, to improve their self-confidence and self-esteem through participation in the planning and implementation of a technical project, to eliminate any prejudices they might have and to contribute to the debate on the approximation of the training systems in the two countries by trying out various forms of cooperation.

Organization of the exchanges

From 1982 to 1984 a total of four exchanges of young people and staff took place, planned in each case by the binational working group. As a rule, half of the young people and staff involved in each training scheme spent three to four weeks in the other country. This ensured that in both Berlin and Calabria young Germans and Italians worked and learnt together on specific projects, and they often spent their free time together as well. The work done in the host country was adapted to the level of training and abilities of the visitors, although the levels reached by the young Germans and Italians differed in almost all the exchanges because the two projects had started at different times.

The work was community-oriented (e. g. the design and irrigation of a public park, the redevelopment and renovation of an orphanage), the workload being so planned that it could be completed during an exchange visit.⁶ In both Berlin and Calabria the young people and staff gained a wide range of training and work experience. The organizational structure in Italy meant that the young Germans usually had an opportunity to work in projects involving several occupations, while the young Italians were able to work in one occupation in Berlin and increase their practical knowledge in that occupation.

As trainees and trainers lived and took their meals together each day during the exchanges, a stable social group situation developed, which also had positive effects after their return. Trainees and trainers got to know each other better and discussed their problems in greater depth than they had done at home. There were, incidentally, (almost) no problems waking people up. The cooperation between German and

Italian trainers and trainees during the various exchanges was good. An important factor for mutual understanding was the constant presence of an interpreter in each occupational group, this being particularly true of the daily work discussions and discussions with customers. In both Italy and Berlin the young people and trainers attended a short course on the language and customs of the host country before their departure. At the training building sites they frequently added gestures and visual demonstrations to their basic vocabulary to make themselves understood. As a rule, the young people discovered for the first time during the exchanges how useful it can be to learn a foreign language. The organization of the exchanges enabled theory and practice to be closely related. This had a particularly favourable effect on the young Berliners.

■ the improvement in the knowledge of the institutions involved of the reintegration of underprivileged young people into society and working life.⁹

In view of the positive outcome of the binational exchange project, Enaip's vocational training centres in Calabria and the 'Jugendhof' vocational training institution (standard institution of the Berlin youth services since the Berlin pilot project) have agreed to make vocational training exchanges a regular feature, and the ESF will continue to contribute towards the costs.

Several changes have been made since the exchange project described above. It has been agreed with the Senate's education authority, for example, that a vocational school teacher should participate in each

exchange to ensure that theory is taught while the young people are away. As the exchange partners now know what their counterparts want and what their training requirements are, only one preparatory meeting a year is needed. At this meeting agreement is reached on the dates of the exchanges and the occupational groups that will participate, and new aspects on which exchanges might focus (e. g. 'new technologies') and the possibility of making the scheme trinational are discussed. Here, unlike the pilot project described above, the visitors pay for their stay in the partner country themselves and are thus able to choose their own accommodation and living standards.

After the group has arrived in the host country, the trainers meet to decide how the

Evaluation of the exchange project

The exchange project was very beneficial to the young people, trainers and national institutions involved. 'Despite the difference in starting positions (but very similar problems faced by the young people concerned), the binational cooperation resulted in a constructive, in-depth debate with sound practical foundations on the issue as a whole and in the examination of the associated pedagogical questions.'⁷ The exchange project showed that binational partnerships are not only worthwhile in general education but also have their value in vocational training when they take the form of training- and occupation-related trips.⁸ The binational working group felt the most important results achieved with the exchange project were:

■ its favourable impact on the vocational training of underprivileged young people, in that it gave them greater motivation to work, improved and added to their knowledge and skills, broadened their horizons, improved their self-confidence and stimulated the process of personal and social socialization;

■ the improvement of relations and understanding between trainees and staff of the two countries in their joint work and the promotion of 'European thinking' through confrontation with other customs, manners and regions;



exchange should be organized. The emphasis is on sociopedagogical or practical aspects depending on the level the young people have reached in their training. Here again, the practical side is project-oriented. The social programme is arranged to suit the visitors. Two exchanges were successfully run in both 1985 and 1986. They continue to be very popular with the trainees. The trainers are gaining in confidence in the 'daily round' of the exchanges.

deration for Social Work) and CISO¹⁰ in Calabria. Young people are trained principally as cooks, and in the restaurant and service sector. The different opportunities for vocational training in Berlin and Calabria in this occupational field complement each other in a special way. While experience in the international hotel trade can be gained in Berlin, Calabria gives young people the opportunity of seeing different products being made and processed (e. g. citrus fruit, olives, fish). The initial ex-

need for very thorough planning during the preparatory and implementation phases of binational projects is evident from the exchanges arranged by Berlin and Calabria. We take this opportunity to thank Cedefop and all the other institutions involved most sincerely for their efforts.

Notes

¹ Enaip = Ente Nazionale ACLI Istruzione Professionale (vocational training section of the Union of Christian Workers in Italy).

² L. A. Deroi, Massnahmen oder Modellvorhaben der Berufsvorbereitung für arbeitslose Jugendliche, Cedefop, Berlin, May 1980.

³ P. Collingro, Berichterstattung des kooperativen Modellvorhabens zwischen Italien und Berlin (West) im Rahmen der beruflichen Bildung für benachteiligte Jugendliche, CEDEFOP, Berlin, December 1982.

⁴ P. Collingro et al., Ausbildung Jugendlicher in der Jugendhilfe, Wetzlar 1986, pp. 9 ff.

⁵ The Senator for Education, Youth and Sport, Abschlußbericht des Kooperationsprojektes 'Berlin-Kalabrien', Berlin, December 1984, unpublished manuscript.

⁶ P. Collingro et al., Eindrücke beim Arbeiten und Leben während eines vierwöchigen Aufenthaltes in Süditalien, in: Lissel/Lemke/Zielke (ed.), Sozialpädagogische Arbeit in der Erstausbildung benachteiligter Jugendlicher, Federal Institute for Vocational Training, Berlin 1984, pp. 97 ff.

⁷ I. Mielenz, Aufgaben der Jugendhilfe bei Jugendarbeitslosigkeit und Berufsnot junger Menschen, Hermine Albers Preis 1984, AGJ, Bonn 1985, pp. 31-33.

⁸ P. Collingro et al., Lernen und Leben während berufsbezogener Reisen, in: Collingro/Kaufmann-Sauerland (ed.), Massnahmenkarrieren in der beruflichen Bildung, Wetzlar, 1985, pp. 145 ff.

⁹ The Senator for Education, Youth and Sport, op. cit.

¹⁰ CISO = Centro Italiano Specializzazione Operai.

Addresses

The projects:

Enaip Calabria, Viale de Filippis 326, Catanzaro
CISO/ANAP, Via Cocca, Briatico (CZ)
Jugendhof Schlachtensee, Lissabonallee 6, 1000 Berlin 38
Ausbildungszentrum Hotel Kurfürstendamm, Kurfürstendamm 68, 1000 Berlin 15.

The authorities:

Assessorato ai Servizi Sociali, Via Milano 4, Catanzaro
Senatsverwaltung für Jugend und Familie, Am Karlsbad 8-10, 1000 Berlin 30
European Social Fund, 200 rue de la Loi, 1049 Brussels.

Advice:

BBJ Consult, Potsdamer Strasse 199, 1000 Berlin 30.



The exchanges have now become part and parcel of training at the Jugendhof and Enaip's vocational training centres. All those concerned see them as enriching their pedagogical work.

Following the favourable experience gained and contacts made during the exchange project for craft occupations, a second cooperative project began in 1986 for the vocational training of underprivileged young people in the hotel and catering trade, involving the Hotel Kurfürstendamm training centre in Berlin (International Fe-

perience gained from two exchanges of young people and staff in 1986 confirm the results achieved in binational cooperation in the vocational training of underprivileged young people.

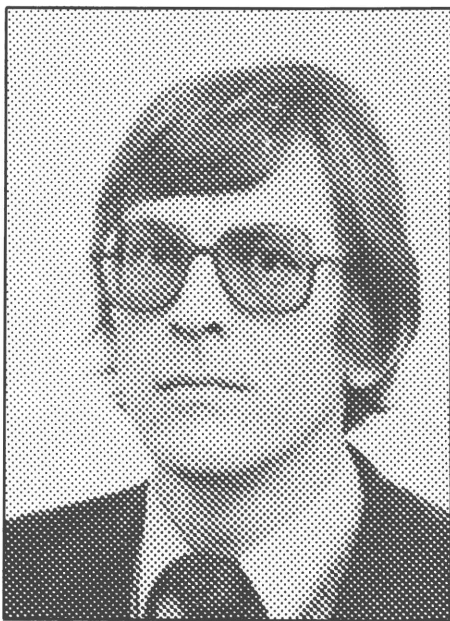
A number of national groups are now showing interest in joint schemes in the European Community. The organizational and financial preparation of these projects is, however, problematical, not only because it is time-consuming, but also because the structures required if cooperation is to assume a practical form are lacking. The

Approaches to cooperation

between vocational training institutions in the border regions of the Netherlands and the Federal Republic of Germany



Jürgen Strauss, Ben van Onna



This article is based on our findings and experience during a study of 'Innovations in vocational training in Kleve and Nijmegen.'¹ We have also drawn on information gathered and experience gained during our participation in a wide range of activities undertaken while the project was being implemented and after its completion.² On the German side of the border our

JÜRGEN STRAUSS, sociologist at the Land Institute for Social Research, Dortmund.

BEN VAN ONNA, professor at the Catholic University of Nijmegen and head of the Institute for Social Pedagogics and Adult Education.

study covered the Kleve district (in the north-west of North Rhine-Westphalia) and on the Dutch side the Nijmegen region (in the Province of Gelderland). It was our aim to establish what specific problems occur on both sides of the border when young people make the transition from general education to training and employment, what solutions, especially of an innovative nature, are being applied in the regions, what approaches have been adopted to cross-frontier cooperation in vocational training and what plans there are for an increase in regional cooperation in this field. In the following we report on some of these approaches, plans and ideas, occasionally referring to approaches adopted in other German-Dutch border regions and adding comments on the value of, obstacles to and future prospects for cross-frontier cooperation.

The benefits of cooperation in border regions

Cooperation between vocational training institutions in the border regions of the Netherlands and the Federal Republic of Germany is still limited. Potential initiators often react with some reservation when approached on this subject. There may be good reasons for this (see below). There are also good reasons for beginning and expanding cooperation between border regions in this field.

■ The cross-frontier mobility of workers is particularly important in these regions since

the opportunities for the economy and labour market to develop are impeded by a small geographical range of action and catchment area. Cooperation in vocational training may help to remove barriers to mobility by making it clearer what value the vocational qualifications and certificates in the two countries have, and by encouraging workers to be mobile.

■ Cross-frontier relations specific to border regions, in the trade, transport and tourist sectors, for example, can be improved by skills which are learned and can be used on both sides of the border, e. g. in practical training courses for retail traders, forwarding agents and trainees and employees in the hotel and catering trade.

■ One country can make use of the other's vocational training institutions at certain times, for capacity reasons, say, or because one institution is better equipped than another or because one cannot provide the training available at another.

■ Geographical proximity and comparatively low language barriers favour informal contacts between individuals and institutions. Beneficial areas of cooperation can thus be developed more easily and less bureaucratically.

■ Binational cooperation in this area often tends to be concentrated on the — by national standards — technologically most advanced sectors. Occupations and branches of the economy that do not satisfy

this criterion are easily overlooked. Cooperation in border regions that has grown 'from the bottom up' can help to fill the gap and do justice to the particular interests of regions where small and medium-sized businesses are predominant and of occupations that tend to be traditional.

Approaches to cooperation

The benefits of cross-frontier cooperation seem obvious. There are also a number of practical examples to prove that it is worthwhile. Despite this, its spread is slow.

The following are a few examples of exchanges and cooperation in education and initial training.

■ For the last 10 years young people training to become agricultural machinery mechanics in the Kleve district — 20 to 30 each year — have been attending a one-week inter-company course at the *Praktijkschool voor Landbouwtechniek* in Ede. The course covers test, measurement and adjustment methods used on large farm machines and dairy equipment. Training on a

similar scale and on so wide a range of large machines and equipment cannot be obtained in the German border region. The idea that young Germans should attend the course in the Netherlands was put forward by the guild of agricultural machinery mechanics. While in Ede the trainees are put up in the school boarding house. It is emphasized that the German trainees not only derive practical benefits from this arrangement but also broaden their social horizons.

■ For some years now pupils of a commercial school (*Middelbare Detailhandelschool*) in 's Hertogenbosch (a group of about 20 of both sexes on the last occasion) have been spending one of their two compulsory three-week periods of practical training in their third year of training in retail businesses in Kleve (and sitting in on classes at the town's vocational school). The scheme was originally proposed by the Dutch school. The firms say they are happy with the work done by the Dutch pupils during their practical training and are prepared to continue taking them if required. With so many people crossing the frontier to shop in the other country, it seems par-

ticularly appropriate that an exchange of future tradesmen should form part of their training.

■ Students of economics, and especially marketing, at the Arnhem commercial college (*Hoger Economisch en Administratief Onderwijs*) have been undergoing three months of practical training in firms in the German border region since last year. This has been made possible by cooperation between the associations of young businessmen in Kleve and Nijmegen. The academic counsellor at the Arnhem college stresses the benefits of the additional skills learned by the students, including the improvement in their knowledge of German, for their future employment prospects. There are also plans for students at a similar college in Duisburg to undergo practical training in the Arnhem and Nijmegen area.

■ Teachers and groups of students at the College for Social Pedagogics in Kleve and a teacher training college (*Rijkspedagogische Academie*) in Meppel have been exchanging visits for some years. During their annual one-week study trip the German participants attend classes at the teacher training



Manfred VOLLMER

college, lectures at a creativity centre (KLUS) and practical courses. Aspects of interest to the German participants include the integration of nursery and primary school and the extremely wide range of subjects covered and didactic methods used in teaching in the Netherlands. An exchange of teachers between the two institutions is planned.

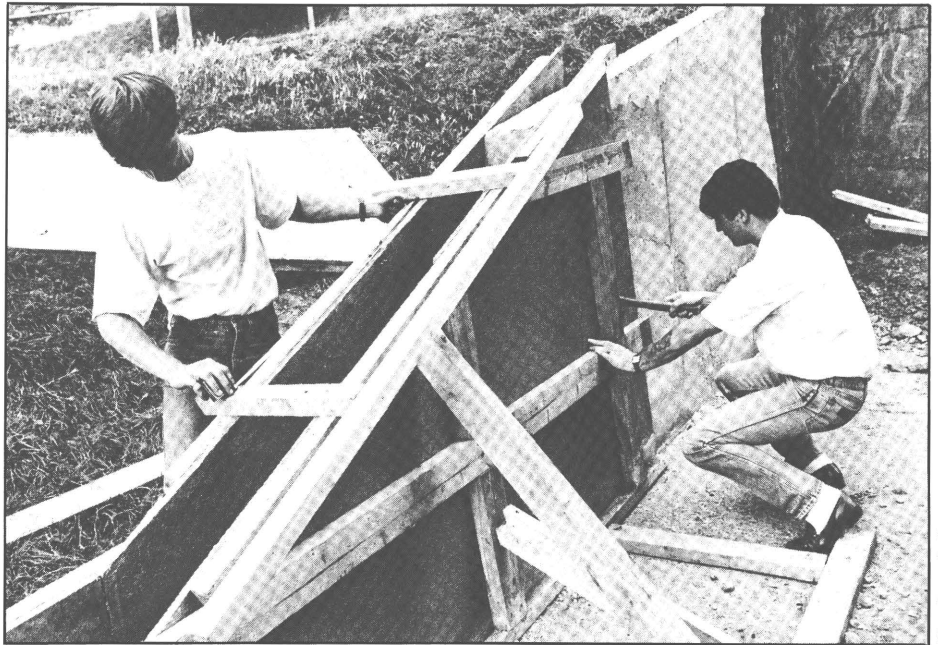
■ In the Ems-Dollart region there is close cross-frontier cooperation between vocational school principals and — under the auspices of the vocational training working group of the Ems-Dollart Regio (cross-frontier association) — between vocational school teachers from both sides of the border. Exchanges, sometimes combined with an exchange of teaching projects and exhibitions of work, are arranged for students of metal-working at institutions for supplementary vocational training and full-time vocational schools in Germany and intermediate technical schools (*Middelbaar Technisch Onderwijs*) in the Netherlands. Preparations are currently being made for a German-Dutch conference of vocational school teachers.

These random examples show that even without binational agreements (see below) ways of exchanging experience and cooperating in vocational training across frontiers can be found and appear beneficial in many respects. However, they require a tremendous commitment from potential initiators.

Existing cross-frontier institutions and programmes can provide major impulses for vocational training projects in border regions. We will take three examples:

■ The five cross-frontier associations for the regional development of the German-Dutch border area set up working groups, organize events and specialized conferences for vocational training centres and institutions concerned with vocational training, arrange exchanges of experience and set projects in motion.

■ Exchanges of employees and officials of the employment authorities of the Community's Member States, for which the Commission provides assistance, lay the foundations, with great commitment in some cases, for contacts between vocational training institutions in the border re-



Katalin Arkell/NETWORK

gions. The Kleve and Nijmegen employment agencies acting as partners have, for example, brought non-company training centres on the two sides of the border together, and this has already resulted in a number of suggestions for the organization of training schemes and in plans for joint cross-frontier projects. Among the German participants are the Catholic vocational training centre and a private commercial school in Kleve, while the Dutch participants include the technical and commercial training centres for adults (CVV, CAVV) in Nijmegen. The training institutions exchange information on the organization of training, the curricular and didactic structure of the training courses, the training of trainers, etc. The aim is to arrange a regular exchange of trainers and trainees in occupational areas on which new technologies are having a considerable impact.

On the initiative of the Rhine-IJssel-Ems Interregional Trade Union Council, formed jointly by the DGB (German Confederation of Trade Unions), the FNV (Federation of Netherlands Trade Unions) and the CNV (National Federation of Christian Trade Unions), a joint cross-frontier retraining scheme for about 50 German and 50 Dutch unemployed skilled metalworkers will begin this year with the financial assistance of the employment authorities and (in all probability) the European Social Fund. In preparation for this scheme curriculum modules for work with automated computer-controlled systems in the metal industry are

being developed in cooperation with the industry. Language courses are to be integrated into the training. The aim of the scheme is to improve the participants' prospects in the labour market by making it easier for them to find employment either side of the frontier.

Exchanges of experience and cooperative training projects in border regions are not confined to initial vocational training but also extend to continuing education and training and retraining. The examples given above could be supplemented by others, one being the contacts between the Westmünsterland vocational training centre in Ahaus and firms, technical colleges and training centres in the Netherlands.

Obstacles to increased cooperation

Apart from a lack of information, prejudice and language barriers, the main obstacles to an improvement in the number and quality of exchanges is the shortage of financial resources and manpower.

Sadly, the German and Dutch Governments have not yet succeeded in establishing an exchange programme for vocational training. An equivalent Franco-German programme of exchanges of young people and adults in initial or further training has greatly improved the cooperation between the two countries in vocational training. In our experience, exchange schemes often fail

for want of financial resources. Although the sums concerned are very small in some cases, they cannot be raised by the municipalities and districts which fund the schools.

Despite the interest shown and the benefits it can obviously produce, cooperation often breaks down during the preparatory phase because not enough people with appropriate know-how are available. Potential initiators of a cross-frontier exchange have little room for manoeuvre in such initiatives: it is hard enough to meet the need for action at home, and complex problems usually have to be solved before cross-frontier activities can get off the ground.

Prospects for further cooperation

In this situation we propose that a border cooperation agency, a full-time advisory and service centre, should be established to promote the cross-frontier exchange of experience and cooperation in vocational training.

Besides advising individuals and groups, the proposed cooperation agency would

- compile/update information material on the vocational training scene in border regions, e. g. on vocational training institutions and the structure of participants in vocational training schemes,

- set up working groups consisting of representatives of similar vocational training institutions, organize meetings/conferences at which the heads of vocational training institutions and political "multipliers" discuss specific topics, set up centres where exchanges can be organized and contacts made and document/evaluate pertinent information material and progress reports.

Although this proposal has been favourably received in various bodies, it has not yet been possible to put it into effect.

The challenges to vocational training on both sides of the border (overcoming [youth] unemployment, introducing new technologies into training, training's contribution to the development of regional economies) and the tendency in each coun-

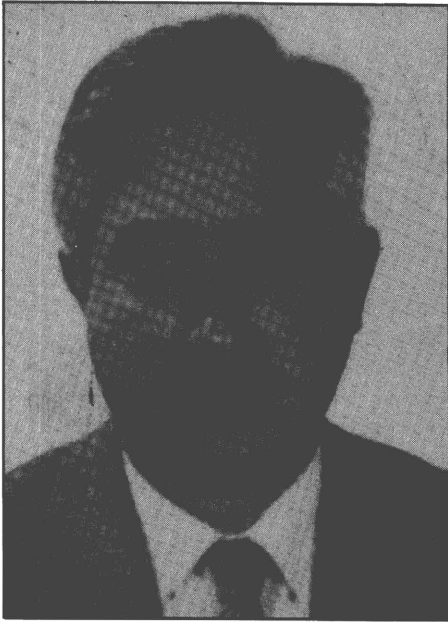
try to eliminate imbalance in its vocational training system are likely to result in greater importance being attached to cross-frontier learning in the future.

To promote cooperation between the Netherlands and the Federal Republic of Germany, particularly in the border area, a three-day conference will be held at the Catholic University of Nijmegen in May of this year with the aim of helping to clarify the foundations and prospects for continued cooperation in this field through exchanges of academics, practitioners and politicians.³

¹ Research report, Dortmund-Nijmegen 1985, commissioned by CEDEFOP, the Netherlands Ministry of Education and Science and the Ministry of Economic Affairs, Small Businesses and Technology of the *Land of North-Rhine Westphalia* and drawn up by the Netherlands Institute for Social Pedagogics and Adult Education (ISPA), the Catholic University of Nijmegen and the *Land Institute for Social Research, Dortmund (SFS)*.

² See, for example, J. Strauss, *Gutachten im Auftrag der Regio-Rhein-Waal, Grenzüberschreitende Kooperation im Bereich beruflicher Bildung in der Regio-Rhein-Waal, Dortmund 1986.*

³ Organizing institutes: ISPA, SFS and the Institute for Applied Social Sciences, Nijmegen.



Vocational training in Catalonia and the essential European dimension

Miquel Reniu i Tresseras

Vocational training in Catalonia is currently undergoing a process of renewal necessitated by the rapid changes affecting society as a whole. The scale of this task of innovation in a fundamental part of the social structure is making us increasingly aware of the need to broaden our horizons, seek new analytical approaches and learn from each other's answers and experiences. It is for this reason that we in Catalonia realize the importance of intensifying our links with the rest of Europe.

Spain's recent accession to the European Community provides a practical route towards this goal. Cooperation at the European level in the field of vocational training will help us to identify appropriate responses to our own needs and to tackle with greater hope of success the training of future generations of Europeans; indeed, the future economic and social well-being of our peoples and the contribution they can make to the rest of the world will depend in large measure on the skill we show in adapting to the rapid economic, social and

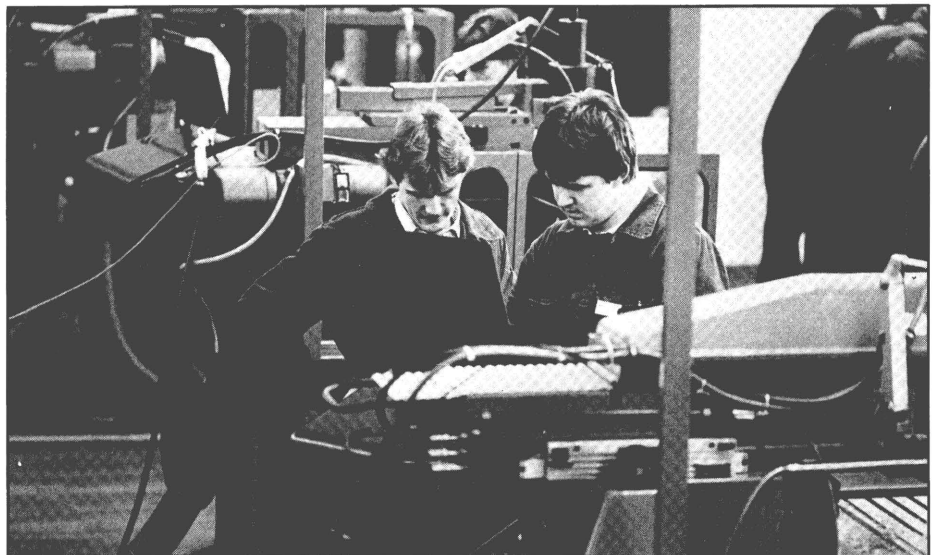
technological changes now taking place. In this situation the education and training of the individual has a fundamental part to play, given its evident contribution to economic growth, to the strengthening of industry and technology, to regional development and to the promotion of innovation, technical progress, the creation of new businesses and improvements in productivity. If it is to stimulate the economy in this way vocational training must also renew itself, developing and diversifying the education and training of young people and workers.

Realizing the importance of vocational training, many European countries are

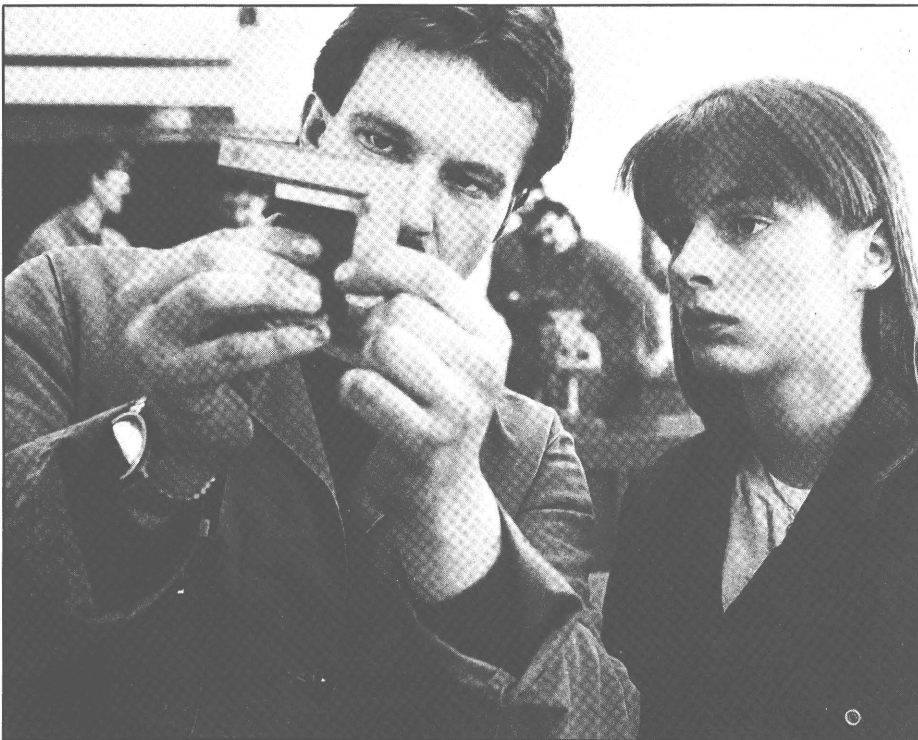
strengthening the links between training and employment, establishing schemes which provide a broader training as regards the social and occupational qualifications which individuals need in order to enter the world of work, e.g. the restructuring of technical education, the extension of courses aimed at equipping workers with the knowledge and skills they need, the strengthening of training outside the school and college framework, the modularization of curricula and the combination of theoretical training with practical work experience. These various changes are bringing about a steady improvement in the quality of vocational training.

MIQUEL RENIU I TRESSERAS

Professor at the Autonomous University of Barcelona
Director of the Mataró Polytechnic Institute
Member of the Joint Education Committee, Government of Catalonia, 1981.
Member of the Radio and Television Corporation of Catalonia.
Chair of Vocational Training Boards in Catalonia.
Director General of Vocational and Art Education of the Government of Catalonia.
Currently Director of the Catalan Institute for New Occupations, an autonomous body of the Government of Catalonia.



Manfred VOLLMER



Catalonia's cultural roots are both deep and varied, and like other European countries we have moved throughout our history between tradition and progress, diversity and conformity. Contemporary Catalan society has all the hallmarks of a modern developed society which place it among the continent's major industrialized regions.

Vocational training in Catalonia

The history of vocational training in Catalonia goes back to the Middle Ages, the time of the craft guilds and their apprentices. As the processes of industrialization began, from the eighteenth century onwards, private institutions such as the Junta de Comercio and the Academia de San Carlos in Valencia made their appearance, while the 'associations of friends of the country' and others promoted the development of vocational colleges and art and craft trades. At the end of the nineteenth century and the beginning of the twentieth vocational training made a qualitative leap forward through the efforts of the local authorities in Catalonia and its capital, Barcelona. Progress was halted in this century during the dictatorships of General Primo de Rivera (1923-31) and General Franco (1939-75), albeit vocational training was strongly promoted in the intervening period

of Catalan autonomy under the Second Spanish Republic.

In 1979 Catalonia recovered its autonomy in the framework of the Spanish State with the promulgation of the Statute of Autonomy and the assumption of powers covering the regulation and administration of education at all levels and in all fields (central government now retains only powers relating to the issue of certain qualifications and the chief inspectorate). In this new situation the Catalan government — the Generalitat — has had to tackle two main tasks in the area of vocational training, namely to remedy the major shortfall in places and funding due to earlier neglect and to update curricula and methods.

This updating exercise has focused on three areas, namely the use of new techniques (audiovisual methods, computers, languages etc.), the introduction of new subjects and the forging of new links between the worlds of education and work.

New methods

Vocational training is having to become increasingly specialized in the methods of teaching used in response to the growing use of new technologies within industry, and considerable efforts are being made to introduce new approaches — involving, for

example, videorecorders and computers into vocational schools and colleges.

■ Video

Audiovisual study aids are being introduced gradually and on two fronts, namely through the supply of video hardware to educational institutions and through the production of new and updated software — i. e. educational videos — involving a significant local output (currently 80 titles).

■ Computers

The introduction of computer studies in education has two distinct purposes, namely to teach students how to use and operate computers and to familiarize them with the applications of computer methods in various fields (engineering, electronics, technical drawing, graphic design and so on), and to achieve these ends a major programme has been undertaken for the retraining of teachers in the use of computer methods. This retraining comprises an 800-hour course aimed at a large group of teachers who, when trained, are able to run introductory courses for colleagues in their various institutions. At the same time the vocational schools and colleges are being equipped with computer rooms.

In the area of educational innovation experimental teaching resource centres are being established for electrical and electronic engineering, mechanical and automotive engineering, robotics and automation and so on.

New specialities

We are living in an age of major changes in very many fields: manufacturing, agriculture, communications, weaponry, medicine and numerous others. These changes inevitably affect the structure both of particular occupations and of the working population as a whole. Many of the trades and occupations which existed 50 or 80 years ago and were considered vital to the functioning of society have ceased to exist, while many others unimagined at the start of the century now provide thousands of jobs. Education cannot of course stand aside from these processes of change and development, and as new occupations grow up they must gradually be introduced into our vocational schools and colleges. Here in Catalonia, for

example, courses are now beginning to be provided in such fields as fish farming, manufacturing control systems and computer applications, intensive farming and robotics.

In addition the Catalan parliament recently approved legislation creating the Institut Catalá de Noves Professions, whose job it is to analyse the changes affecting the nature of existing occupations and the development of new occupations with a view to adapting curricula to new requirements.

Links between training and work

Vocational training has two basic functions, to provide individuals with the training they require to fulfil their role as citizens and to help meet society's needs for trained personnel in agriculture, manufacturing, trade and services. Against this background we are promoting links be-

tween training and work in a number of ways.

The very high cost of 'state of the art' technology means that the vocational institutions cannot always be provided with the latest equipment, and students must therefore spend time working and studying within firms which possess the kinds of equipment required for training in this field.

■ Teachers need to maintain close contact with business and industry in order to update their knowledge and skills.

■ Industry needs the provision by training institutions of short courses and retraining for its workforce.

■ Links need to be maintained at all times between the worlds of work and training so that students are properly prepared for the requirements of the productive system.

Current activities in these fields in Catalonia are centred on:

School/industry cooperation agreements

Under this scheme second-level vocational training students (i. e. aged 16 or over) are enabled to undertake part of their training in industry. The period of such training on employers' premises varies between three months and three years. There is no contract of employment between the student and the employer, who also does not pay social security contributions in respect of the student. Instead an agreement is concluded between the training institution and the employer, and the Catalan government meets the costs of social insurance, economic assistance to the employer and a grant to the student. In 1986-87 it is planned that some 6 000 students should take part in this type of practical training in



Jürgen Bindrim/LAIF

Catalonia, and to date some 100 000 employers have signed agreements with the Catalan government in this area.

Training and employment contracts

The purpose of these contracts is to encourage employers to take on unemployed young people as apprentices. The legislation under which the scheme operates is similar to that existing in other European countries.

Aid to youth cooperatives

Under this scheme assistance is given to cooperative ventures set up by young people who have completed a course of vocational training and are entering the world of work by this route.

Training of specialist technicians

An interesting experiment is being carried out, in cooperation with the petroleum industry, in which young people who have completed vocational training are enabled to apply and upgrade their knowledge in the area of control and applications in the petroleum field. Some 80% of the students receiving this additional training then gain contracts of employment. In the area of chemical and mechanical engineering a similar experiment is being carried out in cooperation with the Plastics Industries Association of Catalonia and the Spanish Plastics Centre, with students being enabled to add to their knowledge and skills in the field of plastics manufacture and proces-

ing. Both these experiments are receiving assistance from the European Social Fund.

Our involvement in Europe

Through its Directorate General for Vocational and Artistic Education the Catalan government has instituted a range of measures aimed at strengthening Catalonia's role in the various projects and proposals developed by European bodies concerned with vocational training for young people and workers. Of particular note in this area is the cooperative link established with Directorate General V of the European Community covering proposals and studies relating to vocational training in Europe.

There has been involvement in the development of the Ifaplan school/work transition programmes for young people, communication with Cedefop and ongoing study of the activities which it has initiated and development of alternance training programmes jointly by the European Social Fund and the Catalan government.

In a broader framework the Catalan government has developed and implemented a European study and awareness programme within secondary schools in connection with Spain's accession to the European Community. In Spain the 'Europe — A young subject' campaign represented a pioneering attempt to provide young people with the learning materials they needed to study all aspects of the European Community in the classroom: in all some 300 000 copies of the study kit were distributed.

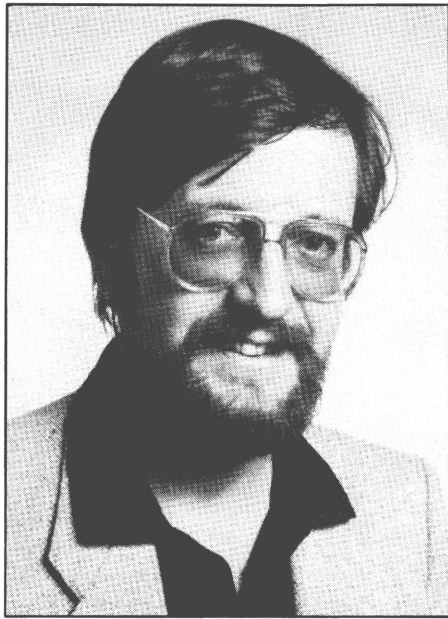
The promotion and improvement of facilities for the study of foreign languages — essential for communication and cooperation in today's world — is one of the primary aims of the Catalan government's education policy.

With the aim of enhancing young people's knowledge of Europe, and drawing on long experience of organizing school exchanges in Catalonia, vocational training students are given the opportunity of taking part in exchanges with other regions of Europe. These involve:

- familiarization with the region through cultural, technical, employment etc. programmes,
- visits to typical manufacturing and agricultural centres,
- visits to places of interest,
- discussions on subjects of interest to young people involving local experts,
- sporting, social and cultural activities.

Study exchange visits are already underway involving vocational training students from Germany, France and Catalonia.

The education and training of future generations of European citizens is no easy task, demanding as it does dynamism and decisiveness, concentration and determination, but above all a sense of responsibility and confidence in the future. In Catalonia we are fully conscious of the challenge which Europe presents and are working to meet it.



The European Community's efforts to promote cooperation among the Member States

Burkart Sellin

Although the Commission, European Parliament and Economic and Social Committee are very interested in seeing greater encouragement given to cooperation among the Member States in vocational training, the European Community has so far done little to stimulate such cooperation.

In the past the Community, and especially the Commission and CEDEFOP, have implemented or assisted a considerable number of projects and initiatives or supported activities undertaken jointly by Member States. These programmes, like the two that have been in operation since 1975 concerning the 'Transition of young people from school to working and adult life' and the 'Euro Technet'¹ programme for the vocational training of the handicapped, which has been running since 1985, have not, however, gone beyond a general exchange of information and experience at working meetings, conferences or workshop discussions with project managers and other interested experts or led to cooperation among the Member States that will last or pay dividends in the longer term. Practical and permanent cooperation between two or more projects in different Member States has rarely been stimulated in this way.

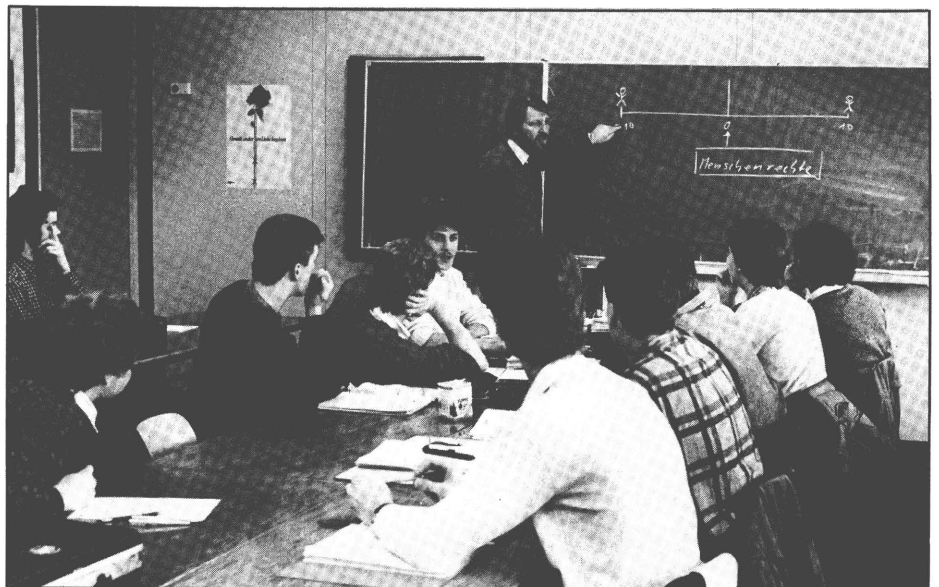
BURKART SELLIN
CEDEFOP project coordinator

Joint projects assisted by the European Social Fund

The same cannot be said of a number of projects jointly financed by the ESF and the Member States. But many groups and potentially interested parties in the Member States are still not sufficiently aware of the assistance that the European Social Fund has been granting for some considerable time to projects and schemes run jointly by two or more Member States for young people, women, older workers, foreign workers, etc.² This no doubt partly explains why only about 20 projects of this

type received assistance in 1986 (in 1985 there were 11),³ even though the Commission gives them high priority and the restriction of assistance to regions where unemployment is above average does not apply to projects of this kind.

Assistance is available both to innovative or experimental projects (Guidelines, point 5) and to projects in one of the Fund's focal areas. It must be admitted, however, that the chances of any application succeeding are remote, and they are even more remote if the application concerns a cross-frontier



Jürgen Bindrim/LAIF

project, a project implemented by two Member States. The preparation of a cross-frontier project takes longer and requires skilled personnel and, therefore, a sound financing base, which is usually lacking during the preparatory phase. To add to the difficulties, the two Member States must submit applications simultaneously and the ESF will contribute only 50 % of recurrent personnel and operating costs, even for parts of a project for which the two Member States are jointly responsible. The other 50 % has, as usual, to be provided by the Member States.

It might be considered in this context whether the Community could not accept that the ESF should at least meet all the costs which relate to the joint aspects of a project, and particularly the travelling and living expenses of training staff and trainees. This would certainly make such projects more attractive and also greatly facilitate the administrative control of applications and their translation into reality.

The Community's programme of study visits for vocational training experts

This programme is being implemented by Cedefop in close collaboration with the Member States' liaison agencies on the basis of the Council's resolution on the Community's vocational training policy in the 1980s.⁴

The Community programme of study visits has a number of closely defined objectives:

- to give vocational training experts an opportunity of improving their knowledge of specific aspects of the vocational training policies and programmes of other Member States;

- to encourage a constant exchange of ideas and information;

- to stimulate and strengthen the flow of information between Member States, with particular regard for innovative training projects and the Community's priorities.

Participants apply to the above-mentioned liaison agencies, stating a specific area of interest and indicating which Member State



Jürgen Bindrim/LAIF

they want to visit. Depending on the area of interest and the Member State, groups of participants of different nationalities are formed and then undertake a five-day programme of inspections and visits arranged by the Member State in cooperation with CEDEFOP.

The main areas of interest are laid down by the Commission and CEDEFOP in agreement with the Member States' liaison agencies. In 1986 they were:

Use of the new technologies in office work (office technology)

The introduction of the new technologies into office work poses a threat to certain occupations, while creating others. During the visit typical examples from this changing sector are shown, with particular emphasis on the related vocational training questions.

Crafts and small and medium-sized enterprises (crafts and SMEs)

The crafts and small and medium-sized enterprises, which are deeply interested in vocational training, must come to grips with the changes brought about by the new

technologies. The visit provides an opportunity of gaining an insight, with the help of clear examples, into new forms and methods of vocational training that meet the new requirements.

Vocational training and the change to new technologies in large firms (large firms)

The introduction of new technologies into the production processes of large companies is not only resulting in changes in the way work is organized and in 'attitudes' at work: the content of vocational training is also having to meet new requirements, and this is reflected in changes in training. During the visit examples of restructuring and modernization measures, which also include vocational training measures and policy, are shown.

New technologies as didactic aids in vocational training (new technologies and teaching)

Modern information technologies are being increasingly used as didactic aids in vocational training: this also calls for new teaching methods: the new technologies provide better opportunities for distance teaching,

for example. During the visit examples of technical innovations in teaching (and their didactic and pedagogical consequences) are shown.

Young people, vocational training and job-creation initiatives (young people — employment)

There are interesting examples of job-creation initiatives for young people in which vocational training is the prime mover or at least plays a key role (e. g. cooperatives, work in partnership). During the visit a number of initiatives are viewed.

Young people: Transition from school to working life: Alternance training (alternance training — young people)

Alternance training builds a bridge between school and the world of work. The visitors are able to see examples of alternance training in several settings, with all the aspects of organization, coordination, the training of trainers, etc. which this type of training entails.

Vocational training in the construction industry (training — construction industry)

During the visit vocational training experts have an opportunity to improve their knowledge of the pattern, content and aims of vocational training in the construction industry of the Member State visited.

Vocational training in the hotel and tourist trade (training — catering and tourism)

Vocational training experts are able to increase their knowledge of the pattern, content and aims of vocational training in the host country's hotel and tourist industry.

Vocational training in the printing trade (training — printing trade)

The visit gives vocational training experts an opportunity to improve their knowledge of the pattern, content and aims of vocational training in the host country's printing trade.

In 1986 144 experts participated in the study visits. They can be broken down by nationality and working background as shown in Table 1.

In 1986 the participants included a considerable number of people involved in training as teachers (in-school and non-school vocational training), which resulted in a substantial increase over 1985.

It can be assumed that, if even more trainers and principals of vocational training centres participate in this programme, plans and exchanges will increasingly emerge from cooperation between individual centres in different countries. However, this does not appear to have been the case so far.

Under this programme financial and conceptual assistance is to be provided both for the preparation of such activities and for the implementation of joint projects, where they are not governed by the criteria of the ESF. This programme is particularly designed to give underprivileged young people undergoing preparatory and initial training the opportunity to learn and work during a course of training lasting at least one to two years. The assistance these local partnership projects are specifically to receive from the Community will consist of scientific counselling and evaluation.

The communication from the Commission to the Council similarly refers to generous assistance for cooperation be-

Table 1⁵

Participants in the Community's programme of study visits in 1986, by nationality and working background

Nationality	Total	A	B	C	D	E	F	Others
Belgium	9	0	1	3	3	1	0	1
Denmark	6	2	0	1	3	0	0	0
FR of Germany	19	2	6	1	8	0	0	2
Greece	10	0	0	2	7	0	0	1
Spain	13	2	5	0	4	1	1	0
France	19	5	4	4	3	1	0	2
Ireland	6	0	1	1	1	2	1	0
Italy	19	3	1	4	5	5	1	0
Luxembourg	3	1	0	0	1	1	0	0
Netherlands	10	0	3	4	2	1	0	0
Portugal	10	1	0	2	6	0	0	1
United Kingdom	19	1	3	7	7	0	0	1
Others	1	0	1	0	0	0	0	0
Total	144	17	25	29	50	12	3	8

Note:

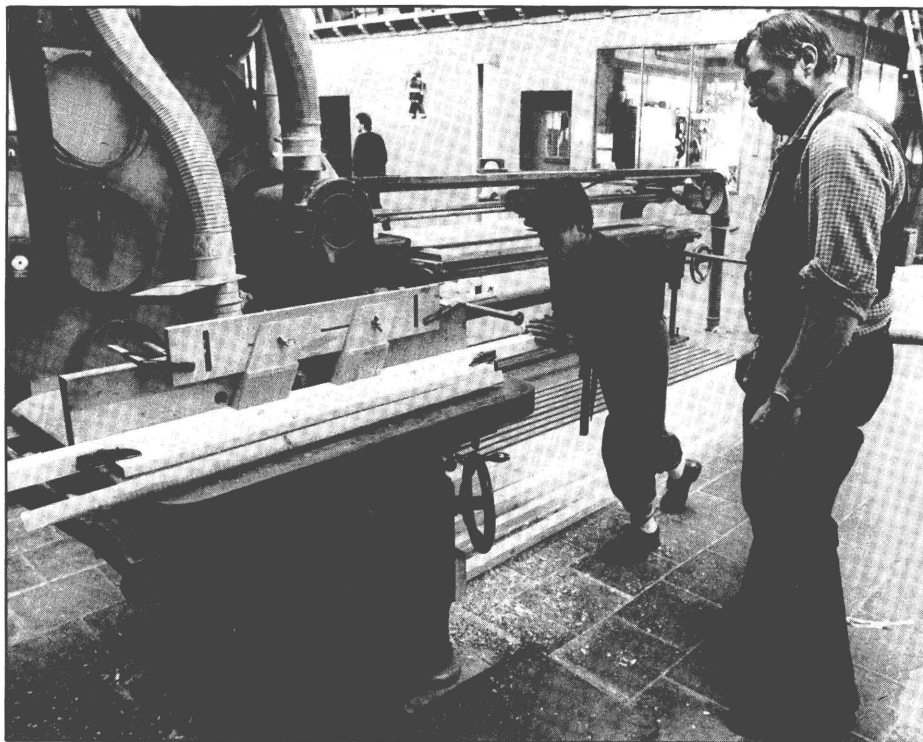
A = preparation of policy decisions;
B = social partners
C = planning, organization

D = director, trainer
E = research
F = information and documentation

New Commission projects

While continuing, expanding and supplementing the 'transition programmes' mentioned above, the Commission plans to give more help to training partnerships at local level under a recently established programme 'for the preparation and training of young people for working and adult life'.

tween Member States in the vocational training of young people, as a complement to the programmes for cooperation between universities and industry (Comett, Official Journal L 222, 18 August 1986, p. 17), for the promotion of student exchanges (Erasmus, COM (85) 756 fin., 20 December 1985) and for the exchange of young people (YES, COM (85) 52 fin., 5 March 1986).



This programme is intended to develop the Community's policy in line with the Treaties of Rome with the object of:

- improving the quality and level of vocational training schemes for young people throughout the Community so that they are better prepared for working and adult life;
- modernizing the various vocational training institutions, while avoiding short-term and temporary schemes;
- increasing the responsibility jointly borne by public, private and subsidiary bodies so that all available resources can be used to the full to meet the needs of young people, the economy and society as a whole;
- providing young people with skill training that leads to qualifications which are recognized and are comparable with those awarded by the normal training system, improving their employment prospects and equipping them to seize oppor-

tunities for continuing and in-service training in their subsequent adult lives;

- and adding to the various training efforts a European dimension which will help to promote the exchange of experience between Member States and contribute to the achievement of the goal of creating a European internal market and complete freedom of movement in the Community.

In addition to the above-mentioned partnerships, the following actions, in which CEDEFOP will probably be involved, are planned for 1987-92:

- technical assistance through the assignment of experts to specific regions of the Community to address specific vocational training problems;
- support for comparative research projects undertaken by institutions in different Member States and for specialized conferences and final colloquies for the dissemination of findings at national and Community level;

- joint studies covering the vocational training of young people and their attendance of the various courses of education and training, and on the special problems faced by early school-leavers, young people in rural areas and young people in social black spots, for example;

- regular observation of vocational qualifications and the development of suitable study methods to support their spread;

- support for efforts to provide information and advice on the integration of young people into employment and society, with special account taken of exchanges of experience at European level;

- support for local projects and initiatives developed by young people for young people;

- and more exchange of vocational training experts like those now arranged by CEDEFOP in cooperation with the Member States (see p. 34).

This programme will be starting this year, and it is to be hoped that it will meet with considerable interest in the appropriate agencies, among young people themselves and among the various bodies that provide vocational training. It is also to be hoped that the Council and Parliament of the European Community set aside sufficient funds for the programme to be implemented as it should be.

¹ See Cedefop Flash No 1/87.

² See Guidelines 1986 — 1988 on the administration of the ESF, O L 133, 22. S. 1985, point 2.2.

³ See inset for an extract from the Annual Report of the ESF, pp. 34-35, COM 86 (583) fin.

⁴ OJ C 193, 20. 7. 1983.

⁵ Guerra, D., EG-Studienbesuchsprogramm für Berufsbildungsfachleute 1986, Analyse der Erfahrungen, p. 19 (duplicated manuscript).

Joint operations by several Member States

(Point 2.2.B of the guidelines)

Priority is given to operations carried out jointly by several Member States; in the case of these operations priority is not subject to regional limitation.

1985 saw a significant increase in the number (11) but also in the amount of assistance requested: 4.79 million ECU (as opposed to 7 applications totalling 1.00 million ECU in 1984).

Applications for 3.94 million ECU were classified priority concerning 83% of the amount requested. The rest was judged non-priority since the joint carrying-out by several Member States was not demonstrated. Assistance approved totalled 2.09 million ECU (0.48 million ECU in 1984), i. e. 43% of the amounts requested. 1.13 million ECU went to the disadvantaged regions (54% of all grants).

For young people under 25 the sum of 1.13 million ECU was granted to two Member States (Germany and Italy), i. e. 69% of the total amount granted under this point of the guidelines. The number of young people concerned was 780 (compared with 80 young people in 1984); 359 were women (46%).

The Italian vocational training body Enaip (Calabria) and the Berlin Senator für Schulwesen, Jugend und Sport jointly trained young people under a training/work experience schema. This programme was the continuation of similar training courses carried out in Berlin and Calabria in previous years and involved regular exchanges of trainees between Italy and Germany.

Three programmes were approved for France and Italy under this point of the

guidelines for persons over the age of 25. They were for 0.66 million ECU and concerned 185 persons, including 51 women (28%).

One of these applications involved cooperation between the IRI (Istituto per la Ricostruzione Industriale), the Universities of Milan and Rennes and the Société Générale des Semi-conducteurs (a company which manufactures semi-conductors in France and Italy) on a training programme for a high technology project. This programme is interesting in more ways than one, since it reflects the Commission's wish to develop exchanges between Community firms related to training in the new technologies.

Source: 'Fourteenth report on the activities of the European Social Fund', Financial year 1985, COM (86) 538 final, Brussels 10. 11. 1986.

Information Sources

CEDEFOP's documentary information network was asked to provide material illustrating the theme of the Bulletin, and in par-

ticular to provide bibliographical references and examples of bi- and multilateral cooperation. The following includes contribu-

tions from Belgium, Denmark, Greece, France, Ireland, Portugal and the United Kingdom.

B

Bibliography

Carracillo, Carmelina

Deux ans à travers l'Europe:

une expérience de formation de jeunes marginaux en problème d'emploi en Allemagne, en Belgique, en France, en Italie (two years across Europe: a training project for disadvantaged young people with employment problems in Germany, Belgium, France and Italy), FIAS (Fédération des Initiatives d'Aide Sociale, 23A rue Belliard, 1040 Brussels), 1986, 31 pp.

Entry into working life. Young people: 16-25 years old. Marginalization. Pilot projects. Germany. Belgium. France. Italy.

This report describes a training programme for disadvantaged young people, which included pilot projects in four EC countries and received financial support from the European Social Fund. For two years, four non-governmental organizations cooperated on the development of a 'self-help' teaching method to motivate young people and improve their prospects of vocational integration through collaboration between both sides of industry and with representatives of local community bodies.

Aurely, Florian

Un cas de formation en alternance: l'école belgo-allemande de commerce et d'industrie.

(an example of alternance training: the joint Belgian/German college of industry and commerce), in Fabrimétal (21 rue des Drapiers, 1050 Brussels), 1986, 1, p. 20.

Alternating training: Young people: 18-25 years old. Metalworking industry. Belgium.

This brief article describes a new form of alternance training in Belgium: young unemployed arts diploma-holders are given practical training in a German concern in Belgium and attend part-time courses at the joint Belgian/German college where, after two years, they can qualify as assistant managers.

Prepared by:

Office National de l'Emploi

Centre intercommunautaire de documentation pour la formation professionnelle

ONEM-CIDOC Boulevard de l'Empereur, 11 B-1000 Bruxelles-tél: (02) 513 91 20 ext. 1001

CIDOC
ICODOC

Développement communautaire et insertion socio-professionnelle des jeunes non-qualifiés, 14-25 ans

(community development and the social and vocational integration of unskilled young people aged 14-25), EDECO (Echange Européen pour le Développement Communautaire/European Community Development Exchange), Brussels, 1986, 160 pp.

Entry into working life. Youth. Pilot projects. Western Europe.

The proceedings of the EDECO European symposium in Namur in November 1985 on the integration of unskilled young people in Europe.

Reports and papers on the subject are followed by accounts of various projects at European level for the training and vocational integration of the 14-25 age group in Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Luxembourg, the Netherlands, Portugal, Spain, Sweden and the United Kingdom.

The annexes include a list of participants and organizers, preparatory documents, press cuttings and an analytical country-by-country description (pp. 85-140) of training projects.

Information Sources

Integrated action programme for Limburg

Hasselt, GOM-Limburg (Limburg Regional Development Corporation), Kunstlaan 18, B-3500 Hasselt 1985, 368 pp.

Regional development. Employment situation. Vocational training. Technology transfer. Research policy. European Communities. ESF. Pilot projects. School/enterprise relationship. Technical schools. Training of trainers. Training validation. Région flamande. Belgium.

An analysis of the economic and employment situation in the province of Limburg and a review of the effects of previous programmes are followed by sections dealing *inter alia* with vocational education and training and scientific research as elements in the development strategy for the region. These sections include descriptions of the Euregion project on computer-aided process simulation and of the vocational training experiment in the Maas-Rhine region (which comprises the Belgian province of Limburg, the Dutch province of South Limburg and the Aachen district in West Germany). The first of the two projects just mentioned involves collaboration among three industrial colleges in the Euregion, with help from certain chemical companies, and is concerned with the transfer of technology from industry to education, further training for teachers, industry-orientated training for students completing higher technical education and the creation of further training facilities in the area of control technology.

The vocational training project, which is proceeding simultaneously and on the same lines in the various parts of the Maas-Rhine region and makes use of a system of modules, seeks to offer unemployed under-25s training in such high technology fields as information analysis and the use of computer numerical control in lathe operation and milling.

Information is given on the timing and funding of both projects.

Mielke, B., and Knapp, W.

Cross-border action programme for the Maas-Rhine Euregion

Institut für Landes- und Stadtentwicklungsforschung des Landes Nordrhein-Westfalen (North Rhine-Westphalia Institute of Urban and Regional Development Research), 1985, 168 pp.

Regional development. Regional labour market. Employment policy. Training policy. Training supply. School/industry relationship. Institutional framework. Technology transfer. Unemployed workers. Proposals. Netherlands. Federal Republic of Germany. Région flamande. Région wallonne. Belgium.

An analysis of the main social and economic indicators reveals that the Maas-Rhine Euregion is a problem region. Its central situation in north-western Europe means, however, that it can operate as a bridge between the main western European economic centres, while its educational and research infrastructure, particularly in the field of technology, is particularly well developed.

The analysis reviews the main measures taken by government in relation to employment and the labour market since the economic crisis of 1974-75. The programme proposes the establishment of a joint vocational training centre with a view to developing a common training programme and improving the information on new technologies supplied to educational institutions through the universities. Priority needs to be given to further training for the unemployed, and a start needs to be made on harmonizing the Belgian, Dutch and German vocational training systems in this area.

VCVO Vlaams Centrum voor Volksontwikkeling (Flemish Centre for Adult Education)

Deskundigheidsontwikkeling ten behoeve van beroepsgerichte educatie;

opleiding en bijscholing voor het beroepsgericht werken met laaggeschoolde jongeren en volwassenen in Nederland en Vlaanderen Developing expertise in vocational education; initial and further training in vocational work with unskilled young people and adults in the Netherlands and Flanders). Brussels, VCVO, 1986, 87 pp.

Training of trainers. Youth. Adults. Socially handicapped persons. Basic education. Vocational education. Educational innovations. Alternating training. Educational systems. Training experiments. Training content. Conference reports. Netherlands. Région flamande. Région bruxelloise. Belgium.

In both Flanders and the Netherlands initiatives have been developed in recent years concerned with vocational education for unskilled young people and adults. It is no easy matter to find suitable staff for this type of work, however, and the recruitment and training of those who train and advise the trainers forms a further problem for which solutions are being sought. The conference on the development of expertise in this area that was held on 12 and 13 November 1986 in the framework of the Cultural Agreement between Belgium and the Netherlands provided an opportunity for exchanging and evaluating the various solutions adopted and for advancing new suggestions. In the case of Flanders the subjects discussed included the RVA (National Manpower Service) link projects and a range of educational innovations, among them the new forms of vocational secondary education, experimental part-time education and the European project on alternance learning. In addition to outlining the Dutch education system the participants from the Netherlands described, among other things, a pilot project on occupational training and qualifications and the education and training centre for young adults.

Information Sources

Fondation Rurale de Wallonie (FRW - Walloon Region rural foundation)

Initiatives locales d'emploi

(local job creation schemes), in *La Lettre de la Fondation Rurale de Wallonie*, 28, 1986, 12, pp. 13-29.

Training experiments. Reports. Youth. Marginalization. Employment creation. Cooperatives. Self-management. EC Members.

This dossier, devoted to multilateral collaboration, contains a collection of the reports written by 60 development officials who took part in an exchange programme and spent three days in June 1986 in one of 19 development organizations in the 12 Member States.

The book contains reports on the exchange visits from every EC country, each report being supplemented by a descriptive index providing information

on individual schemes, their organizers, target groups and training and development objectives. There are also reports by exchange visit specialists. The common denominator here is that all the projects mentioned are designed to provide young people, particularly those who are unemployed or unskilled, with training through work, leading to job creation in cooperatives or other forms of self-employment.

Description of collaborative efforts

Centrum voor Opleiding, Bij- en Omscholing voor Textiel- en Breigoedniverheid (Cobot), 40 Burggravenlaan, B-900 Ghent. This training and retraining centre for the textile and hosiery industry pools the benefits of its experience with vocational training colleges, research centres and institutions associated with the textile industry in the Netherlands, France and Switzerland.

Debelux (Chambre de Commerce Belgo-luxembourgeoise-allemande — joint chamber of commerce for Belgium, Luxembourg and Germany), 20 - 22 rue du Commerce, 1040 Brussels. This chamber of commerce runs a commercial and industrial school to train young apprentices in Belgium, Luxembourg and Germany to become management assistants in firms in the Siemens and AEG Telefunken industrial conglomerates.

Edeco (Echanges en Développement Communautaire/Community Development Exchange), 57 rue de la Madeleine, B-1000 Brussels.

A Belgian association for teachers and researchers set up in 1981 with the aim of promoting the social and economic development of the community. In 1979, the association was involved in the formation of the European Community Development Exchange (ECDE) and has also helped to

organize specialist exchanges, the pooling of experience and conferences on the educational approach to the elderly or long-term unemployed and on the vocational integration of unskilled under-25s in EC and other European countries.

GOM — Limburg (Gewestelijke Ontwikkelingsmaatschappij Limburg), 18 Kunstlaan, B-3500 Hasselt.

This organization's working parties and committees of experts pool their experience and help to run training schemes and programmes in the Meuse-Rhine Euroregion (Belgium, the Netherlands and Germany). See bibliography for further information.

IVVM (Nederlandstalig Instituut voor Voortdurende Vorming van de Middenstand), Britannia House, 30 Jozef II-straat, B-1040 Brussels.

Benelux round-table discussions have inspired new collaborative efforts with the Netherlands, facilitated by similarities in the systems of training for entrepreneurs and continuing training. Real progress has been made on, *inter alia*, the recognition of diplomas awarded to Dutch people by Flemish training centres.

Laboratoire de pédagogie expérimentale du Professeur De Landsheere, Université de Liège au Sart-Tilman, Boîte 32, B-4000 Liège.

This university research institute is developing a method of assessing conventional or multi-media courseware for the training of adults. The research project, funded by Ré-

seau Européen de Recherche en Education et Formation (Reref — European education and training research network), extends to France, Germany, Italy and the United Kingdom.

Limburgs Instituut voor Onderwijs- en -oriëntatie (LI00), 18 Kunstlaan, B-3500 Hasselt.

In addition to the contribution made to the Meuse-Rhine Euroregion through its working party on general and vocational retraining, this institute exchanges documents and works with Dutch research centres on joint projects in the fields of education, the labour market and the development of educational curricula.

Ministerie van Onderwijs, 138 Koningsstraat, B-1000 Brussels; Nationaal Secretariaat van het Katholiek Onderwijs (NSKO), 1 Guimardstraat, B-1040 Brussels.

Bilateral collaborative efforts take place within education, as well as teacher, student and specialist exchanges, the pooling of experience and joint action at the level of international institutions such as the OECD, EC and Council of Europe. Belgium is officially cooperating with the Dutch Ministry of Education and Science to adapt education to economic needs. Teacher exchanges with Germany are organized by the 'Pädagogische Austausch Dienst'. Belgium also has cultural links with a number of countries, which involve exchanges of teaching staff from all levels of education.

Information Sources

Office National de l'Emploi (ONEM) — Rijksdienst voor Arbeidsvoorziening (RVA), 7 boulevard de l'Empereur, B-1000 Brussels.

The national employment office is working with Carl Duisburg Gesellschaft to organize a Belgian/German exchange of trainers from various training institutions.

SAW (Solidarité des Alternatives Wallonnes), 18 avenue Général Michel, B-6000 Charleroi.

This association, founded in the Walloon region in 1981, aims to offer all possible assistance in the management of cooperatives and alternative enterprises, with a view to promoting self-management and the alternative economy. In the field of vocational training it maintains close, practical links with Union des Sociétés Coopératives de Production (union of manufacturing cooperatives) in the French region of Nord-Picardie. It is also represented on Cecop (Comité Européen des Coopératives de Production (European Committee of Manufacturing Cooperatives), which has arranged exchanges of experience with technology transfer, joint actions and specialist exchanges.

Vlaams Centrum voor Volksontwikkeling (VCVO), Visverkoperstraat, 13, bus 2, B-1000 Brussels; Centrum voor Andragogisch Onderzoek, 27/29 Liedtstraat, B-1210 Brussels.

The close links that these two adult education centres maintain with the national study and development centre in the Netherlands have given rise to exchange conferences to improve the skills of community leaders. At those conferences, workers discuss their experiences and difficulties with training and retraining, with the aim of developing a more professional approach to their work with low-skilled adults and young people in Flanders and the Netherlands.

Information Sources

DK

Prepared by:

SEL

STATENS
ERHVERVSPÆDAGOGISKE
LÆRERUDDANNELSE

Rigensgade 13
DK-1316 København K
Telefon 01 14 41 14

Bibliography

Datateknologi i yrkesuddannelsen. En nordisk artikkelsamling (Computer technology in vocational training. A collection of articles from the Nordic countries). Frøyland, Egil (ed.) Nordic Council of Ministers, Secretariat for Nordic Cultural Cooperation. Copenhagen, 1985, 146 pp.

Technology. Computer science. Vocational training. Nordic Council. Scandinavia.

In 1981 the management group for educational cooperation in the Nordic

countries recommended to the Nordic Council of Ministers that research and development work on vocational teacher training should be a priority area within Nordic educational cooperation. The Council of Ministers adopted the recommendation and a study group was appointed and given the task of drawing up a programme for a 3-year cooperation project on vocational teacher-training research and development. The subject of computer technology and vocational training was discussed in connection with this pro-

ject, and a number of computer training seminars were held for the trainers responsible for teacher training.

The collection of articles has been compiled in the form of a handbook for this category of trainers. The main topics in the collection are: Computer technology in vocational training — Aims and methods in computer education — EDP in the Nordic countries today — and, finally, Future prospects and policy considerations in pedagogics.

The NIVU-project. 'Norden i Vækst' (Growth in the Nordic countries), educational cooperation.

Project programme. Nordic Council of Ministers, Secretariat for Nordic Cultural Cooperation. Copenhagen, 1986, 37 pp. + annex.

Economic policy. Employment policy. Educational policy. Research and development. Nordic Council. Scandinavia.

The project programme for the NIVU-project was drawn up by a Nordic planning group appointed in 1985, on the basis of the scheme in the Nordic ac-

tion programme, 'Norden i Vækst' (Growth in the Nordic countries). This programme was produced in accordance with recommendations from the Nordic Council, which desired rather more intensive effort in Nordic cooperation. The programme forms the framework of a campaign in all areas of cooperation under the Council of Ministers — apart from the cultural area — with a total budget of DKR 1 500 million over three years.

However, the sum of approx. DKR 6 million has been set aside in the programme for cooperation within the field of training. The relevant planning ended in December 1985 with the adoption

of a project programme which is intended to function as a general framework programme over the whole three-year period of operation of the action programme, from January 1986 until December 1988. The project is called the 'NIVU-project' (Norden i Vækst, Uddannelsessamarbejdet). Many of the constituent sub-projects involved concern training-planning and vocational teacher training. These subprojects have included, for example, the preparation of a review of Nordic research and development work on vocational pedagogics, updating training of key personnel in certain technician training schemes and the organization of teaching (concerning continuation training for adults).

Information Sources

Det nordiske BRYT-projekt

(The Nordic BRYT-project). The Nordic Council of Ministers' project to break down sex-discrimination on the labour market. Nordic Council of Ministers. Aarhus, 1986, 12 pp.

Equal opportunities. Labour market. Sex distribution. Educational policy. Pilot projects. Nordic Council. Scandinavia.

The highly sex-discriminatory labour market gives cause for concern about future employment for women and for the opportunity for women to participate in and influence future so-

ciological development. It is important, therefore, to continue and develop further the work that is being done in most of the Scandinavian countries on analysing the causes of both horizontal and vertical sex discrimination on the labour market. The purpose of the Nordic BRYT-project is to evolve and try out methods of breaking down the discriminatory labour market, through experimental activity in selected local areas within the five Nordic Member States: The aim is to widen and safeguard women's choice of training and employment opportunities, by means of a campaign conducted within both the educational system and trade and industry. The target groups of the project are

teenage and adult women. Young women are to be encouraged to seek non-traditional training, and they are to be provided with funds — both individually and in groups — which will enable them to take non-traditional training courses and obtain employment within areas that are not traditionally for women. Adult women — in industries where unemployment threatens, for example — are to be given job opportunities within the trades that will provide employment in the future, by being encouraged and having the chance to acquire skills that are in demand. The project is of four years' duration, from 1985 to 1989.

Yrkesutdanning og yrkeslaererutdanning i de nordiske landstruktur og kvalitet (Vocational training and vocational teacher training in the Nordic countries — structure and quality). Report from the 8th Nordic Seminar on the Development of Vocational Pedagogics, 8-12 June 1986, Husavik, Iceland.

Palsson, Jonas; Isaksdottir, Kristrun (ed.). Reykjavik, 1986, 162 pp.

Training of trainers. Training research. Quality of training. Conference reports. Scandinavia.

In June 1986 the 8th seminar on the development of vocational pedagogics

was held in Iceland. The main topics for this conference were:

(i) Main trends in vocational training and vocational teacher training in the Nordic countries.

(ii) Quality of teacher training for higher education.

The report contains contributions and literature from the seminar, and an attempt has been made to summarize in the report the main elements of the various group studies. The groups dealt with the following subsidiary areas: Future prospects in vocational training and vocational teacher training — Technological development and teacher qualification — Interplay between

theory and practice in vocational teacher training — The role and identity of the teacher — Research and development work in vocational pedagogics.

In 1987 the Nordic Seminar on Vocational Pedagogics will be held in Finland.

Information Sources

F

European cooperation ventures in the field of initial training - pupil and student exchanges and joint studies programmes —

National initiatives

Agreement between the Government of the French Republic and the Portuguese Republic group in the field of employment and vocational training

Decree No 86-1384 of 30 December 1986, Official Journal 4 January 1987, p. 152.

Under this agreement signed on 22 October 1986,

■ information is to be exchanged on systems and existing projects in the fields of employment and vocational training in the two States;

■ each party is to place its facilities at the other's disposal with a view to the implementation of projects; there is to be cooperation between employment and vocational training agencies and departments.

Initiatives at the level of training bodies

■ The Association Nationale pour la Formation Professionnelle des Adultes (AFPA — national association for adult vocational training) has launched training for "senior technicians in commerce — export option" for jobseekers under the age of 25, entailing placements outside France and leading to a diploma recognized at European level.

Address of AFPA: 13, place de Villiers, 93108 Montreuil. Tel. 48.58.90.90.

are many and varied. In the field of continuing training, on the other hand, they are still piecemeal and in the early stages. There

Regional initiatives

■ **Le Tour d'Europe des Jeunes** ('Young people's tour of Europe'), set up in September 1985 under the Conseil des Régions d'Europe (Council of European Regions), has been launched by a pilot group consisting of Franche-Comté, Baden Württemberg and the Swiss Republic of Jura. Three- to six-month job placements with employers are to be arranged for Europeans in the 18-28 age group who have not yet worked or who are unemployed. The aim is to help young people decide on their careers by placing them in a succession of jobs while at the same time giving them the opportunity to improve their knowledge of a foreign language. The agency responsible for the project in the Franche-Comté is the Association Régionale pour l'Emploi (ARE), an offshoot of the Council.

■ Eurocreation, Agence Française des Initiatives de la Jeunesse en Europe (French agency for youth initiatives in Europe) is giving technical and financial backing to joint schemes for young people in the 16-30 age group in at least two EC countries, one of which is France. The schemes include training facilities at European level.

Address of Eurocreation: 50, rue Sainte-Croix de la Bretonnerie, 75004 Paris — Tel. (1) 48.04.78.79.

Prepared by:

centre
Inffo

**Tour Europe CEDEX 07
F-92080 Paris-la-Défense
Téléphone (1) 47 78 13 50**

are three types of continuing training ventures:

Address of ARE: 4, square Castan, B. P. 1043, 25002 Besancon Cedex, Tel. 81.83.33.77.

■ Similar Tour d'Europe des Jeunes initiatives have been arranged in other French regions, including Rhône-Alpes, Champagne-Ardenne, Provence-Alpes-Côte d'Azur and Poitou-Charentes. Information can be obtained from the Centres Régionaux d'Information sur la Formation (Carif — regional training information centres).

■ ACEISP (Association pour la Création d'Emplois et l'Insertion Sociale et Professionnelle (Aceisp — Association for job creation and social and vocational integration) is planning an exchange scheme for young people on TUC job schemes (Travail d'Utilité Collective — community service work) within the European Community.

Address of Aceisp: 3 bis, rue Clément, 38000 Grenoble, Tel. 76.96.48.27.

Information Sources

GR

Prepared by:

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΕΘΝ.
ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ
**ΠΑΙΔΑΓΩΓΙΚΟ
ΙΝΣΤΙΤΟΥΤΟ**
Pedagogical Institute
Ministry of National Education
and Religion
396 Messogion Street
GR - Athens 15341

Apostolides L, Doukakes L, Vergeti M,
and others

Techniki Epagelmatiki Ekpedesfi Epi- marfosi-Aspaschotisi

(Technical Vocational Education: Fur-
ther training-employment)
General Secretariat of Youth (Ministry
of Culture)/General Confederation of
Greek Workers
Athens, 1986, 334 pp., unpublished

*Vocational training. Planning.
Training-employment relationship.*

*Basic training. Further training.
Employment. Youth unemployment.
Vocational guidance. Manpower*

This study was sponsored by the Gen-
eral Secretariat of Youth (Ministry of
Culture) and the General Confederation
of Greek Workers and provides in-
formation on the history of vocational
training in Greece and the relationship
of vocational training to socio-
economic development strategies.

After a detailed analysis of the present
Greek vocational education system,

basic and further training mechanisms
outside the formal education system are
described followed by the identification
of present dysfunctions and problems of
vocational training in relation to youth
unemployment.

Manpower planning in relation to a
dynamic system of vocational guidance
and orientation has been included. This
study ends with conclusions and
guideline proposals.

Epitheoressi Symvoulefpikes Ke Prossa- natolismou

(Review of Counselling and Guidance)
Helliniki Eteria Symvoulefpikes Ke
Prossanatolismou (ELESYP)
Athens, 1.1.1986, 123 pp.

*Educational guidance. Vocational
counselling. Upper secondary educa-
tion. Decision making. Methodology.
Vocational teachers. Vocational in-
formation. Greece.*

This new journal focuses on counselling
and orientation and provides a broad
perspective on current developments in
Greece.

The articles include:

- (1) The evolution of counselling and
guidance in Greece in a historical
perspective
- (2) An introduction to the relationship
between 'counselling' and 'guidance'
- (3) Educational and vocational

guidance in the Federal Republic of
Germany

- (4) Peculiarities in the instructional
methodology of school guidance in
high schools
 - (5) Self-awareness and decision making
 - (6) A psycho-socio-pedagogical ap-
proach to guidance
 - (7) Factors influencing the orientation
of highschool seniors
- Case studies and book reviews are also
included.

Information Sources

IRL

Prepared by:



AnCO

The Industrial Training Authority

PO Box 456
27-33 Upper Baggot Street
Dublin 4
Telephone: (01) 68 57 77

Bilateral and multilateral cooperation among the EC Member States in the field of initial and continuing vocational training

Cooperation between EC States provides a valuable opportunity to make contact and share experiences with fellow members of the European Community.

In Ireland the overall development of cooperative activities between States is facilitated through cultural agreements with other States.

Irish Government Policy on Youth, outlined in White Paper (1985), 'In Partnership with Youth: the National Youth Policy' states that the Government is aware of the growing relevance of the international dimension to the social and political education of young people. Exchanges and

educational visits are considered as important ways of promoting greater understanding between peoples of different cultures.

In accordance with these agreements and policies inter-state activities are organized through youth organizations, the Department of Education and other agencies. These include the National Youth Council, which organizes youth activities with EC States and Cooperation North which coordinates activities between Northern Ireland and the Republic. Activities take place between young people in education, community groups, youth clubs, business groups, women's groups and other voluntary groups in a number of EC States.

Cooperative and exchange activities which specifically include initial and vocational training inputs such as the Young Worker Exchange programme are mainly the responsibility of AnCO, the Industrial Training Authority, in conjunction with similar Agencies abroad.

It is planned that the recently established Youth Exchange Bureau will be the designated Irish Agency for the 'YES' for Europe programme. The Bureau will be operated through the National Youth Council and will promote the development of youth exchanges in the European Community.

Bibliography

In Partnership with Youth: The National Youth Policy.

Government Publications, 1985.

Government Policy. Youth. Youth Policy. Youth Organizations. Ireland.

The National Youth Policy seeks to respond to the needs of all young people,

to encourage the active contribution of young people as a creative and dynamic social partner and to involve youth in the management of social change. It brings together the overall aims of policy in respect of young people and supplements other major policies of Government.

Government Publications, Sun Alliance House, Molesworth Street, Dublin 2.

AnCO Annual Report 1984-1985.

AnCO — the Industrial Training Authority.

Annual Reports. Industrial Training. Ireland.

A section of the report summarizes the exchange activities of the Young Worker Exchange Programme.

Information Sources

Cooperation North Annual Report, 1985, Progress and Plans.

Cooperation North, 1985.

Annual Reports. Cultural Policy. Ireland. Northern Ireland.

This Annual Report provides important information in regard to the aims and objectives of Cooperation North. Its range of programmes include youth and education programmes, business programmes, community programmes and public awareness programmes.

Cooperation North, 7 Botanic Avenue, Belfast BT7 1JG.

Cooperation North, Fitzwilliam Court, Leeson Close, Dublin 2.

Anglo-Irish Encounter: Conference on Youth Exchanges.

All Hallows College, Drumcondra, Dublin. 1986.

Youth. Conference Reports. Ireland.

The aim of the Conference was to develop clear, correct ideas and recommendations for the promotion and development of Youth Exchanges. Speakers at the Conference overviewed the existing Youth Exchange arrangements between Britain and Ireland and North-South cross-border (including those for contacts), and finally presented a set of recommendations for Youth Exchanges in the future. The main recommendation is for the establishment of a Youth Exchange Bureau which would coordinate and monitor exchange activities.

National Youth Council, 3 Montague Street, Dublin 2.

Report on Conference on 'Exchange — A Cultural, Educational and Economic Activity'.

Youth. Conference Reports. Ireland.

Youth Community Exchange Trust, 1986.

This report contains details of a number of papers presented at a Conference held in April 1986 on 'Exchanges'. The speakers included representatives from Community-based training workshops in Ireland, and Northern Ireland. The report records the main content of papers presented and ensuing dialogue.

Youth and Community Exchange Trust, The Basement, 30 Mountjoy Square, Dublin 1.

Examples of bilateral and multilateral projects between Ireland and EC Member States

Renovation and restoration of the Irish College, Louvain, Belgium.

This project was jointly undertaken by AnCO and the Department of Economic Development, Northern Ireland. It provided young Irish apprentices with the opportunity to continue their training, while experiencing life and work in another European country.

For further information contact John Deacon, Louvain Project, AnCO, 27-33 Upper Baggot Street, Dublin 4.

European Export Marketing Training Programme

This programme has been jointly developed by AnCO and the Department of Economic Development (NI) in conjunction with the Irish Institute for European Affairs, Louvain, Belgium.

Department of Economic Development, Management Training Unit, 22 Donegal Street, Belfast BT1 2GP.

Community Training Workshop Exchange activities.

AnCO and the Department of Economic Development (Northern Ireland) operate an Exchange Scheme for trainees between Community Workshops North and South.

Young Worker Exchange Programme.

The Department of Labour and AnCO have responsibility for the exchange of young workers programme, which includes modules of vocational training, language training and work experience. Young people from Denmark, Italy, Germany, Spain, Portugal and France have participated in the Irish programme. It is organized by the EEC Affairs Department of AnCO in conjunction with relevant agencies abroad.

Participating groups during 1986 included:

■ Twelve handicapped persons from Italy who spent three weeks in Ireland. Agencies participating included Cork Polio, the Na-

tional Rehabilitation Board and the Rehabilitation Institute in Ireland and Enaip, Italy.

■ Twenty-seven young persons spent nine weeks in France in the area of Hotel and Catering. The group were a mix of Irish, Spanish and English young people. This project was organized by CERT, the State Agency for Hotel, Catering and Tourism, and the Conference of Peripheral Maritime Regions.

Tri-partite Programme for Mastercrafts.

This is a three-year advanced programme for unemployed and redundant crafts-persons. Ireland, France and Germany participate in this programme under the auspices of AnCO and L'Association Ouvrière des Compagnons du Devoir.

Organizations participating: L'Association Ouvrière des Compagnons du Devoir, Fattenhof, Venloer Straße 1203, 5000 Köln 30, Germany. Contact: Herr M B Facique.

Information Sources

P

Zusammengestellt durch:



**MINISTÉRIO DO TRABALHO
E SEGURANÇA SOCIAL**

**Serviço de Informação
Científica e Técnica**

**Praça de Londres, 2-1.º andar
P-1091 Lisboa Codex
Tel. 896628**

Bi- and multinational cooperation within the Community

During Portugal's first year of membership of the European Community several agreements and protocols resulting from bilateral cooperation in the field of vocational training and other cooperation activities were signed between Portugal and other countries within and outside the Community. These activities have primarily affected the policy of vocational training in general, the training of young people and women in agriculture, the transition of young people into employment and management training.

Cooperation with Portuguese-speaking African countries has been increased, par-

ticularly in the training of staff, involving not only operations in Portugal but also Portuguese specialists travelling to these countries to take part in training.

During the year international seminars and meetings were held in Portugal illustrating the nation's experience in vocational training by visual means and discussions. Among the most important events were the following:

■ **International seminar for youth tourism** (6 and 7 June 1986).

■ **European seminar on women agriculturalists in Portugal** (29 and 30 January 1987).

■ **FSE, day conferences — Projects for women** (26 and 27 November 1986).

■ **International seminar 'The transition of youth into employment'** (3, 4 and 5 December 1986).

■ **Conference — Training enterprise managers** (11 and 12 December 1986).

Reports of these meetings may be obtained from SICT.

Information Sources

UK

Prepared by:

BACIE

**British Association for Commercial
and Industrial Education**

**16 Park Crescent
London WIN 4 AP
Telephone 01-636 5351
Telex 268350 ICSA**

Bilateral/multilateral cooperation — The UK position

The United Kingdom's links with other Member States on vocational education and training issues are many and varied. There are a number of formal exchange schemes and a considerable number of *ad hoc* and informal links between the United Kingdom and other Member States on vocational education and training issues. In large measure, however, these are practical in nature and as a result there is relatively little literature dealing with this subject. A number of organizations are actively involved in encouraging this sort of activity and these include:

British Council
10 Spring Gardens
London SW1A 2BN

The British Council aims to promote an understanding and appreciation of Britain in other countries through cultural, educational and technical cooperation. It has offices in 81 countries.

Central Bureau for Educational Visits and Exchanges
Seymour Mews House
Seymour Mews
London W1H 9PE

Founded in 1948 the Bureau is funded by the Education Departments and is the national information office for all types of international exchanges and study visits.

Anglo-German Foundation for the Study of Industrial Society
17 Bloomsbury Square
London WC1

International Affairs Department
Department of Education and Science
Elizabeth House
York Road
London SE1

International Affairs Department
Department of Employment
Steel House
Tothill Street
London SW1

Information Sources

Network members were also invited to furnish bibliographical references to important recent publications in their country. There follow contributions from France, Ireland and the United Kingdom.

F

centre
Inffo

Japon, France, Europe: la maîtrise du changement technologique par la formation

(Japan, France, Europe: the mastery of technological change through training). Formation et Gestion, special issue, 1986, 176 pp.

Publisher's address: 2 avenue Hoche, 75008 Paris.

Technological change. Robotics. In-plant training. Work organization. Personnel management, Workers' participation. Labour relations. Comparative analysis. Japan. France.

This special issue is a compilation of papers given at a colloquium organized by FNEGE on 20 and 21 February 1986 on the subject of mastering technological change through training. Based on a presentation of experience in France and Japan, practitioners and specialists from those two countries tackled three issues in the course of the colloquium:

- the role and place of training in the workplace in a period of technological change;

- the social conditions (participation of all those involved in an enterprise) promoting successful mastery of technological change in that enterprise;

- management by objectives: employment and training in a period of change.

The special issue also includes a bibliographical study of education and training in Japan.

Gérer les savoirs, gérer les qualifications (Managing knowledge, managing skills)

Seminar at Orléans-la-Source on 2 and 3 October 1985

Paris: Ministère des Affaires Sociales et de l'Emploi, Délégation à la Formation Professionnelle (Ministry of Social Affairs and Employment, Delegation for Vocational Training), 1986, 260 pp. ISBN 2-11-001 659-0.

Technological change. Occupational qualifications.

In-plant training. Personnel management. France

This is a collection of papers given at the second research seminar on vocational training, held in Orléans-La-Source on 2 and 3 October 1985. There are three themes:

- Theme 1: new technologies, new forms of knowledge. The social effects of new technologies and the vital need for training. Shopfloor attitudes, local attitudes and vocational training: the case of Alès.

- Theme 2: learning about the workplace, learning in the workplace. The effects of training: learning occupa-

tional roles, the forms of knowledge mobilized by skilled workers as part of their job training, the transmission of shopfloor expertise: the case of 'new recruits'.

- Theme 3: managing skills, managing training. Trends in skills and training strategies in the agri-food industry, personnel management and training strategies in small and medium-sized industrial enterprises during automation, training and the transfer of skills: the example of Thomson's 'general public' section.

IRL

 **AnCO**

White Paper on Manpower Policy, Department of Labour, 1986, Government Publications Office, Sun Alliance House, Molesworth Street, Dublin 2.

Employment policy. Manpower planning. Labour market. Ireland.

This recently published White Paper articulates government policies to improve the effectiveness of the labour

force and to promote equity in the labour market. The White Paper also outlines the proposed organizational arrangements to achieve its objectives.

Information Sources

Report of the First Year of Implementation of the Social Guarantee for Young People.

Youth Employment Agency, 1986, 28 pp.
YEA Carrisbrook House, Pembroke Rd., Dublin 4.

Young people. School leaving. Transition from school to work. Training programmes. Ireland.

This report documents the implementation of the Social Guarantee for early school-leavers in Ireland. Under the scheme the early school-leaver is guaranteed a place on a suitable training

programme for a minimum of six months. Implementation includes the identification of young people eligible for the guarantee and the provision of a suitable training programme. The report provides a statistical analysis of the first year, draws conclusions and outlines issues to be resolved in the future.

The Crisis of Unemployment — A Report on the Crisis of Unemployment for the School-leaver with a Mild Mental Handicap.

National Association for Mental Handicap in Ireland — NAMHI, (5 Fitzwilliam Place, Dublin 2), October 1986, 72 pp.

Youth. Mental ability. Mentally handicapped persons. Employment. Opportunities. Training. Ireland.

This report is a Statement of concern about the impact of the economic recession and technological revolution on job opportunities for school-leavers with a mild mental handicap. Approx-

imately 450 young people leave 'special' education each year, and require training and employment in the open labour market or in sheltered employment. Recent trends indicate a notable drop in the percentage of this group engaged in employment in the open labour market. This report outlines the strategies which need to be adopted to reverse this trend.

UK

BACIE

Education in the Federal Republic of Germany: Aspects of Curriculum and Assessment: An HMI Report.

London: HMSO, 1986, 49 pp. ISBN 0 11 270594 4

Federal Republic of Germany. Curriculum development. Examinations. Training abroad. Evaluation. Secondary schools. Young people: 16-18 year olds.

This HMI Paper is the result of a visit to the Federal Republic of Germany in

1985. Two broad aspects of the educational system were looked at — curriculum and examinations for 16-19 year olds in ordinary schools, and the arrangements for periodic assessment of pupils aged 10-19 throughout the school system.

Ames, J.C. Financial Barriers to Access

Leicester: Unit for the Development of Adult Continuing Education, 1986, 38 pp.

Continuing education. Cost of education. Adult education. Education barriers. Educational needs. Educational financing. Access to education. United Kingdom.

This research report looks at the financial barriers to access to education for adult learners. The paper does not make firm recommendations as to how existing regulations might be amended but rather highlights particular issues that need further investigation.

Cooke, A. Women and Training: Developing A Major Resource.

Bradford: MCB University Press, 1986, 43 pp., ISBN 0 86176 2681

Women. Training needs. Management training. Teaching methods. Equal opportunities. United Kingdom.

In recent years special attention has been paid to the training needs of women. Progress has been made in overcoming some of the problems. This

special issue looks at the activities of the MSC's Women and Training Group, designing effective training for women, awareness training, men and women working together, and single sex versus mixed sex training.

Information Sources

Elsdon, K. T.

The Training of Trainers

Cambridge: Huntington Publishers, 1984, 140 pp., ISBN 0 906 389 07 0

Training of trainers. Teaching methods. Training objectives. Training courses. Training effectiveness. Quality of training. Training research.

Trainer-trainee relationship. United Kingdom.

The book sketches the background of how trainers learn most effectively and describes pioneer work in special trainers' courses. The main part, based on an extensive interview programme, paints a unique picture: here the trainers of trainers, the ultimate learners and the employers speak, describing their own

first-hand experience, evaluating and assessing the effects of these courses, comparing them with others, and making their own suggestions. The book ends with the author's own conclusions about this evidence, about the effects, the effectiveness and the efficiency of such courses, and considers their implications for policy and practice.

Gray, D.; King, S.

The Youth Training Scheme: The First Three Years.

YTS Evaluation Series No 1. Sheffield: Manpower Services Commission, 1986, 64 pp.

Young people: 16-18 year olds. Training policy coordination. Training programmes. Training research. Training effectiveness. Training participation rates. Cost of training. United Kingdom.

The report describes the origins of YTS, its administration, the ideas underlying the design of training programmes, how

the scheme was monitored and quality ensured. It looks at the types of organizations providing training places, the sorts of training provided and young people who joined. In addition the report looks at evidence on the wider impact of YTS on the attitudes and behaviour of young people and employers.

Russell, R and others

Vocational Qualifications in Five Countries

Bristol: Coombe Lodge Reports, 19 (5) 1986, 31 pp., ISSN 0305-8441

Occupational qualification. Skills. Vocational education. Comparative analysis. Training standards. Training abroad. Sweden. France. Netherlands. Federal Republic of Germany. United Kingdom.

This special issue of Coombe Lodge Reports is based on a seminar sponsored by the Department of Education and the Manpower Services Commission which was concerned with a comparative analysis of the vocational qualifications of five countries.

**Venta y suscripciones · Salg og abonnement · Verkauf und Abonnement · Πωλήσεις και συνδρομές
Sales and subscriptions · Vente et abonnements · Vendita e abbonamenti
Verkoop en abonnementen · Venda e assinaturas**

BELGIQUE / BELGIË

Moniteur belge / Belgisch Staatsblad
Rue de Louvain 40-42 / Leuvensestraat 40-42
1000 Bruxelles / 1000 Brussel
Tél. 5 12 00 26
CCP / Postrekening 000-2005502-27

Sous-dépôts / Agentschappen:

**Librairie européenne /
Europese Boekhandel**

Rue de la Loi 244 / Wetstraat 244
1040 Bruxelles / 1040 Brussel

CREDOC

Rue de la Montagne 34 / Bergstraat 34
Bte 11 / Bus 11
1000 Bruxelles / 1000 Brussel

DANMARK

Schultz EF-publikationer

Møntergade 19
1116 København K
Tlf: (01) 14 11 95
Telecopier: (01) 32 75 11

BR DEUTSCHLAND

Bundesanzeiger Verlag

Breite Straße
Postfach 10 80 06
5000 Köln 1
Tel. (02 21) 20 29-0
Fernschreiber: ANZEIGER BONN 8 882 595
Telecopierer: 20 29 278

GREECE

G.C. Eleftheroudakis SA

International Bookstore
4 Nikis Street
105 63 Athens
Tel. 322 22 55
Telex 219410 ELEF

Sub-agent for Northern Greece:

Molho's Bookstore

The Business Bookshop
10 Tsimiski Street
Thessaloniki
Tel. 275 271
Telex 412885 LIMO

ESPAÑA

Boletín Oficial del Estado

Trafalgar 27
28010 Madrid
Tel. (91) 446 60 00

Mundi-Prensa Libros, S.A.

Castelló 37
28001 Madrid
Tel. (91) 431 33 99 (Libros)
431 32 22 (Suscripciones)
435 36 37 (Dirección)
Télex 49370-MPLI-E

FRANCE

Journal officiel
**Service des publications
des Communautés européennes**
26, rue Desaix
75727 Paris Cedex 15
Tél. (1) 45 78 61 39

IRELAND

Government Publications Sales Office

Sun Alliance House
Molesworth Street
Dublin 2
Tel. 71 03 09

or by post

**Government Stationery Office
Publications Section**

6th floor
Bishop Street
Dublin 8
Tel. 78 16 66

ITALIA

Licosa Spa

Via Lamarmora, 45
Casella postale 552
50 121 Firenze
Tel. 57 97 51
Telex 570466 LICOSA I
CCP 343 509

Subagenti:

Libreria scientifica Lucio de Biasio - AEIOU

Via Meravigli, 16
20 123 Milano
Tel. 80 76 79

Libreria Tassi

Via A. Farnese, 28
00 192 Roma
Tel. 31 05 90

Libreria giuridica

Via 12 Ottobre, 172/R
16 121 Genova
Tel. 59 56 93

**GRAND-DUCHÉ DE LUXEMBOURG
et autres pays / and other countries**

**Office des publications officielles
des Communautés européennes**

2, rue Mercier
L-2985 Luxembourg
Tél. 49 92 81
Télex PUBOF LU 1324 b
CCP 19190-81
CC bancaire BIL 8-109/6003/200

Abonnements / Subscriptions

Messageries Paul Kraus

11, rue Christophe Plantin
L-2339 Luxembourg
Tél. 49 98 888
Télex 25 15
CCP 49242-63

NEDERLAND

Staatsdrukkerij- en uitgeverijbedrijf

Christoffel Plantijnstraat
Postbus 20014
2500 EA 's-Gravenhage
Tel. (070) 78 98 80 (bestellingen)

PORTUGAL

**Imprensa Nacional
Casa da Moeda, E. P.**

Rua D. Francisco Manuel de Melo, 5
1092 Lisboa Codex
Tel. 69 34 14
Telex 15328 INCM

Distribuidora Livros Bertrand Lda.

Grupo Bertrand, SARL

Rua das Terras dos Vales, 4-A
Apart. 37
2700 Amadora CODEX
Tel. 493 90 50 - 494 87 88
Telex 15798 BERDIS

UNITED KINGDOM

HM Stationery Office

HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. (01) 211 56 56

Sub-agent:

Alan Armstrong & Associates Ltd

72 Park Road
London NW1 4SH
Tel. (01) 723 39 02
Telex 297635 AAALTD G

UNITED STATES OF AMERICA

**European Community Information
Service**

2100 M Street, NW
Suite 707
Washington, DC 20037
Tel. (202) 862 9500

CANADA

Renouf Publishing Co., Ltd

61 Sparks Street
Ottawa
Ontario K1P 5R1
Tel. Toll Free 1 (800) 267 4164
Ottawa Region (613) 238 8985-6
Telex 053-4936

JAPAN

Kinokuniya Company Ltd

17-7 Shinjuku 3-Chome
Shinjuuku-ku
Tokyo 160-91
Tel. (03) 354 0131

Journal Department

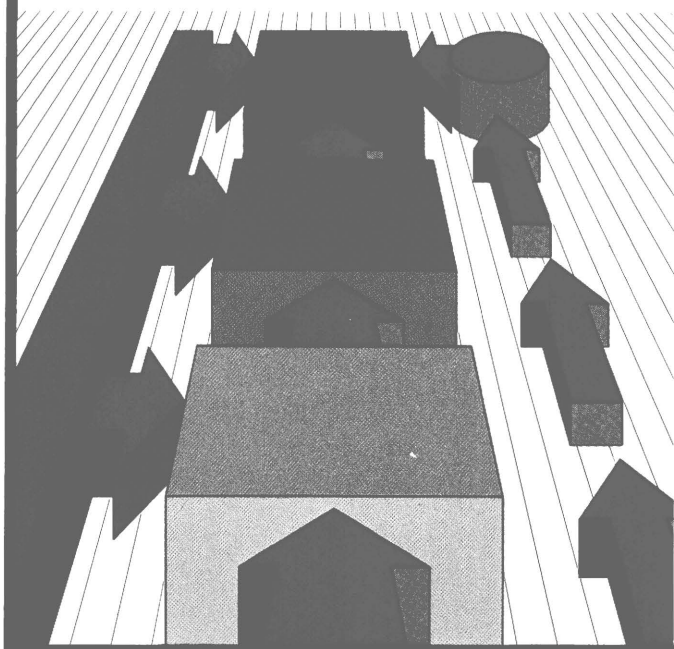
PO Box 55 Chitose
Tokyo 156
Tel. (03) 439 0124

There are no patent answers...

when the vocational integration of unemployed young people is concerned. New, tailor-made projects are needed to

ensure the success of training and employment initiatives.

'Training for everyone'



This is the title of a new CEDEFOP study. — A valuable guide for policy-makers, practitioners and planners for the organization and implementation of relevant programmes.

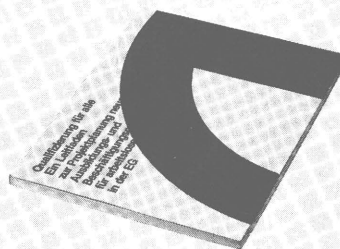
Detailed strategy proposals, critical descriptions of new projects in the EC and a comprehensive information section offer you new ideas and criteria for your decisions and for the development of sound concepts and successful initiatives.

For the last decade, CEDEFOP has promoted and conducted research and has developed an information and documentation service on behalf of the EC Member States and the EC Commission, dealing, amongst others, with youth and work, adult education and training, comparison of qualifications and vocational training systems, and training for disadvantaged groups.

CEDEFOP
European Centre for the
Development of
Vocational Training
D-1000 Berlin 15
Bundesallee 22
Tel.: (0 30) 88 41 20
Telex: 1 84 163 eucen d
Telefax: (0 30) 88 41 22 22

Write to us if you would like to receive this study

'Training for Everyone'



Please indicate whether you are interested in receiving other information on the work of CEDEFOP.



Prices (excluding VAT) in Luxembourg

Single copy	ECU 3.00	BFR 130	IRL 2.10	UKL 1.90	USD 2.80
Annual subscription	ECU 8.00	BFR 350	IRL 5.70	UKL 5.00	USD 7.45



OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES
L-2985 Luxembourg

ISSN 0378-5068

Catalogue number: HX-AA-87-002-EN-C