COMMISSION OF THE EUROPEAN COMMUNITIES

Final summary report

on

The Second European Community

Action Programme (1982-1987)

concerning

The Transition of Young People from
Education to Adult and Working Life

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I. Introduction: the general profile of the Transition Programme

The second European Community Action Programme on the Transition of
Young People from Education to Adult and Working Life was based on the
Resolutions of the Council and the Ministers of Education meeting
within the Council, of 13 July 1982 and 5 December 1985. It was de-
signed to assist Member States to develop their policies for young
people between 14 and 18 years of age [1]. The Programme provided for
pilot projects in more than 30 areas spread across 10 Member States
of the Community, in order to develop, test and extend new approaches
in the field of education and training, which help young people to
become better prepared for their entry into work and adult life [2].

These pilot projects, many of them forming part of wider national pol-
icy initiatives, were designated by the national authorities in con-
sultation with the Commission of the European Communities. With half
their operating costs met by the Commission, they involved hundreds of
schools, vocational training institutes and other institutions, seve-
ral thousand teachers and other staff, and many thousands of young
people [3].

The Programme was not only large in scale, but also thematically wide-
ranging. Particular attention was paid to the problems of disadvantag-
ed young people and those living in disadvantaged areas of the Euro-
pean Community. The projects also made considerable efforts to foster
better co-operation and more partnership between those in the educa-
tion system and those in the world outside it, including industry, the
local community, the social partners and manpower services.

Not all the Programme's thematic aspects can be considered in detail
in this report. The evolution of its working themes was described in
the comprehensive interim report presented by the Commission to the
Council, the European Parliament, and the Economic and Social Commit-
tee in January 1986 [4]. Findings and conclusions from the projects'

work are being reported in a series of thematic publications on specific issues, such as education for enterprise, implementing gender equality, the world of work as a learning resource, teacher training strategies, new approaches to certification, co-operation in the field of guidance, links between schools and industry - to give only a few examples. Illustrative short studies of selected projects have been published in a series of 40 information sheets called "Innovations" 5).

Establishing and maintaining intensive working contacts between individual pilot projects, and stimulating a continuous exchange of experience between them, have been major concerns in the management of the programme throughout its operational period. A series of workshops was organised, each focusing on a specific theme of common concern and involving projects from different Member States, to compare approaches and methods of work and identify common interests. In addition, an extensive programme of inter-project and study visits for project leaders and staff has significantly enhanced exchange and collaboration across national frontiers 6).

This European Dimension was also visible in the work of the group of National Policy Co-ordinators (NPCs), the senior officials designated by each Member State to advise the Commission on the planning and management of the Programme. In regular meetings with the Commission's services they made a vital contribution to the development of a well-balanced workplan for each year of operation, ensuring that it reflected the original policy concerns and priorities of the different Member States in the Programme. The group also provided a forum for continuous exchange on new national policy developments relevant to transition themes, and their implications for the development, analysis and reporting of the pilot projects. In addition, the National Policy Co-ordinators themselves played a valuable role in the transfer and dissemination of ideas and approaches across the Community.

Most of the projects completed their four-year pilot period at the end of the school year 1986/87, though some are continuing until the end

of 1987. In all of them, the last year was focused on drawing conclusions from their work, and disseminating their experience and outcomes. The publication of project and evaluation reports, of teaching and other materials, the presentation of project results at numerous local, regional and national seminars or conferences - all this is part of a broadly-based dissemination process, which began early in the life of each project and will continue in some Member States well into 1988 [7].

At Community level, a series of European conferences was arranged in 1987, each devoted to a major policy area of the pilot projects' work, to present the results of the Programme to senior officials and other decision-makers from the 12 Member States and to discuss their implications for future policy action [8].

The second Transition Programme has formed a major part of the Community's efforts aimed at improving the quality of education and training, and equality of opportunity, for all young people. From its beginning, and throughout its course, bridges have been built to capitalise on other relevant Community initiatives, e.g. in the field of gender equality, in the area of guidance, and action to combat illiteracy and school failure. The Programme has in return provided some significant input to these initiatives. It has also drawn on the conclusions and experience of the first Community Transition Programme (1976-1982), which not only went a long way in identifying common issues in the transition field and developing approaches to tackle them, but also stressed the need for comprehensive, preventive, policies aimed at the establishment of better procedures and systems for transition [9].

The two Transition Programmes have opened a new field for European cooperation in education and training. They formed the first practical attempt to grapple with young people's preparation for working life and their progression from school to training, work and adulthood in a European context and through joint Community initiatives. Experience from both programmes demonstrates and confirms that:

● European co-operation in this field is possible, despite the differences between the systems and traditions, can take concrete forms at a practical level, and can be effectively organised within the framework of the existing institutions and structures;

● a large degree of consensus, convergent policy trends and common philosophy with regard to transition issues emerges within and between the Member States, which can be brought out more clearly and be further developed through joint practical action;

● co-operation and exchange does provide a European "added value" to the initiatives taken by individual Member States. It contributes in a significant way to facilitating joint and cost-effective planning and exploitation of "R & D" - investments in the transition field; and to achieving greater coherence and more consistency in the development and practical implementation of transition policies within the Community.

In this sense, the two programmes not only provided a test-bed for new approaches to tackling the problems of transition, but also offer illustrations of how to translate the European dimension of such initiatives into practical, concrete, terms at grass-roots level.

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The present report provides a summary overview of the main outcomes of the second Transition Programme:

● Section II puts into perspective the changing social and economic context and challenges of the transition process;

● Section III illustrates the responses and approaches developed by the pilot projects, grouped into the Programme's four main theme areas;

● Section IV puts forward the main policy messages derived from the

projects' experience in the form of recommendations and priorities for
further development.

Although self-standing, this report has been designed to be read in
conjunction with the theme reports and other publications listed in
Annex III. One of its main aims is to stimulate and facilitate further
action aimed at implementing more widely the successful approaches
developed through the Programme. In doing so, it is hoped that it will
contribute further to the original aim of the Council's Resolutions
of 1982 and 1985, namely the design of strategies which will bring
education and vocational training policies closer to the needs of all
young people as well as to the evolving requirements of European soci-
ety and its economy.

II. Changes in the transition process

Young people's transition into the world of work and adult life, always a rough passage, is now increasingly complex:

● The combined effect of economic, technological and demographic change on the labour market has been shortage of jobs and much fiercer competition for them. Traditional employment and career patterns have been transformed with fundamental consequences for the individual. The qualities, aptitudes and personal skills now required to enter work, and to progress once in a job, are in many respects unrelated to the aims and methods of traditional education or training.

● Moreover, experience of depressingly high levels of youth unemployment over more than a decade - levels often even worse for young women than young men - have altered the attitudes, aspirations and patterns of behaviour of many young people in the transition age group, and of their families.

● Finally, action taken by governments to combat youth unemployment, particularly the vast expansion of post-compulsory vocational training in recent years, has made a considerable impact on the choices of young people leaving school.

Policies aimed at preparing young people better for working life must also take account of a number of trends in the transition process caused or reinforced by these factors. The most significant are examined below.

1. Prolongation of transition

The period of transition has become longer during the past ten years. Young people spend more time in formal education and training, whether voluntarily or not. Some governments have extended compulsory education, as for instance, in Belgium, where compulsory full-time school now continues up to the age of 16, and participation in part-time education is obligatory up to 18; or in Germany, where in some 'Lander' the statutory leaving-age for full-time education has been raised to 16, while part-time schooling, compulsory up to the age of 18, has been a feature of the education system for a long time. In Portugal, compulsory schooling was recently extended to 9 years, and in Italy and Spain the extension of compulsory education forms part of reforms of secondary education either planned or under discussion.

The general trend in all countries is towards delaying the age of entry to the labour market until nearer 18 or even 19. The introduction of the "baccalaureat professionnel" in France, will, it is hoped, help to bring the proportion of young people holding a baccalaureat qualification up to 80% by the year 2000. The new qualifications available at 17+ in Ireland and the introduction of 2-year youth training in the United Kingdom are other examples. Indeed, in most Member States there has been a vast expansion and diversification in vocational preparation and training, beginning after the first cycle of secondary education. Pre-employment programmes, linked training and education schemes, and many different kinds of work experience and induction programmes have been set up.

These developments have certainly helped to reduce, or contain, the level of unemployment in the 16-18 age group, offering young people at least an alternative to work. They have also generated new challenges for education systems. The extension of compulsory education has accentuated what many have perceived for a long time, namely the need for substantial, even radical, changes in the school curriculum and in the style of teaching and learning, if it is to benefit all young

people, including those with a strong inclination to leave school at
the earliest moment. Moreover, simply staying longer in education and
training does not per se improve a young person's employability or job
chances. In some Member States, e.g. the Federal Republic of Germany,
the difficult threshold for many young people lies no longer at the
end of school but at the end of their vocational training course. Yet
another new problem is the growing phenomenon of "training programme
careers", i.e. young people movinc from one scheme or programme to
another, without finding a job.

These changes have raised many questions about the quality and coher-
ence of educational provision. Initiatives aimed at a genuine and
broadly-based preparation for working and adult life have had to start
with a redefinition of its proper objectives and content. Existing
assessment systems and practice are being reviewed, to improve their
effectiveness in motivating young people and facilitating their pro-
gression through the maze of education and training alternatives into
a job. Finally, closer links between schools and training institutions
are needed to overcome the somewhat artificial and often counterpro-
ductive separation of general and vocational education.

2. Changing characteristics of the transition population

The transition process has not only become longer. It is also marked by a number of changes in the population involved.

Access to work is no longer a problem mainly for those without, or with only minimal, qualifications. Across the whole range of ability, young people now face difficulties in preparing for the rapidly changing requirements of entry into working life. Education for transition has thus to take account of the needs of a much wider "client" group than in the past. New policies now being applied, which aim at much wider or even universal participation in education up to 18, add to this complexity by extending the age-range of the target population.

Unemployment was already biting when most of the young people now in secondary education began school. They have been brought up in a period in which lack of work, in particular for the young, is clearly perceived as the single most urgent social problem to be solved. Yet most people still tend to agree that uncertainty about the future supply of work is going to persist. This experience has changed the attitudes of some young people towards schooling, provoking a loss of motivation, and altering their values and aspirations. But it also leads many others to become more demanding, and to claim more scope for self-initiative, co-determination and negotiation in planning their future.

The difficulties facing young people in the transition process are not only limited to education, training or job issues. Social problems like bad housing, bad health, low or no income, unstable family situations, drugs; cultural issues related to the integration of ethnic minorities; and personal and developmental problems in growing from adolescence into adulthood, - all these are often inseparably mingled with them. Education aimed at preparation for adult life must take some account of these factors, for instance through the kind of relationships, the choice of curriculum, and the kind of guidance which

it offers to young people.

A further, quite different, change in the transition population has begun to take effect: the shrinking numbers of young people. First it was primary schools, now it is secondary schools which face falling enrolments. By the year 2000, the 15-19 age group in the Community will have declined by 25% on average, but by as much as 40% or even more in some Member States. This is already affecting the size of schools and the number of teachers being recruited, and is one of many factors which have depressed teachers' morale in some Member States. It is a change which calls for particular efforts in the field of in-service training, as well as imaginative action to try to keep the range of education choices open to young people.

All these changes have meant a new climate in secondary education. In the schools, the effect has been a push towards putting the student more at the centre of the teaching/learning process. The challenge is to stimulate re-thinking of the use of the school and its resources in terms of what they can do for her/him, instead of how young people can be fitted into what the school-system has decided to offer.

3. The diversification of the transition process

Many of the broad, well-known, avenues of the past, leading from sch-
ool to work, are now overgrown and replaced by a multitude of differ-
ent paths through the transition stage. The transition process has be-
come more diversified, at least for boys or young men. Generally young
people are faced with more choice, but also greater uncertainty about
which particular choice is the best for them. Options formerly picked
primarily by the less well-qualified have become attractive for the
better qualified too, not necessarily by inclination but for their
better job prospects or the financial support they may provide. Inc-
reased efforts are made necessary to help the lower-attaining stu-
dents, to safeguard their competitiveness.

Furthermore, the traditional model, which implies that successful
transition means settling down in a stable job straight after leaving
school or training has been overtaken by a new reality. New forms of
employment, including part-time and contract work, self-employment and
work in co-operatives, job sharing and temporary employment, partici-
pation in job-creation programmes and voluntary work in the local com-
munity - all these have become more important. These new patterns of
employment frequently offer possibilities for combining work with fur-
ther education and training, - a highly desirable development.

Young people need encouragement and help to become more "entrepreneur-
ial" in exploring these new opportunities. Policies aimed at a better
preparation for working life must therefore enable them to gain great-
er breadth of experience, through the nature of the school curriculum.
They must foster their motivation for further education and training
by developing the use of teaching and learning styles through which
all young people can experience success. Personal and vocational guid-
ance, whether provided by external services or the schools, has to re-
flect the new diversity of transition channels. Last, but not least,
efforts need to be intensified to obtain the co-operation of parents
in helping young people to make their choices.

4. Changes in the distribution of opportunities

The unequal distribution of wealth and opportunity, within and between different parts of the Community, has worsened in recent years, partly because of the long-lasting social effects of high levels of unemployment, partly as a result of structural changes in the economy. Large numbers of young people are affected. Some Member States have areas in which youth unemployment is as high as 70 or 80%.

Unless positive action is taken in education and training policies, the trend will be towards a society in which young people become more polarised into those who obtain good, marketable, qualifications and the unqualified, or nearly unqualified, whose job prospects get continuously worse; into those who can rely on the financial help and security of their parents, and the others, whose range of education and training choices are limited by the income level of their families.

In nearly all Member States there are marked regional disparities affecting individual chances in the transition process, - disparities reflected in the availability of a variety of training places and of jobs; in the quality and accessibility of guidance services and up-to-date information; in the level of equipment, staff and other resources of schools; and in the standards of transport and other public facilities. For such areas, Community, national and regional economic re-development policies cannot do everything; schools, education authorities and local communities also need to review whether they are making the best use of their resources, and consider alternatives which may lead to new, positive, developments.

Sectoral disparities also play an important part. Many migrants and young women have limited choice, and are channelled into training in vocational fields with poor prospects, or go into the weaker sectors of the labour market, on poorly paid and precarious jobs. Thus, from the start of their career, they face high job instability, and have

to rely frequently on family or other support. These young people have
a special need for extended guidance help and tutorship, not only
while they are still at school but also in the period after they have
entered the labour market and/or vocational training.

5. The increasing significance of the local dimension

The decline of major labour-intensive heavy industries all over Europe, and their replacement by new capital-intensive, automated firms have led governments to put more emphasis on local (or regional) initiative, and small-scale enterprise, as a source of new jobs. In parallel there is also a move to reinforce the local (or regional) dimension in education and training. Lessons have been learned from negative experience in the past years, where new training programmes have sometimes been set up without proper regard to the local economy's growing or declining needs for particular vocational skills; and from positive experience with successful programmes which have meshed into local development and employment opportunities.

In the vocational training field, employment and economic pressures have impelled schools and teachers to be more outward-looking and responsive to the needs of firms and development needs and prospects in their area. Established links of this kind in sectors such as metal, textiles and agriculture are being extended; and vocational schools/colleges are becoming more active in marketing or publicising their training capacity as part of the local development effort.

More generally, many educators see a long-term and long-standing need to open schools of all types, and at all levels, to their local communities, including not just parents and people from the neighbourhood but all kinds of creators of wealth, services or jobs in the locality, as well as those concerned with its cultural and spiritual welfare. Such new approaches to local partnerships with economic and social organisations and individuals have demonstrated their value in a number of ways. They contribute to opening up new resources for schools; to new opportunities for young people; and sometimes even to new prospects in local development.

To implement an outward-looking strategy focused on local needs, schools and training institutions usually need to adopt a new style of

management and internal organisation. Policies to generalise this app-
roach will therefore have to begin by ensuring the necessary degree
of flexibility and autonomy for them.

6. Policies to promote gender equality

The need for stronger action to implement equality of opportunity for girls and young women, in all sectors and at all levels of society, has been reiterated in many government statements in recent years. A number of Member States have adopted policies and action programmes in favour of equality and positive discrimination.

Despite these efforts there has been very little real change in the distribution of opportunities between young men and young women. A few women have made important strides within the past 10 years, with increasing numbers employed in professional, administrative and technical posts and in managerial positions. But the majority are still concentrated in traditional occupations and in low-paid jobs in low-paying industries. The gap between men's and women's earnings remains.

Such inequality is not only unacceptable: it is also economically unsound. Within the next 10 or 15 years the working population will significantly decrease in many Member States. Already, training opportunities in some sectors of the economy, particularly in the craft field, are not being filled because of a shortage of applicants, and small and medium-sized firms report increasing difficulties in finding trained workers. Without stronger participation of women in the workforce, at all levels, these problems will get worse.

If young women are to play an equal role in a technology-based economy in the future, they need to become familiar with the world of technology early in their school careers. But in fact, despite a lot of effort to introduce equal treatment in education and training, girls tend still to make the same sort of educational and vocational choices as always, opting in greater numbers than boys for general rather than technical subjects, pure science rather than applied science, and shorter vocational courses rather than apprenticeships. Generally, they restrict themselves to a very narrow range of careers, many of which offering poor employment prospects or are contracting as a re-

sult of the introduction of new technology.

Because change in this field is so slow, and de-stereotyping takes so long, positive action needs to be pushed energetically at all levels of education: to change attitudes, to raise the awareness of all those involved in education and to encourage girls to make full use of the opportunities available. It also has to recognise the fact that in many ways the transition problem is even more complicated for girls than for boys, since marriage and/or having children are additionally important for them when it comes to making educational and occupational decisions.

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These were the pressures and challenges to which the second Transition Programme aimed to respond, calling for substantial changes in the way schools perceive their role, organise their work and relate to the outside world. The six 'priority points' in the Resolution setting it up provided guidelines on the type of action and pilot projects which should participate in it. But individual areas and schools were naturally free to select between these priorities as they judged most effective in their particular circumstances.

Most of them implemented a broadly-based programme of action, rather than single and isolated initiatives, concentrating on the 14-18 age group and particularly, though not exclusively, the final years of compulsory education. In doing so, they provided a fund of experience for the formulation of strategies aimed at helping schools and training institutions at large to play a more innovative and developmental role in the transition process, and to use their resources in more creative and effective ways.

III. Responses by the pilot projects

In deciding the nature of their programmes, most pilot projects did not limit themselves to developments aimed at changes in particular subjects, or a single aspect of the curriculum or the functioning of the school. The majority adopted a more global philosophy, reviewing the various facets of their approach to young people's transition as a whole. As a result, the presentation of their main outcomes in this report does not follow the structure of the priority points or themes of the Resolution. It has appeared preferable, instead, to group the results under four broad fields of action, which emerged from the projects' work.

These four fields of action can be summarised as follows:

● forging closer links between schools and the economic world, including the development and implementation of more varied forms of work experience, the use of the world of work as a learning resource, and initiatives to foster a more pro-active and "entrepreneurial" spirit amongst young people and in the schools;

● action to meet new needs in the field of guidance and counselling;

● action designed to combat failure and to provide fairer opportunities to lower attaining and disadvantaged young people; and

● action to help teachers to cope with the new tasks and new roles they have to fulfil.

The policy implications, for the wider implementation of such action, are considered later, in Section IV.

1. Closer links between schools and the economic world

Closing the "gap" between education and the outside world, in particular the world of the economy, was a major concern for almost all pilot projects. The projects saw this as their direct response to what many policy-makers in Europe now see as the biggest challenge for secondary education: to raise the quality of education and training at all levels of the future workforce, and reduce the number of unqualifed, in order to increase economic efficiency and competitiveness and keep up with the pace of economic and industrial change, accelerating under the impact of the new technologies.

Individual pilot projects' responses took many different forms, most of them centred on reviewing the curriculum (the content and organisation of courses) and methods or styles of teaching and learning, adapting them to reflect more economic and technological objectives and to take account of local and regional economic development. This meant giving much more attention to the pre-vocational dimension of compulsory education, in the sense of helping young people to gain knowledge and experience of the world of work, and of their social and economic environment. It also meant secondary schools and vocational training institutions developing new forms of co-operation with industry.

The wider use of work experience and the introduction of enterprise education

Work experience: Work experience schemes, in the traditional sense of short "taster" placements in a firm, are an established part of the school systems of some Member States. A new development is the more diversified and more differentiated use now being made of them, to support a wider range of educational objectives. The pilot projects demonstrated the value of work experience schemes for various purposes:

● to develop vocational knowledge, skills and attitudes and to enhance motivation; e.g. projects in Belgium (B 2), France (F 9 and 12), and Greece (GR 13, 14), in Modena (I 22a) and Biella (I 22b) [10];

● to support vocational and educational guidance; e.g. Denmark (DK 3 and 4), and France (F 11), in Kassel (D 7) and Rotterdam (NL 25);

● to enhance personal development and communication skills, and to provide part of social education; e.g. in France (F 9), in Manchester (UK 27), Castlemilk (UK 28) and Northamptonshire (UK 30).

In fact, most of the 30 pilot projects were concerned with one or other of these uses. In some projects, clear operational models of how to implement one or more of these objectives were developed, together with a variety of materials related to them [11].

Many projects stressed the need to integrate work experience schemes properly into the rest of the curriculum, whether as part of a separate subject, through a cross-curriculum approach, or in the form of project work. For instance in Shannon (IRL 18), work experience of various kinds forms an integral part of the new, alternative, 16-18 courses, which lead to the proposed new upper secondary Senior Certificates [12].

All the projects concerned highlighted the importance of developing co-operation between teachers; the need for flexibility in the time-table; and the need for support from the school management.

Great interest was generated in the use of a sequential or "phased" model - similar to approaches to be found in Germany - in Aalborg (DK 3) where work experience placements of different lengths and with different objectives were combined to form an integral part of the curriculum in the three final years of compulsory education [13].

Placements in firms in the neighbourhood of the schools are not always possible. Other methods to provide some form of experience of the

world of work can be used, either to complement placements or on their own. A number of projects - e.g. in Duisburg (D 8), Dublin (IRL 16), Shannon (IRL 18), and Val d'Elsa (I 20a) - developed simulated work experience, some using business games, others work projects in the local community or training workshops (in vocational institutions or colleges), and involving the support of "professionals" from outside the school. In Dublin, the project set up a "work exploration centre", to support curriculum initiatives in a group of inner-city schools aimed at developing young people's social and vocational skills through practical learning [14].

Many projects reported on the positive value of a work placement on demotivated young people and for the re-integration of early drop-outs, provided it is carefully prepared and followed up, and forms part of a wider curriculum approach. Some would go as far as to propose that work experience should be included in all young people's preparation for working life for its contribution to their personal development.

Enterprise education: The concept of "enterprise education" was virtually unheard of at the start of the second Transition Programme. It is now being developed in a number of countries, where the idea of schools teaching "enterprise" is rapidly gaining ground. The Programme has contributed to this rapid dissemination.

Education for enterprise is not a new "subject", nor is it limited to specific subjects. The term is used to describe a new set of activities in education and training aimed at fostering young people's creativity and influencing their behaviour in such a way that they show more initiative and play a more active and independent role in determining or negotiating their own future. It means an approach to change pupils' passive expectation of employment into a more dynamic attitude, directed to finding or creating one's own job, through an introduction to the world of business, self-employment and small firms.

Most of the pilot projects in Ireland, Italy and the United Kingdom

worked on this concept, and the approaches developed by them have been taken up in various ways by projects in other Member States [15].

The most common approaches to enterprise education involve the setting up of "mini-enterprises", i.e. small, school-based businesses run by the students, or the use of school co-operatives. They offer real, though controlled, experience of the whole process of designing, manufacturing/delivering and marketing a product or service, and of management, role differentiation and group-work in a business. But many other forms have also been successfully tried out, including student projects, e.g. in France (F 11) or Italy (I 19b); the provision of services to the local community, for instance in the Greek LINK project (GR 15); or contract work for firms, e.g. in Modena (I 22a), or in some (vocational) schools of the French F 9 project, which have twinning arrangements with local enterprises.

Education for enterprise can be, and preferably should be, fully integrated into the school curriculum, as in Galway (IRL 17), where a one-year course was introduced for 15-18 year olds in secondary school to develop creativity, resourcefulness and entrepreneurial skills [16]. But it can also be an extra-curricular activity, e.g. the co-operatives set up by young people in some lower, and upper, secondary schools in several Italian pilot projects [17].

The broad range of experience in the pilot projects illustrates that enterprise education is a promising approach, capable of application in many forms according to the local context. It can significantly contribute to personal and social development, as well as to the economic knowledge and skills of all students, including those not likely to achieve great "academic" success. An unusual and telling example can be found in the TRAWL project in Northern Ireland (UK 26), where a secondary school for pupils with learning difficulties successfully introduced an enterprise education project to promote initiative, independence and self-confidence in girls aged 14-16 [18].

The projects have helped to confirm that enterprise education is a

valuable framework concept for developing this kind of learning oppor-
tunities, based in the school and in the outside world. They have
shown the need to involve "professionals" and other adults as consul-
tants in such activities, and not just teachers. One approach to this
way is the use of the "talent bank", developed in Shannon (IRL 18),
an inventory of people willing and available to offer their personal
help, which proved particularly helpful to the project schools. In
Ireland, where the enterprise movement has now gained national support
and recognition, the local branches of the Bank of Ireland offer their
services too, as agents for local expert support, and providing fin-
ancial and administrative guidance and some limited funding (e.g. to
mini-enterprises).

Last but not least, enterprise education programmes - particularly in
rural, non-industrialised areas such as in Avellino (I 21b), Calabria
(I 19a), Sassari (I 19b), Powys (UK 29) or the Greek AGRO project (GR
13) - have enhanced awareness of the important role of schools and
training institutions as a resource for stimulating economic develop-
ment.

School-economy links and curriculum change

Over and above these two specific developments, the call on schools
to become more outward-looking and to open up to their environment
also stimulated a range of other innovative actions in the pilot pro-
jects. These took the form of broader changes to the curriculum, or
the introduction of new learning activities related to it. Creating
links with the world of the economy, and contacts with industry, were
seen as major aims of this kind of change. They also often provided
the resources required for it [19].

As noted already, most of the pilot projects saw as their point of en-
try to curriculum development, in the field of compulsory and general
education, the need to provide all young people with an introduction
to the world of work, in some realistic but manageable way. Work ex-
perience and enterprise education programmes, as described above, were

the first priority and a central part for some projects. But various other approaches were developed which can be grouped under the following headings:

● The introduction of a new subject or course, involving links with local industry as one of its features.

Apart from the new programmes in Galway (IRL 17) and Shannon (IRL 18) already mentioned, work-oriented courses were also developed by the Rijndelta project (Rotterdam, NL 25) and are now being implemented, on an experimental basis, in most of the 12 Dutch provinces [20]. In Scotland, a new course was used by the Castlemilk project (UK 28). It now forms part of a transition curriculum for students in comprehensive schools, age 14-16, to develop their social and vocational skills. It provides experience-based learning (covering the three areas of home, community and work) and is assessed as part of the new Scottish Examination at age 16 [21]. In the German pilot projects, school-industry links were further developed within the framework of "Arbeitslehre" (Teaching about the world of work), which is part of the curriculum of lower secondary schools throughout Germany, and is increasingly being extended to other types of secondary schools [22].

● A cross-curriculum, or "infusion" approach.

This approach does not imply any change to the number of subjects, or their place in the timetable, but aims at introducing various ways of teaching about the world of industry and work into some (eventually all) existing subjects. Examples can be found in most of the Italian pilot projects, and in the comprehensive, school-based, curriculum review project in Northern Ireland (TRAWL, UK 26). The cross-curriculum approach is now in widespread use in many parts of the United Kingdom, where techniques have been developed by the SCIP programme (School Curriculum Industry Partnership), to help schools implement it [23].

● The project approach, using topic- or problem-centred learning situations.

This approach, now common in many secondary schools, provides a natural means to introduce learning about the world of the economy, and

contact with industry or the local community, into pupils' activities.
The majority of pilot projects in the Transition Programme used the
"project" concept, for school-based or off-premises experiential lear-
ning and for extra-curricular activities. Their experience has confir-
med the importance of inter-disciplinary and inter-subject co-opera-
tion between teachers as an essential factor for success with this
approach.

Particularly close and specific links with industry were established
by those pilot projects which worked in the field of vocational educa-
tion. The F 9 project, which explored the use of work experience to
support the curriculum of vocational schools in 6 'Académies' of
France, saw the development of active reciprocal relationships between
these schools and firms as a major benefit of the process. Close co-
operation between teachers and industrial tutors resulted in a real
partnership, in which the firms played the role of a "pedagogical
annex" to the schools. The Flemish project (B 2), in the Provinces of
Limburg and West Flanders, developed a new type of sandwich vocation-
al course for school-leavers. Some of its most innovative features lay
in the successful co-operation achieved between the vocational train-
ing institutions (technical schools) and firms, in the design and imp-
lementation of the course; its direct responsiveness to local needs;
and the new methods of course-marketing [24]. Arrangements for sharing
equipment can be of great help to bring training up to the latest
standards of technology, as in Kortrijk (B 2), where firms have loca-
ted laboratories, new machines and operators in a technical school,
using them for their own purposes as well as making them available for
the school's training programmes.

The main obstacles faced by the projects in developing a more outward
looking curriculum, with strong links between schools and industry,
lay in the rigidity of regulations governing the centrally-set curri-
culum (in some Member States), the lack of flexibility in the time-
table and management of the school, and the problem of formal recogni-
tion of new courses or extra-curricular activities in the examination
and certification systems.

Local support and enabling structures

Linking mechanisms: Co-operation between schools and their environ-
ment does not have to depend on formal links or local co-ordination
structures. In a number of pilot projects, individual schools and
training institutions had sufficient freedom to manage their own af-
fairs, to be able to create an interactive working relationship with
external partners in their area, using their own initiative without
recourse to outside administrative help. A good example is the use of
local liaison groups in Shannon (IRL 18) - i.e. informal local net-
works of external people willing to lend their skills, and their time,
to help "their" schools.

But administrative support and more formal structures for co-operation
and co-ordination have proved highly effective, and in some projects
indispensable, to promote school-industry links, or to cope with some
new tasks which cannot be fulfilled by the individual school. The for-
mal encouragement, by the French government, to individual schools and
firms to sign twinning agreements, has given a nationwide boost to the
development of partnership arrangements, and was of great benefit to
the wider use of work experience in the F 9 project. In Kassel (D 7)
the regional co-ordination centre for work experience has become the
essential mechanism for finding opportunities for placements, and
matching supply and demand for them.

Some projects have set up new types of co-ordination centres or "agen-
cies" with a wider brief to support and promote links between the sch-
ools and the world of work. Their scope is not limited to purely ad-
ministrative, or co-ordinating tasks, it also includes practical con-
tributions to curriculum development, information and guidance initia-
tives or help with special teacher-training. One particularly interes-
ting example is the School Contact Committee in Aalborg (DK 3), an in-
formal body for co-operation and action on any aspect of school-trade/
industry contact, working through the existing agencies and, especi-
ally, the guidance counsellors [25]. In the Netherlands, a "Contact-
centrum Onderwijs-Arbeid" (COA, School Employment Liaison Centre) has

been set up since 1982 in each of the country's 12 provinces. Two of these centres provided the structures for the Dutch pilot projects in the Transition Programme (NL 24 and 25), piloting new approaches to the improvement of work experience schemes, the co-ordination of guidance, and information [26]. In Modena (I 22a) the new "Agenzia scuola-mondo di lavoro" (School-World of Work Agency) has worked successfully to help students and teachers to develop, maintain and exploit links with the world outside the schools and training institutes [27]. A similar approach was also introduced in Belgium, where a local centre ("Transvia") was established by the Saint Ghislain project (B 1).

The legal status of the new centres varies, but they are generally set up with support from the education authorities and local or regional industry, for instance from Chambers of Commerce or professional associations. It has become evident, from the experience of the pilot projects, that these agencies can play a vital role in actively stimulating and co-ordinating links between the various partners at the local or regional level, in creating new learning opportunities for young people and in promoting a spirit of partnership.

Action by firms, trade unions: Many pilot projects felt that a stable school-industry partnership should ideally be seen to be of benefit to both partners, and not produce a situation in which one of them was always the "giver", and the other always the "receiver". It was held equally important that co-operation involve both sides of industry, employers/firms and trade unions. Firms and trade unions should therefore be encouraged to take initiatives of their own, from their end, to establish links with schools. Some positive examples can be found in the Transition Programme and elsewhere [28].

The local community, and parents, as resources: Pilot projects from all Member States also emphasised the valuable role of the local community as a resource for experience-based learning, over and above links with industry. A number of projects were actively concerned with dovetailing the work of their schools into the life of the community, using different approaches such as placements, project work, open

days, drama presentations, travelling exhibitions, or offering their
premises and equipment to adults and institutions in the local area.
In Greece, for instance, a variety of extra-curricular school-commun-
ity linking activities were developed in several schools in the LINK
project (GR 15), which forms part of a national programme to introduce
a new type of unified upper-secondary school, for pupils aged 16-18.
These activities build on the resources of the school, and the social
and economic needs/opportunities of the local community, and contri-
bute to the curriculum, as well as to guidance and community educa-
tion [29]. Similarly, the Northamptonshire pilot project (UK 30) deve-
loped ways to enable students to learn by working in the community
alongside adults, and at the same time to strengthen the schools' con-
tribution to their environment [30].

Other projects in Denmark, France, Germany, Ireland and the United
Kingdom stressed the important role of parents as a resource [31]. Ex-
amples can be found in the Venissieux project (F 10) and the Northamp-
tonshire project (UK 30), which had as one of their aims to associate
parents more actively in the education of their children, especially
the parents of lower-achieving pupils. The schools developed ways to
create a new climate, provided new kinds of parent evenings, brought
parents into advisory groups, and involved them actively in curriculum
activities [32].

Links between schools, industry and the wider local community, as des-
cribed above, also had a positive impact on the projects' activities
in the field of educational and vocational guidance, and on staff
development and in-service training for teachers. These aspects are
considered in Sections III.2 and III.4 of this report.

2. Improving educational and vocational guidance

Offering opportunities to all young people to acquire relevant knowledge, skills and personal competencies is one pillar of their preparation for working and adult life; enabling and helping them to use these qualities for making informed educational, vocational and occupational choices, and for developing a dynamic perspective of their own future - i.e. guidance - is the other pillar. The two are inseparably connected. Guidance - understood in these terms, and as seen by the pilot projects - goes far beyond the provision of up-to-date information on careers and jobs, or help to find a placement. It involves opportunities for active learning and personal experience, and should help put into focus the personal and social future of the young person, not only his/her future work.

In the Transition Programme, there was a noticeable trend towards giving the guidance process a more central place in the work of the school. The pilot projects saw guidance as an integral part of teaching and learning; as a process which had to continue beyond school; and as a process requiring the active involvement of other partners and some inter-institutional co-operation.[33] The functioning of national guidance systems as such, and of the various specialised agencies in them, are not considered in this report, but a concise review and analysis of them can be found in a separate study recently published for the Commission [34].

Implications for the curriculum: active learning

If guidance is to be linked to the whole teaching and learning process in the transition period, it must in practice be integrated into the curriculum. Different approaches were developed by projects with this in view: introducing guidance as a separate subject or course, drawing on various disciplines; or making it a part of several subjects. Most of the activities and curriculum provision aimed at links with industry or the use of the wider world outside the schools as a learning

resource (described above in III.1), had an explicit guidance objective, and have proved of value, e.g. work experience schemes, particularly those using a "phased" approach, or enterprise education programmes. They form essential elements, but not the complete answer to the need to strengthen the guidance process in a school.

The most important factor was seen to be the emphasis to be placed on promoting young people's autonomy, their self-awareness and their capacity to plan their own future. Above all, this meant for the pilot projects a shift towards more active and participative forms of learning across the whole curriculum, using a variety of learning places and a range of methods (e.g. simulations, role-plays, group and project work); enhancing students' ability for self-assessment; and developing more adult pupil-teacher relationships. This was reflected in the work of the French project (F 11) which involved 60 selected orientation and information centres in developing new approaches to their task of supporting the guidance process in schools. The materials which the project developed covered aspects like self-awareness, knowledge of the world of work and planning one's future, and were designed as flexible units for joint use by teachers and guidance counsellors [35]. Other projects - especially in Denmark, Ireland, Italy and the United Kingdom - provided other examples of how the content and style of delivery of the curriculum could be adapted so as to contribute to meeting the guidance needs of young people.

A particularly comprehensive approach was introduced in Italy, emphasising the need to link young people's aspirations to the economic potential of their "territory" (region), and to develop their autonomy and stimulate their sense of initiative as a resource for growth in the local area. In all eight Italian projects, the schools were invited to explore how to participate in, and contribute to, the economic welfare and development of their area. Drawing on a number of different subjects, as well as extra-curricular activities, they set out to enhance young people's understanding and experience of the particular economic and cultural features of their region. One of the main objectives in this "territorio" approach was to develop in the students,

both boys and girls, a greater awareness of, and a more positive atti-
tude to, the possibilities of work in small firms and self-employment.
Special curriculum materials were produced for lower and upper secon-
dary schools, to support this process and to disseminate it more wide-
ly [36].

Though strongly advocating the need for guidance to be seen as an in-
tegral part of the curriculum, some projects warned against treating
it simply as a vague "overarching" principle. They argued, from their
experience, that guidance should have a clear, identifiable place in
the school's curriculum. In their statements about their curriculum,
schools should therefore include a clear account of their procedures
or approach to providing guidance, especially on how they handle the
needs of weaker pupils.

Continuity beyond school

Follow-up guidance for all young people who have left school - but es-
pecially the low-qualified, or young migrants who may suffer from cul-
tural discrimination - was a strong focus in some pilot projects. It
reflects a growing concern, in a number of Member States, about the
need for continuing advice and tutorship of those young people who
have not been able, for whatever reason, to enter post-school training
or work. These young people are difficult to contact, once they have
left school, and their guidance needs generally extend beyond the
question of vocational or occupational choice, to a broader range of
personal and social problems.

The pilot projects concerned with these issues therefore stressed the
importance of avoiding a break in the continuity of personal contact
to these young people at the point of leaving school. Schools in the
two Danish projects (DK 3 and DK 4) developed their approaches in the
framework of national regulations for follow-up guidance. Generally
the guidance specialists of the 'Folkeskole' (compulsory school) have
a responsibility to maintain contact with students after they have
left school, several times over the period until they have reached

the age of 19 or have entered a post-compulsory institution which then
takes over the guidance responsibility. Since the guidance specialists
work part-time in the school and part-time outside it in the local
community, and because they work closely together with the class-tea-
chers, this system helps to identify potential problems at an early
stage, and offers other continuous and coherent guidance support.

Similar approaches were successfully introduced in Germany (D 5 and
D 8), where special guidance teachers offered advice and personal sup-
port to young people, in particular to potential low-achievers and
young migrants, during their last years of full-time compulsory educa-
tion, following them through for some time in the period thereafter.
They liaised with the providers of post-school opportunities, to find
solutions suited to the needs of the individual young person, and co-
operated closely with the local careers counsellors of the national
employment agency (Bundesantalt fur Arbeit). In Duisburg (D 8) it has
thus been possible to set up a coherent and comprehensive support
structure, covering a large part of the region.

Different approaches were explored by projects in other Member States.
Recognising that many young people distrust schools, and teachers in
them, the Luxembourg project (L 23) established a network of locally-
based social/youth workers (and specific training for them). These
"Transition Tutors" operated outside the schools but in close contact
with them, as well as with training institutes, local youth services,
industry and authorities [37]. In another example, the "Outreach Cen-
tre" run by the Dublin Inner City project (IRL 16), community-based
second-chance programmes were offered, which combined guidance with
social and vocational preparation in an informal, non-school environ-
ment [38]. Similar developments were also to be found in Venissieux
(F 10) and Kassel (D 7).

Co-operation with formal and informal providers in the local community

The greater emphasis placed on guidance at the school level does not
imply that schools carry the exclusive, or main, responsibility for

guidance. Their new efforts will have little effect unless the schools
develop a strong commitment to co-operation with the other partners
in the guidance process. In hardly any other area of transition work
is the need for co-ordination more obvious than in the guidance field,
where a multitude of providers operate in parallel, including public
and private specialised agencies, guidance and careers services inside
and outside the education system, parents, youth services, education
and training institutes, firms, and organisations in the local commun-
ity. Many young people, and teachers, find it difficult to see their
way through this bewildering complexity.

The pilot projects tackled this problem on various fronts. The 60 in-
formation and orientation centres participating in the French F 11
project (which form part of the education system but are based outside
the schools) concentrated on developing a more interactive and organic
working relationship with teachers and schools in their "constituen-
cies". Among its many actions, including the production of guidance
modules for use in the schools, the project established a special
group to study the type of networks which young people used outside
the formal guidance system. The results are now being used to raise
awareness, among teachers and counsellors, of the diverse sources
which can be tapped, to help with personal guidance for young people.
In Germany, where careers guidance is provided by the careers counsel-
lors of the employment agency, the projects in Mannheim (D 5), Kassel
(D 7) and Duisburg (D 8) intensified co-operation between these coun-
sellors and teachers, especially the "contact teachers" (see below)
now being introduced in many schools [39]. Special arrangements were
developed, including in-service training, which significantly improved
the quality and co-ordination of guidance services in the project
areas.

A further important field for co-operation to improve the guidance
process is the development of working links between general and voca-
tional schools. The Mannheim project (D 5) benefited from a system of
"contact teachers" and "contact groups" which had been set up as part
of the first Transition Programme, covering the whole of the 'Land'

of Baden-Württemberg. In the contact groups (of which there are more
than 60, involving about 2000 teachers), specially-appointed contact
teachers from the "Hauptschulen" (lower secondary, general education,
schools) and the vocational schools meet regularly, to improve their
knowledge of the range of vocational training available, to compare
the curricula in both types of schools, and to organise practical
working links between them. The contact teachers later transmit the
information and experience they have gained to other teacher-collea-
gues, thus improving the guidance expertise in their school [40].
School-linking was similarly emphasised in the Venissieux project (F
10), in the regional co-ordination system in Kassel (D 7), and in the
Strathclyde project (UK 28).

Setting up a local, inter-service, task-force has been another appro-
ach successfully used in the Transition Programme, to co-ordinate and
develop guidance activities and the provision of education/training
opportunities in a municipality. The "youth team" in Hvidovre (DK 4)
is a particularly good example. It brings together in one group, meet-
ing once a month, representatives of four local services: Youth Guid-
ance (i.e. the counsellors working in the schools and the local com-
munity), Youth Employment (offering training places in public sector
employment projects), Social Welfare and the State Employment Office.
The group operates as a clearing-house to provide coherent, comprehen-
sive guidance and training programmes for school-leavers and young un-
employed, tailored to the individual needs of the young person. It or-
ganises its work in such a way that the local guidance counsellors can
act as a single contact point for young people, giving access to all
four services [41]. Youth teams have also been started now in other mu-
nicipalities in Denmark. The approach can be compared to that of the
French 'Missions Locales', a network of local task-forces set up since
1982 all over the country, to co-ordinate, stimulate and develop edu-
cation, training and other provision for young people, especially
those 'en difficulté' between the ages of 16 and 25 [42].

The value of having available, at the local level, a special clearing-
house and development capacity to meet the needs of young people with
particular problems is also illustrated in the work of the "RAAs" in

Northrhine Westfalia ("Regionale Arbeitsstellen zur Forderung aus-
landischer Kinder und Jugendlicher" - local agencies for the support
of migrant children and youth). These agencies were set up recently
in 8 different cities in the vast industrial Ruhr region, including
the cities of Duisburg and Oberhausen, where they joined in the D 8
project of the Transition Programme. Using inter-disciplinary teams
(teachers, social workers, trainers, psychologists) they develop pro-
grammes for inter-cultural communication, run inside the schools and
outside in the local community; they help to improve existing local
infrastructure and facilities for young migrants; provide special
counselling and guidance in co-operation with the schools; and develop
forms of community education [43].

More generally, all of the local support and co-ordination structures
for school-industry links, described in Section III.1 of this report,
have also proved highly effective for guidance purposes. The same app-
lies to the approaches, developed by various pilot projects, involving
parents more closely in the life of the school and in contact with
teachers.

Substantial experience has been gained also, in the Transition Progra-
mme, on ways in which young people themselves can support each other,
and complement the work of schools and specialists in the guidance
process. Several strands can be seen in this development: the involve-
ment of young people in schools' efforts to ensure that information
material related to guidance is available to, and used by, those leav-
ing school; the formation of mutual help, or self-help, groups to cope
with the problems of intermittent unemployment, through organising
projects in the local area; and the networking of information and
self-help projects, so as to provide mutual support and encouragement.
All these developments promote a change in the role of young people,
from that of passive client to active partner.

Many pilot projects have provided a basis for changes of this kind,
through their emphasis on active learning, enterprise education or by
providing activities and materials to support self-assessment and

self-guidance. This experience is being greatly extended by a range
of special youth projects, managed by young people themselves, which
the Commission has supported in association with the Transition Pro-
gramme [44].

Sex-destereotyping and widening girls' choices

Challenging traditional thinking about the roles of women, and raising
the self-awareness and self-confidence of girls, were seen by many pi-
lot projects as the first step towards encouraging and enabling girls
to consider a wider range of choices for their future lives in the
world of work and as adults. Many projects have been engaged in ac-
tions aimed at teachers, administrators, parents and counsellors.
Their experience contributed to the preparation of an Action Handbook
addressed to these target groups, which was published in the framework
of the Council Resolution to promote equal opportunities for girls and
boys in education, adopted by the Council and Ministers of Education
on 3 June 1985 [45].

Special concern about the quality of guidance for girls, and positive
action to improve it, was an important aspect in a number of projects
from all Member States. Girls were encouraged to choose technical sub-
jects, to learn to use a computer, to participate in mixed-group pro-
ject work, and work experience programmes; boys and girls grappled
with the question of role-stereotypes, through discussion and work in
the classroom, but also through practical experience, using, for inst-
ance, role-plays or enterprise schemes.

Some projects have produced particular curriculum units to raise aw-
areness to sex-stereotyping and its effects on women's choice of jobs
and training. In Castlemilk (Scotland, UK 28), a new short course, the
"Girls Programme", was developed for 14/15-year-old girls.

It comprises five 1-hour sessions, each involving the presentation of
specially selected stimulus material, followed by small-group discus-
sion. The course is taught in single-sex groups - with the pupils be-

ing withdrawn from their normal lessons for it - to avoid boys dominating the discussions and prevent boys and girls from adopting rigid stereo-typical positions [46]. The Shannon project (IRL 18) developed a comprehensive teachers' resource pack, entitled "Why not broaden your horizons", containing a teachers handbook, student work-cards and video materials. The pack is addressed to guidance counsellors and subject teachers, and includes guidelines for activities, in and out of the school, to cover about ten 40-minute periods. It is mainly designed for use with girls aged 11-16, but has proved also effective with mixed groups [47].

The experience of the projects confirms the value of such curricular initiatives. But many projects also stressed the need to consider positive action not only in terms of a specific course, but as a continuous and serious concern pervading all curriculum and guidance activities at the school.

3. Combating school failure and disadvantage

The Transition Programme has grappled with the issue of school failure in a pragmatic way. Its work was not based on a particular definition of low-achievement, or success, using common criteria. A large number of projects piloted practical approaches to support young people, who are at risk of 'failure' in compulsory schooling, by whatever standards apply in the education system. Some were concerned about the still un-mastered effects of the extension of secondary education, whether de jure or de facto, which raise difficult questions about the appropriateness of the "academic" curriculum for those young people. They all felt the challenge to break the vicious circle in which a lack of positive experience or recognised success leads to apathy, or rejection of learning at school, and destroys the motivation for any further education. They also recognised the need for schools to pay more serious attention to the problem of illiteracy: compulsory education may provide in many cases the last opportunity for diagnosis and remedial action.

Being disadvantaged does not, of course, necessarily condition young people to failure at school. Nor do all young people face the same difficulties. Disadvantage has many roots; they may lie in the personality or personal history of a young person or stem from economic social or structural problems in the area he or she lives in. Other young people are discriminated against, because they belong to an ethnic minority or were brought up in a different culture. All these factors, however, can become, and mostly are, serious obstacles to young people developing their full potential and meeting traditional standards for success at school.

The pilot projects set themselves different priorities for action [48]. Three main areas are considered below.

Action related to the curriculum

Many of the curriculum innovations referred to in the preceding parts
of this report were particularly relevant to helping young people with
learning difficulties: putting the emphasis on experiential, or ac-
tive, learning; using the world out-of-school as a resource; introduc-
ing enterprise education and work experience schemes - all these app-
roaches have proved valuable. Though they are now coming into much,
wider use for young people with all kinds of ability, the educational
philosophy and concepts underlying them were, in fact, derived from
their successful use with these students, who by traditional standards
showed only modest attainment.

Some projects worked on the development of "alternative" curricula for
disadvantaged and lower-achieving pupils in compulsory education, es-
pecially in the United Kingdom: in Manchester (UK 27), Northampton-
shire (UK 30) and Castlemilk (UK 28); and in Venissieux (F 10). These
alternative curricula are more precisely related to the individual
learning needs and capacities of their clients. They incorporate the
key concepts which are covered by orthodox subject-based curricula,
but organised in a different and more flexible way, using a system of
units of work or short "modules". Some of these modules are subject-
related, others aim at the development of personal or practical abili-
ties, or at skills in the use of new technology. For each module, ob-
jectives, methods and expected learning outcomes are precisely defin-
ed, so that they are not only clear to the staff, but also - and this
proved very important - to the young people, and can be negotiated
between teachers and students.

Such alternative curricula, as developed in the pilot projects, draw
on the full armoury of experience-based learning, inside the school
and outside, in industry or the local community. They require flexi-
bility not only in the organisation of content, but also in the time-
table and the physical arrangements (space, equipment etc.) for work.
In the schools of the Manchester project for instance, the conversion
of traditionally-arranged classrooms into multi-purpose learning spa-

ces, equipped for project and group-work as well as class-work, was
seen as important [49]. In Castlemilk and Northamptonshire, close wor-
king links with the local vocational colleges were developed, facili-
tating the use of their premises by the schools.

The experience of these projects in the U.K. and France suggests
strongly that their alternative programmes for lower-attaining pupils
teach the basic skills much more effectively than conventional curri-
cula, though earlier experience of traditional learning often impedes
the students' learning capacity. But they also call for higher, not
lower, skills and standards on the part of the teachers.

New approaches to assessment

The high rate of drop-out by young people from compulsory education,
at the statutory leaving age or even before, was a major concern in
the Transition Programme. It is still alarming: almost one out of five
students in Germany leaves the "Hauptschule" (lower secondary educa-
tion) without a certificate of any practical value; and the correspon-
ding figures are higher still elsewhere. A key objective in most pilot
projects was therefore to extend, or provide, opportunities enabling
all students to obtain at least a basic recognised qualification, the
most essential formal condition for access to further training or
work.

Many projects concentrated therefore on curriculum development and new
forms of remedial action, to tutor young people who were "at risk"
through the mainstream systems of certification, e.g. in Germany (all
projects) and France (F 10). Other projects, particularly in Ireland
and the United Kingdom, challenged the appropriateness of existing
assessment and certification procedures for their new courses and cur-
ricula. They worked on new approaches which put the emphasis on recog-
nising what has been achieved by the individual young person, rather
than on classifying him/her as a good or bad pupil [50].

A main thrust in these approaches has been the use of new techniques

and instruments such as "Student Profiles", "Activity Record Sheets",
"Statements of Achievement", or "Letters of Credit" - which provide
each pupil with a systematic, externally validated, record and certi-
ficate of "work" done at school. Some of these techniques were pilo-
ted in the first Transition Programme [51]. They were further developed
and more widely used in some projects of the second Programme; e.g.
in Galway (IRL 17) and Shannon (IRL 18), in Northern Ireland (UK 26),
Manchester (UK 27), Castlemilk (UK 28), Powys (UK 29) and Northampton-
shire (UK 30).

There are variations and differences, between the projects, in the
forms and uses of these new approaches to assessment, and in the way
they are validated. But the main advantages, emphasised by all pro-
jects, were that these new forms gave a fuller and fairer account of a
wider range of experience gained by a young person at school. They re-
cognised types of achievement which do not lend themselves to conven-
tional methods of assessment. They are easily adaptable to a "modular"
organisation of the curriculum and active learning. And they foster
a "pédagogie de la réussite" (learning through success), a concept
strongly reflected also in the Venissieux project (F 10), through pro-
viding a continuous record of tasks successfully achieved by the stu-
dent.

This experience points strongly to the conclusion that changes in the
methods and instruments used for assessment can be of benefit to all,
not only so-called "disadvantaged" young people. The general use of
such methods will also help to avoid the stigmatisation and separation
of the lower-attainers. Many young people, particularly but not only
those "at risk", would find it helpful to be able to present to train-
ing institutions or employers a "certificate" or portfolio which des-
cribes the positive achievements of their school career.

The pilot projects, however, also faced some major difficulties in
implementing such new approaches. The first constraint was time: using
profiles and other methods means considerable extra work for the tea-
chers, and the students. The other was overcoming possible prejudice

against such new assessment methods in the eyes of parents, and, even
more, employers. These problems form part of the general obstacles to
wider dissemination and generalisation. But the projects also argued
that time constraints should be taken into account in the broader con-
text of a more flexible organisation of the curriculum; and they de-
monstrated locally that employers were willing to use these forms of
assessment if approached and informed in advance about them: many con-
firmed that they found them more informative than traditional school
reports or examination results.

"Third-place" approaches

A "third place" is somewhere which is neither school nor home. By the
pilot projects, this term was used to describe a place such as a local
'centre' with an atmosphere different from school, which is more in-
formal and not constrained by timetables, or "standards" to be met;
and which is also not submitted to parental control or other pressures
in the family. A "third place" thus provides some basic advantages for
work with disadvantaged young people, who reject school or feel inti-
midated by it; and with those who do not find support or facilities
at home.

A number of pilot projects applied the concept of the "third place"
to providing a new form of educational and guidance activities of var-
ious kinds, designed to complement, pupils' work at school or sort out
problems encountered there. They were also used for work with early
drop-outs and young unemployed. The considerable success, in all cas-
es, of these approaches was largely attributed to the atmosphere of
these places, which were easily accessible for informal contact, and
which enabled action to be taken which provided a faster response to
individual or group needs.

The "outreach centre" and the "work exploration centre" of the Dublin
Inner City project (IRL 16) have already been referred to in other
parts of this report. The Berlin pilot project (D 6) provides two fur-
ther successful examples. One is the "Youth and Culture Centre", loca-

ted in Kreuzberg, an economically declining inner-city area, with
about 70% Turkish children amongst the school population. The centre
enables whole classes from schools in the neighbourhood to spend a
week on various kinds of art activities. It uses painting, music,
theatre, etc., to stimulate young people's self-confidence, to give
them a taste of success and to cope better with some of the socio-
economic disadvantages from which they suffer. The centre has also
become an important platform to facilitate communication between the
Turkish and German communities [52]. The other example is the resource
place which the project provides, in the neighbourhood of one large
school, for Turkish girls. Guidance activities, homework tutoring and
personal counselling are the main activities in it [53].

In France, a similarly successful innovation was started in Venissieux
(F 10), a post-war suburb of Lyon with a large immigrant population.
The "Lieu a(p)prendre" (a name meaning both "Learning place" and
"Place for you to take over") was conceived to fight the high rate of
school failure in the 11-16 age groups of young people. The small cen-
tre offers help with homework, with learning how to learn, personal
counselling and advice. Basically staffed, each evening, by teachers,
it involved the local community also in an active way, i.e. parents,
older students, community workers and other people sharing in the res-
ponsibility of helping young people cope with their educational, per-
sonal and social problems [54].

Another example can be found in the printing-shop set up to help drug-
addicts in the Treviso Project (I 21a) which also successfully combin-
ed vocational teaching with an informal, therapeutic, atmosphere.

In all these projects the schools underlined that these "third places"
made an essential and positive contribution to help them tackle the
problems of school failure and counter-balance the effects of differ-
ent kinds of disadvantage. The demands on, and requests for, such cen-
tres have steadily grown in the projects. More widespread use of the
"third place" philosophy is strongly advocated by them.

In the Transition Programme, work in these three areas of action (i.e. curriculum development, assessment and the use of a "third place") was complemented by special efforts also in the guidance field. The statutory procedures and services are not always adequate to respond to the particular problems of young people who face difficulties at school, drop out at the earliest convenience and are frequently socially or otherwise disadvantaged. The "youth team" developed in Hvidovre (DK 4): the "contact teacher" system of linking general and vocational schools; the "RAA"s system operating in the Duisburg project (D 8): and the local action groups and "transition tutors" of the Luxemburg project (L 23) - have all been described above in Section III.2 on guidance work.

4. Preparing teachers for new tasks and roles

Teacher training and re-training was one of the priority areas in both Transition Programmes. From the early 1980s, the impact of demographic change on the school systems was already visible, with a steady fall in the recruitment of new teachers in many Member States. Hence the emphasis placed, in the second Programme, on in-service training, re-cognising the fact, that it is above all the existing teaching force which will have to cope with a number of dramatic changes which were less pronounced when these teachers received their initial training.

There are basically two big challenges which affect the tasks and roles of teachers. One is the need, at all levels, to update subject knowledge and reflect the new wisdom in subject-based teaching. Though not new in any way, this need is now more and more difficult to meet, given the pace and complexity of change in many fields and the concern about raising the standards and quality of education, let alone the ever-increasing qualification demands of the labour market. Probably most existing in-service training is geared towards this objective.

The other challenge arises from growing awareness of the problems which young people face in their transition from school to work and adult life, and the implications of these problems for their work at school. Teachers are under much more pressure than in the past to prepare students for active participation in the economic and social world, many important aspects of which do not traditionally form part of the life of the school [55]. This is all the more difficult for the transition process itself being subject to rapid change (see Section II of this report).

Most teachers have not been specially trained to respond to this second challenge. It involves a change of attitudes and a diversification of teachers' roles and tasks unparalleled in the past. Teachers are expected to be the organisers and facilitators of the learning process, rather than the conveyors of knowledge. They have to fulfil new

tasks in the guidance process. They must become co-ordinators and li-
aison agents with the world outside school, are increasingly concerned
with social, health and other problems of their students; and have to
build up new types of relationships with parents. They are front-line
operators in overcoming sex-stereotypes in education and widening
girls aspirations and choices. In short, teachers are - rightly -seen
as the key agents of change in the education system, but far too often
working under rigid constraints, such as regulations on school organi-
sation and timetabling, financial inflexibility, lack of basic support
facilities and inadequate conditions of service.

Staff development related to this "transition" aspect of in-service
training was an explicit or implicit objective in almost all pilot
projects of the second Programme. The projects' work was however not
concerned with statutory provision of in-service training generally
in the system, which is considered in another recent study of the Com-
mission [56]. They concentrated on initiatives which could be taken by
individual schools, or groups of them, and on activities at a local
level. This experience can be summarised under three main aspects, or
strategies, which are considered below [57].

Providing contact with the outside world
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Most activities carried out in the pilot projects, whether as part of
the formal curriculum or not, were aimed at opening the school up to
its environment - the pervading theme of the whole Programme. The ex-
perience of many teachers was that getting directly involved in as
many aspects of these activities as possible itself made a crucial
contribution to their training. For them planning, implementing and
evaluating a project, a mini-enterprise or work experience programme
provided important, practical learning opportunities.

The projects however underlined the importance of two conditions for
successful exploitation of this training resource: teachers need to
be motivated for active participation, and they need opportunities to
compare, and reflect on, their experience with colleagues and other

professional partners. The formation of teacher groups, involving tea-
chers concerned with similar problems and where possible experts from
outside, or the use of class-council meetings for these purposes, has
been a valuable "training" instrument in a large number of pilot pro-
jects.

Beyond this general strategy of learning by doing, some pilot projects
took specific action to put teachers in contact with the world of work
and the community in their local area. In Aalborg (DK 3) a special
course was developed, involving intensive visits to work places in in-
dustry, to help class-teachers prepare and run the new work experience
programmes for students in the three last years of compulsory school.
The Dutch project in Zeeland (NL 24) piloted, with great success, a
work experience scheme for teachers from lower secondary vocational
schools. It also involved teachers of careers education and social
studies from general secondary education. The scheme provides for
short placements (3 days) in firms and it is now proposed to spread
it to all parts of the Netherlands [58]. The countrywide Greek SEP pro-
ject (GR 13) was similarly successful with its field experience pro-
gramme for guidance teachers. The project developed a 5-months course
to train teachers from 19 areas of Greece for guidance tasks in their
schools. The fifth month of this course was entirely spent on "field-
work", i.e. visits and contacts to local industries, meeting with tea-
chers and people from the local community etc., in the areas in which
these new guidance teachers would have to operate [59]. In Kortrijk
(B 2) teachers of the technical institute were seconded for several
months to industrial firms, as part of their in-service training.

To prepare these various types of field experience, lectures and semi-
nars were organised for the teachers, involving expert input from out-
side professionals. Seminars and workshops formed the starting point
in all Italian pilot projects for implementing their "territorio" app-
roach (see III.2). Addressed by economists and people from industry
and commerce, these seminars offered a broadly based introduction to
the thematic focus which each project had chosen, reflecting the pri-
orities and the potential for economic growth in the respective pro-

ject areas: the development of tourism, in Calabria (I 19a) and Sassari (I 19b); the development of small and medium-size industry in the tertiary sector, through better administrative organisation and management, in Val d'Elsa (I 20a) and Viterbo (I 20b); agriculture and food processing industries, in Treviso (I 21a) and Avellino (I 21b); and the use of advanced technologies, particularly with regard to small enterprises, in Modena (I 22a) and Biella (I 22b). The seminars helped teachers find out more about their own region and provided opportunities for joint preparation of practical projects, curriculum material and teacher guidebooks for use in the projects' schools. They had also great value in bringing together teachers from general and vocational schools (from both compulsory and post-compulsory education).

Developing information and working links between teachers from different types of schools, especially between those from general and vocational education, was generally seen as an important source for staff development and, indirectly, for contact with the world of work. As described in the preceding parts of this report, a number of projects made extensive use of these opportunities, e.g. in Mannheim (D 5), Duisburg (D 8), Vénissieux (F 10) and Castlemilk (UK 28). The teacher circles set up in the St. Ghislain project (B 1) brought together not only teachers from various sectors and levels of education, but also from schools of the different "reseaux", i.e. the state, communal and private systems - a unique development in Belgium. Inter-school seminars and working groups were also used in the Northern Ireland curriculum review project and in Powys (UK 29) as one of the main instruments for in-service training.

A particularly interesting comprehensive in-service course to prepare teachers for their new tasks in "transition" education was developed in Kassel (D 7), combining a number of the methods described above. It was addressed to teachers from general and vocational schools, and was mainly aimed at strengthening their guidance skills. (See III.2 and Innovations No.6).

Innovative action as training experience

Participation in a pilot project, such as those in the Transition Programme, is itself a major learning experience for many teachers. But apart from such comprehensive initiatives, any innovative action of a less complex type can provide a stimulating framework for staff development. In this context, the term innovation does not necessarily refer to developments which are new in a global sense, i.e. affect the whole system of education or parts of it. All types of initiatives, or projects, which introduce a new aspect or experience into the life of an individual school can have this effect, if they actively involve the teachers and are supported by the school management.

The pilot projects of the Transition Programme saw the training potential of innovative action to be in the new types of activity involved, but above all in the climate and conditions which an innovation offers for staff development. It creates a context in which new objectives are being defined in common; it sensitises colleagues to give each other support and exchange experience; and it provides some continuity of stimulus and support, over a period of weeks, months or years, depending on the scale and targets of the innovative project.

In the pilot projects, such positive effects appeared, or were actually intended, in a number of specific activities. Two fields of action, however, seem to offer particular potential, because they concern, explicitly or implicitly, many aspects of the schools' work. The first is curriculum review in a broad sense, including content as well as style and methods of delivery. School self-review of this kind was the main strategy successfully developed with 18 schools in Northern Ireland by the TRAWL project (UK 26), other projects worked on similar lines. In Manchester (UK 27), for instance, where the main emphasis was on alternative curriculum strategies, teams of teachers were brought together in residential (weekend) meetings, as a device to crystallise the experience of their project schools on selected the mes. These meetings produced materials for use in staff development activities. The procedure solved a problem felt by many schools in the

project, namely how to identify the key factors for success in an
innovation, and express and record them in a form in which they can
be transmitted to a wider audience [60].

In a French project (F 11), schools were asked to review the content
of their text-books and teaching materials for evidence of sex-stereo-
typing. In one of the project regions, the "Academie" (i.e. education-
al district) of Rennes, this had stimulated both the participation in,
and success of, special training events. A series of short workshops
was launched as part of a regional programme for heads of schools,
trainers of teachers and for mixed groups of guidance counsellors,
teachers, school administrators and parents, to raise their awareness
and encourage positive action with regard to widening the choices made
by girls [61]. Further examples from a number of other pilot projects
confirm the training impact which can be obtained from involving tea-
chers in an active way in curriculum review and development.

The other field of innovative action which can generate a particularly
wide range of training effects is related to work on alternative or
complementary methods of assessment. "Concentration on assessment en-
courages a re-appraisal of every aspect of a school's aims, curricu-
lum, methodology, organisation, staffing, and its relationship with
parents and the community at large. As such it can be exhilarating,
challenging or disruptive, depending on the ability of the institution
to cope with the conclusions which emerge". This quotation from a
report on assessment in secondary schools in Manchester applies in
particular to the situation in the United Kingdom, where - compared
with many other education systems in the European Community - local
authorities and individual schools have more autonomy in curriculum
matters; hence the importance attached to assessment issues, and to
matching the assessment process with the requirements of externally-
validated certification. The Manchester pilot project demonstrated,
indeed, the fundamental changes called for on the part of teachers,
especially as regards their attitudes to low-attaining pupils, when
they were asked to design suitable units of work and appropriate
assessment methods for these students. This process helped to expose

unrealistic teacher expectations and to identify training needs.

But such outcomes were not only stressed in the United Kingdom, simi-
lar effects were also found in Ireland. And in those Member States
where curricula, and criteria for controlling the pupils' learning
process, are established centrally and thus limit the scope for inno-
vative action by the individual school, some projects broke new ground
in this particular field. There, the need to take a fresh look at
assessment practices, and teachers' attitudes to them, emerged with
regard to the existing curriculum, and was met without affecting its
overall structure. Where, as for instance in Venissieux (F 10), pro-
jects used the flexibility they had in curriculum delivery to set
achievable targets for their students, rather than giving priority to
defending "standards", teachers felt they learned a great deal about
the needs of their pupils.

Teachers sharing students' experience

Teachers can also pick up training for transition education by learn-
ing alongside their students. In the Transition Programme, many teach-
ers underlined the training benefits to themselves of activities in-
volving them in joint learning with their students - even if they only
realised this afterwards. These opportunities are, however, mostly un-
exploited as a source of staff development. One reason is that such
training outcomes often emerge as an unexpected "by-product", are dif-
ficult to predict, and therefore cannot be planned in detail into the
design of the activity or learning situation. Work in the pilot pro-
jects identified or confirmed different types of joint action and ex-
perience which clearly have this potential and lend themselves to
staff development.

Quite a lot of the practical activities initiated in the Programme put
teachers in roles in which they were no longer the expert or source
of information, but closer to the situation of the student, being pre-
sented with the task of solving a problem and having to work out what
to do. Enterprise schemes, project work, practical "design and make"

tasks, and many others, can produce this situation. By putting the
teacher in a non-traditional role in relation to students, these acti-
vities illustrate and "teach" that role. In Aalborg (DK 3), one of
many examples, this method was used to raise class teachers' awareness
of sex-sterotypes, and to help them develop and run programmes for
student work experience which reflected such awareness.

In many projects, residential experience shared by teachers and their
class, or study-visits, including those to other countries, confirmed
their value for staff development, apart from the very positive impact
on students' personal and social competences. Teachers found out more
about their students, discovered new qualities in them, and learned
to develop a relationship with them as young adults. Similarly posi-
tive experience was also derived from "third place" situations, as
described in Section III.3 of this report. Joint work in such informal
settings helps to remove barriers to different kinds of interaction
between student and teacher. It provides an opportunity for teachers
to try out new roles for themselves, in a situation away from the
structured and exposed conditions of the school.

Institutional development: All pilot projects stressed that staff de-
velopment is inseparable from institutional development. Schools face
the changes and new demands just as much as individual teachers. In-
service training must therefore be planned as part of the development
of the school itself. School-based training initiatives, including the
options described above, were seen as essential complements to more
formally structured provision, e.g. that offered by teacher training
centres. The creation, at the level of each individual school, of some
special co-ordination capacity (e.g. introducing a "staff development"
officer) in some projects proved of great value for mobilising, in an
active way, all the possible resources and methods for in-service tr-
aining, and involving the whole staff, or large numbers of them, in
it.

IV. Conclusions: policy messages and priority areas for further development in the transition field

The Transition Programme was, according to the 1982 Resolution, set up as a tool for policy development. This meant that it provided a privileged framework for innovation and pilot action, involving in many cases some alteration or re-negotiation of the existing division of responsibility between national and local, or local and institutional, authority, and considerable freedom for experimental work. It also implied an expectation that the pilot projects should generate new insights, but also a recognition that not all their outcomes will necessarily be generally applicable.

Generally, pilot projects are used for policy development in different ways. They can be set up to fulfil:

● a stimulation and demonstration role. In this sense projects are intended to function as a "model", exploring and illustrating alternative routes to meeting specific educational needs and influencing other institutions in the same or similar directions;

● an experimental role. There the expectation is that the experience and results of pilot projects will provide policy-makers with relevant information to decide on a particular issue;

● an implementation function, i.e. to start the process of giving practical effect to some nationally- (or regionally-) approved policy or thematic priority.

All three types were present in the Transition Programme. At this stage, when the projects have just reached the end of their pilot period, it appears to be premature to make firm statements about how, and to what extent, they have, individually or collectively, influenced or confirmed national policies (though their local effects are quite

evident in many cases). This will have to be left to evaluation by each Member State [62]. Their subsequent impact on policy (at local, national and Community level) depends on how they are assessed, what lessons are drawn, and whether and how their work is followed up, in future agendas for action.

But clearly the projects have yielded both process changes (i.e. changes to people, to teaching methods or institutional roles) and products (such as teaching materials, new curricula, new certificates etc.). In this last section some of the main conclusions are therefore listed not only concerning follow-up in individual Member States but also at Community level. They are formulated from analysis of the evidence from the projects' work described in Section III of this report. They include some general guidelines for action, as well as references to the need for further action in specific areas.

1. General guidelines for action

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Developing co-operation and partnership

The need for more interactive co-operation between schools and their
local partners outside - including industry, the local community, and
educational and youth services of various kinds - was perhaps the str-
ongest stimulus and "leitmotif" in the majority of pilot projects. It
pervaded most of their activities in all fields of action. The experi-
ence of the projects forcefully illustrated how, through co-operation
and pooling of resources, a wider range of learning opportunities can
be mobilised, and more flexible responses can be offered, to meet in-
dividual and collective local needs. In the language of the Programme
this was called the "district approach".

Policies for transition must put more explicit emphasis on developing
a co-operative dimension to the work of all schools concerned with
this particular stage of secondary education. They should stimulate
a sense of shared responsibility between all those who are, or should
be, involved in facilitating the transition of young people, particu-
larly at the local or regional level. For further development three
main aspects seem important:

● First, new policies must constantly challenge the belief, still
widespread amongst schools, that they are surrounded by legal and ad-
ministrative barriers, which severely or totally impede their scope
for co-operation. Schools and teachers must be encouraged to be more
entrepreneurial in outlook; to be less pre-occupied with the extent
of the impossible or the forbidden and to exploit actively and to
their limits the possible and the permissible. Heads have a vital role
to play in encouraging this change of attitude. The administration can
provide incentives and rewards to stimulate it.

● Secondly, it is important that schools have greater flexibility

and more autonomy in planning and fulfilling their tasks. Co-operation requires time, for internal co-ordination, for planning and discussion, and practice. It requires flexible and varied forms of interaction and exchange, and the sharing of tasks. Schools should be given positive encouragement to respond more directly to local needs, to develop their role in the market-place, and to project their attractiveness to potential partners. This could include the provision of special staff-training programmes tuned to local or regional developments, contract work for local partners, or offering the use of infrastructure and equipment to people and institutions in the local community.

● Finally, the new policies should foster organic and ongoing relationships between the world of education and the world of work in as many fields as possible. Links between schools and industry/community need to go further than contacts which are incidental to specific projects or single events. Schools and training institutions should be urged by their authorities to explore the full range of possibilities for co-operation with external partners in their local area. In doing so, they should seek the co-operation of both employers and trade unions. Experience in the pilot projects shows that links with the trade unions are rare, and difficult to maintain. The appropriate authorities should therefore stimulate initiatives which bring together schools and the social partners at the local or regional level, and should appeal to both sides of industry to offer their active support.

These aspects should be given particular attention in the dissemination and wider implementation of outcomes from the Transition Programme. They are important factors for success in creating the climate and capacity, in schools and training institutes, to co-operate with partners in the local or regional environment.

Improving the management of change and reinforcing the dissemination of innovation

All education systems in the Community face strong pressures to adapt

to, prepare for, or even help to stimulate and direct economic and technological change. But generally their response is slow, and frequently lags behind developments. Too often inertial forces prevail over innovative practice, both at administrative level and within individual education institutions.

Further development work in the transition field should therefore be coupled with a deliberate policy to strengthen the capacity of the systems, and of the individual institutions in it, to manage change, and explore and disseminate transferable experience.

One important strategy to achieve this should be the wider use of pilot projects. Their role is not limited to the development and testing of new approaches. They also have a significant demonstration function, providing illustrative models and encouragement to stimulate the mainstream development of education systems. Experience from the Transition Programme points to the conclusion that this potential is in many cases under-exploited, and underlines the value of feedback between pilot projects, authorities and policy-makers. It also demonstrates the need for a clear dissemination strategy to be built into the design of each pilot project from its beginning.

A number of approaches proved effective in the Programme:

● Generating a snowball effect, i.e. starting with a limited number of project schools and gradually associating others, as and when innovative action in the "lead"-institutions started to show success - e.g. in Germany (D 5, D 6, D 8), France (F 9, F 11), the Netherlands (NL 24, NL 25), and the United Kingdom (UK 27, UK 30).

A similar effect resulted from the planned process of cross-European interaction within the Programme. Initial contacts between projects from different Member States developed into continuous, bilateral and multi-lateral working relationships, providing an operational framework for the transfer of experience between projects from different parts of the Community [63].

● Gradual pooling of experience: different projects (or separate "units" of a large project), working on a common theme or problem, were regularly brought together to compare methods and outcomes of their work, as a means to strengthen mutual support and the exploitation of experience, and the joint production of materials for wider dissemination (e.g. the F 11 project).

The series of thematic workshops, organised at Community level for leaders and staff of the pilot projects, also served this purpose.

● Launching pilot projects as part of a wider (national) plan or programme. There were many examples in the Transition Programme: the Flemish project (B 2) formed part of the government's programme to develop new forms of part-time education/training; the Vénissieux project (F 10) was involved in the national plan for the renovation of "collèges" (curriculum change in general secondary schools), as well as part of a large-scale programme to introduce new experimental classes for low-attaining pupils; the LINK project (GR 15) was part of a wider programme in Greece to introduce a new type of upper secondary school; the Dutch School Employment Liaison Centres ("COAs", NL 24 and NL 25) and the "low-attainers" projects in Manchester (UK 27) and Northampton (UK 30) were part of a wider national initiative. Pilot projects in such situations have, or should have, a ready-made target audience for the dissemination of their innovative outcomes.

● Using input from pilot projects for teacher training and staff development. In-service training programmes provide the ideal vehicle to transport new concepts and experience. Many pilot projects used, or created, opportunities to present their approaches and outcomes to a larger number of teachers in their local area or region, not only at the end but also during the course of their pilot period.

● Disseminating the products of pilot projects, and not only reports, through print and audio-visual media. A number of "packages" (e.g. teaching materials, whole course programmes, handbooks and guidelines) were produced in the Transition Programme for use by tea-

chers, counsellors and other staff within and outside the projects.

At European level, this was paralleled by the attempt to identify major projects' responses to questions of central significance across the Member States, and to describe them in terms which were not context-specific, and therefore could be related to the readers' own circumstances more easily (c.f. the series of "Innovations").

Combinations of these approaches to dissemination should form an integral part in the design of future pilot projects (whether Member State or Community initiatives), to exploit more fully their potential as stimulators of change. Countries or regions, which do not have a tradition, or expertise, of pilot project work should be given assistance, by the Community, for this purpose.

But over and above the use of pilot projects, which can only affect a limited number of schools and pupils in each country, broader strategies are needed to enhance the capacity for continuous development and innovation in all parts of the school and training system. All schools should be involved in development work, of some kind. Policies concerned with staff, school-management and curriculum organisation should be reviewed with regard to:

● offering teachers more time for innovative work and encouraging school heads to support it;

● promoting the concept of school-centred self-review and providing the methodology and "tools" for it;

● facilitating teachers' access to external resources (through stimulating contact with other schools, firms, local community; and the use of external resource persons in the school);

● promoting the idea of "school projects" which set specific targets for school-improvement and involve the whole staff (e.g. "reducing the number of drop-outs by x% this year").

Offering the schools the means to appoint a special co-ordinator for innovative curriculum action (acting as a liaison agent and resource

person), as practised with great success in Manchester (UK 27), can also provide a key to introducing a permanent stimulus to change and innovation at the level of the individual institution [64].

It is essential that strategies to reinforce innovative capacity focus strongly on the local potential, recognising that responsibilities for implementation lie at that level, and stressing that central support should be matched with local/regional resources and development. Actual needs vary between different areas, and mobilisation and pooling of resources for change depend on local commitment and initiative. The innovative force of co-ordinated local action is demonstrated, for instance, in Manchester, where the pilot project (UK 27) played an active part in a city-wide programme to promote gender equality activities in schools, colleges and the education administration [65].

2. Specific growth areas for action

From the outcomes of the Transition Programme, it is also possible to identify a number of more specific directions for further development in Member States' education systems.

It would be wrong to see such proposals as superseding or displacing the policies for transition which emerged at the end of the first Transition Programme, five years ago. These new suggestions are, on the contrary, further developments of those policy ideas, in response to recent new demands on education and training and reflecting a further four years' experience in the second Programme's pilot projects. They are grouped below in a form which follows closely the analysis and structure of the report.

Links between school and the world of work

The main recommendations in this broad and important area are as follows:

● action should be taken at all levels (Community, national, local), to exploit the understanding gained in the Programme on the successful formation and use of school-industry linking, to create dynamic partnerships, especially in the new technologies field, between firms and schools;

● in developing schemes for the effective use of work experience as part of the curriculum and the guidance process in schools, education authorities should build on the experience gained in the Programme of using a phased, or sequential, approach designed to reflect and meet the different objectives in the educational process to which work experience can contribute;

● action should be taken at national and other levels to engage industrial and business firms of all kinds and sizes in the development

of schemes of enterprise education;

● trade union organisations should be urged to review their partici-
pation in school-industry linking activities in the light of the posi-
tive experience in some countries reported in the Programme;

● education authorities at regional/local level should consider the
need for linking mechanisms/staff, to work at institutional or local
area level, to develop and maintain links and co-operative activities
between schools and the world of industry;

● in areas with specific economic problems, e.g. in rural and spar-
sely-populated areas, or those with declining industries, the appro-
priate national or regional authorities should take action to bring
together educational, training and economic development, so as to
forge two-way co-operation aimed at maximising the contribution of
compulsory education and vocational training to local economic needs,
and the support of local economic organisations for the education and
training process.

Provision of coherent and continuous guidance

To enable schools to play the more active and fuller role in the guid-
ance process described in the report, the following set of connected
actions are called for:

● the guidance function in the school should be clearly assigned,
either to appropriate subject teachers or to guidance specialists, or
both: schools should review the contribution made to the guidance pro-
cess by all their activities, as part of their ongoing process of in-
ternal development and self-review: each school should, as a result,
be able to define its approach to meeting pupils' guidance needs, in
a way which promotes co-operation with others concerned in the pro-
cess, whether formally or informally, such as parents, other guidance
agencies, and the young people themselves;

● education and other authorities' policies for the provision of specialist guidance staff should be co-ordinated and take account of the benefits to be derived from having specialist guidance staff with a dual responsibility, partly in the school and partly in the local community;

● appropriate training should be provided to equip all staff for their guidance responsibilities;

● schools should be given responsibility, backed by specialist staff or resources, to follow up all school-leavers by means of a stated minimum number of contacts over a period of 2 years after they have left school;

● local, community-based, services with guidance, training and related responsibilities for young people should be given an explicit remit to make active contact with each other to develop co-operation and co-ordinate their contact with young people in their area.

Reducing school failure and early drop-out

Further development of policies for transition must ensure that high priority continues to be given to supporting those young people who, by traditional standards, experience little success at school and to those at risk of early drop-out. Three main recommendations emerge from the Transition Programme:

● Schools should be encouraged, and helped, to review their curriculum arrangements for their weakest pupils; and the necessary freedom should be secured for them to organise learning/teaching activities appropriate to such pupils' needs;

● such reviews should pay particular attention to the content and style, of the curriculum, and methods of assessment, so that the full range of abilities and achievements are given proper recognition;

● education authorities should consider the potential contribution
of modular curriculum structure, learning through practical experi-
ence, personal tutoring and intensified guidance help, and the provi-
sion of facilities outside the school which have a remedial education/
training character, in order to sustain, enhance or restore motivation
in such pupils and thereby enable them to obtain recognised certifica-
tion;

● education authorities should further consider whether certifica-
tion systems need to be adapted or extended so as to ensure that for-
mal recognition is given to the achievements of all pupils on the work
they do at school.

In-service training for teachers, and school development

A number of practical proposals can be identified from the experience
of the Transition Programme to use a wider range of opportunities for
in-service training, and to strengthen its effectiveness by making it
more responsive to the needs of individual schools and matching it
with institutional development:

● schools should be urged by their authorities to identify on a reg-
ular basis, their needs for staff training, and should be encouraged
to suggest, or design, training programmes accordingly. All teachers
should be assured in-service training periods, adding up to at least
two weeks per year, which can be used flexibly to meet these needs;

● school-based in-service training should draw explicitly on the
training potential of innovative action and development work within
individual schools, especially on all activities involving contact and
co-operation with the outside world. In particular, more extended
opportunities need to be provided for teachers to gain practical ex-
perience outside the education system;

● special provision needs to be made to prepare teachers for speci-
fic new roles they have to fulfil in the guidance process, in develop-

ing and co-ordinating new forms of teaching and learning in the school, in developing or applying new methods of assessment, and in involving all parents actively in support of their own children's education;

● education authorities at the local level should arrange for ongoing, task-oriented working contacts between teachers from different types of schools, in particular between general and vocational education, so as to strengthen curriculum continuity and to raise awareness of local training opportunities on the part of secondary schools.

Positive action to promote gender equality for girls and young women in transition

Policies for gender equality in education and training must be based on clear and specific statements about positive action to be taken in the different areas of the school's work, including subject and curriculum provision, classroom management, careers guidance, home-school liaison and staff development. It is essential that responsibility to counteract sex-stereotyping is perceived to be their concern by all teachers and not just by a few members of a school's staff. Experience from the Transition Programme confirms the need for intervention at different levels:

● Each school should be requested and encouraged to develop an operational plan of action to raise awareness amongst teachers, students and their parents of the limitations imposed by gender stereotyping; and to review and change the practice of teaching and learning, and of the guidance work in schools, in order to widen the range of subject and vocational choices for girls.

● Local and regional education authorities should stimulate and facilitate joint action and exchange of experience between schools in their area, so as to promote amongst them a sense of initiative and mutual support with regard to tackling issues of gender equality. Education authorities should also be urged to co-operate with other relevant sectors of public administration, and with industry, trade unions

and other bodies in the local/regional area, in order to develop and
implement a concerted approach to opening up broader perspectives in
education, training and employment to young women, and to secure their
access to opportunities, which are traditionally taken up by young
men.

● Special efforts are required to monitor the effects of policies
aimed at promoting gender equality. Different types of intervention
and positive action are needed to overcome gender-stereotypes and to
change conventional patterns of behaviour. Their impact has to be con-
tinuously reviewed in order to adjust policies where necessary, and
to develop guidelines for the combination of strategies which have
proved successful. Practical provision should therefore be made, at
national and regional/local levels, for the evaluation of measures
taken to ensure equality of opportunity, for the dissemination of
positive experience, and to identify priority areas in which further
development work and experimentation is needed.

Initiatives to enhance participation and active support by parents

Education authorities and secondary schools should review their policy
and practice in order to reflect more closely the following objecti-
ves:

● an active partnership between school and parents, reflected in
practical arrangements for receiving parents on the school premises,
attractive and informative published material (including video) for
parents about the school's programmes, and social as well as profes-
sional occasions for teacher-parent contact;

● the active involvement of parents in the guidance process;

● schools' use of parents as resource-persons to support learning
activities in the curriculum/guidance process, in the school and the
community;

● the development of parents associations, with appropriate financial/technical support, to play an active role in support of the school vis-à-vis parents and the local community.

Authorities should provide or secure the provision of training to enable headteachers, teachers, and parents to co-operate in these ways.

Co-operation strategies at Community level

The successful experience, in the Transition Programme, of the transfer of ideas and models of good practice between Member States, and the spontaneous bilateral/multilateral partnerships which have resulted from it, strongly indicate the value of this type of thematic programme network for the development and exploitation of the 'added value' of the Community dimension in education/training. The following strategies should therefore be reflected in future Community initiatives:

● the use of theme-based programmes for policy development should be extended so as to broaden the framework for the exchange of experience at European level in education and training, based on rolling national, regional and local development programmes: participating projects should be of differing degrees of "maturity", so that new projects can learn from already-established ones, working in their field;

● the dissemination and exchange of ideas should be planned in such programmes from their beginning, and Community resources should be applied not only to support visits, meetings and other direct contacts between participating areas, but also the analysis and publication of short information sheets, in all official Community languages, on specific innovations in a format suitable for their use by local administrators and professional practitioners.

● proper recognition should be given to the many starting-points in European co-operation which spring from such a Programme and which de-

serve continued Community support for their potential in realising the
European dimension at the grassroots level: e.g. the formation of com-
puter links between schools, already in operation between some pilot
project areas of the Transition Programme; networks for reciprocal
work experience and placement schemes; networks of schools and train-
ing institutions engaged in mini-companies, and enterprise education;
and networks of schools and local centres engaged in environmental is-
sues related to vocational training for young people. Exchanges in
these networks should not only involve teachers and other professional
staff but also students, parents, elected representatives and others;

⊛   European multi-national companies, and similar international links
between, e.g. municipal authorities, professional associations, Chamb-
ers of Commerce etc., should be more actively explored to spread inno-
vative practice with regard to school-industry links, and to support
the networks described above;

●   emphasis should be laid on increasing and exchanging, at European
level, expertise in the field of the management and methods of innova-
tion and development work in education, especially in regard to the
role of local/regional authorities in supporting the development pro-
cess.

References

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1) The text of these resolutions, and the main working themes of the Programme are included in Annex I.

2) Spain and Portugal were associated only with the final phase of the Programme but took part fully in exchanges of experience with the pilot projects and in meetings disseminating their results.

3) A complete list of the pilot projects and some further information on the organisation and management of the Programme are contained in Annex II.

4) Com (85) 767 final of 23 December 1985.

5) The full list of publications obtainable from the Commission in all languages of the Community is included in Annex III.

6) For further details see Annex II-3 and 4.

7) More detailed information on dissemination activities in individual Member States can be obtained through the respective NPC; see address list in Annex II-2.

8) For further details see Annex II-5.

9) See: Report from the Education Committee to the joint session of the Council of Ministers of Labour and Social Affairs and the Ministers of Education.
Conclusions of the joint session of the Council (Labour and Social Affairs)/Council and the Ministers of Education meeting within the Council, on 3 June 1983.

A comprehensive report entitled "Policies for Transition" was also published by the Commission in: Social Europe, Supplement on Education, Vocational Training and Youth Policy, 1984.

10) Project numbers refer to the list of projects given in Annex II.

11) See: The world of work as a learning resource; Brussels, December 1986 (for this and other references to further publications on specific themes of the Programme see Annex III).

12) See: Work experience integrated in the Curriculum - Ireland; Innovations No.3, 1987.

13) See: Work Experience and Guidance - Denmark; Innovations No.5, 1987.

14) See: Work Exploration Centre - Dublin; Innovations No.36, 1987.

15) See: Education for Enterprise - an interim report; Brussels, January 1986.

16) See: "Enterprise Development"; Innovations No.1, 1987.

17) See: School Cooperatives - Italy; Innovations No.4, 1987.

18) See: Enterprise Education in a Special School; Innovations No.10, 1987.

19) See: School-Industry Links; Brussels, June 1987.

20) See: Guidance Course - The Netherlands; Innovations No.26, 1987.

21) See: Social and Vocational Skills Course - Strathclyde; Innovations No.21, 1987.

22) See: "Arbeitslehre" - Germany; Innovations No.38, 1987.

23) See: Schools, Industry and Curriculum; Innovations No.39, 1987.

24) See: Training for local needs - Belgium; Innovations No.29, 1987.

25) See: The School Contact Committee - Aalborg, Denmark; Innovations No.14, 1987.

26) See: "COA": School Employment Centres; Innovations No.23, 1987.

27) See: School-Work Agency - Modena, Italy; Innovations No.15, 1987.

28) See: Schools, Firms and Trade Unions; Innovations No.37, 1987.

29) See: School-Community Linking - Greece; Innovations No.2, 1987.

30) See: School, Community and Environment - United Kingdom; Innovations No.24, 1987.

31) See: Partnership - parents and secondary schools; Brussels, June 1987.

32) See: Involving Parents - United Kingdom; Innovations No.17, 1987.

33) See: Guidance and the school; Brussels, June 1987.

34) See: A.G. Watts et al., Educational and Vocational Guidance Services for the 14-25 age group in the European Community; Brussels, 1987.

35) See: Group-Work Guidance Materials - France; Innovations No.9, 1987.

36) See, as one example: School and "Territorio" - Reggio Calabria; Innovations No.25, 1987.

37) See: Outreach Youth Centres - Luxemburg; Innovations No.20, 1987.

38) See: The Outreach Programmes - Dublin; Innovations No.19, 1987.

39) See: Guidance Training and Coordination; Innovations No.6, 1987.

40) See: School-Linking, Baden-Wurttemberg; Innovations No.30, 1987.

41) See: The "Youth Team"; Innovations No.8, 1987.

42) See: The "Missions Locales": Local Task Forces; Innovations No.13, 1987.

43) See: "RAA" - Germany; Innovations No.16, 1987.

44) See: Info Action 1985 - Youth initiatives in the European Community; Brussels, February 1986.

45) See: Action Handbook: How to implement gender equality; Brussels, November 1985.

46) See: The "Girls' Programme" - Castlemilk, Glasgow; Innovations No.35, 1987.

47) See: The "Why not....?" Course - Ireland; Innovations No.31, 1987.

48) See: Strategies to help the disadvantaged; Brussels, (text in preparation).

49) See: Classrooms for Active Learning - Manchester, United Kingdom; Innovations No.18, 1987.

50) See: Assessment and Certification: Issues arising from the Pilot Projects; Brussels, July 1986.

51) See: New Developments in Assessment: Profiling; Brussels, September 1984.

52) See: Youth and Culture Centre - Berlin; Innovations No.12, 1987.

53) See: Turkish Girls Centre - Berlin; Innovations No.32, 1987.

54) See: The "Learning Place" - Venissieux, France; Innovations No.11, 1987.

55) See: Education for Transition - The Curriculum Challenge; in: Social Europe, supplement on Education, Vocational Training and Youth Policy, 1985.

56) See: V. Blackburn and C. Moisan, "The in-service training of teachers in the twelve Member States of the European Community; Maastricht, 1987.

57) See: Teacher Training - Strategies from the second Transition Programme; Brussels, December 1986.

58) See: Work Experience for Teachers - Zeeland; Innovations No. 22, 1987.

59) See: Field Experience for Guidance Teachers - Greece; Innovations No.7, 1987.

60) See: "Writing Teams" - Manchester; Innovations No.28, 1987.

61) See: Widening Girls' Occupational Choice - France; Innovations No.33, 1987.

62) Unlike in the first Transition Programme, no structured provision was made at Community level for formal and scientifically based evaluation of the second series of pilot projects. But many Member States have made their own arrangements for external evaluation. The Commission, through its team of experts, gave priority to identifying and reporting, as opposed to assessing, interesting developments and approaches, on a continuing basis as and when they emerged, during the whole course of the Programme; (see: list of publications, Annex III).
The evaluation approach adopted in the first Transition Programme was in itself an innovation at Community level. It was not easy to implement, time-consuming and costly, but worthwhile and can still provide many lessons for future development work. For more information see: Review of Evaluation Practice - The Programme's Evaluation Network; an internal working document on the first series of pilot projects (1978-1982), provided by IFAPLAN on behalf of the Commission, July 1984.

63) See as one example: European Co-operation and Partnership; a report prepared jointly by 8 pilot projects from 5 Member States, on their common initiative to organise the transfer of experience between their countries; 1987.

64) See: Curriculum Coordinators - Manchester, United Kingdom; Innovations No.27, 1987.

65) See: Equal Opportunities Programme - Manchester; Innovations No.34, 1987.

ANNEXES

Annex I: Council Resolutions

Annex II: Interaction and Exchange

Annex III: Publications from the Transition Programme

ANNEX I: Council Resolutions

1. Resolution of the Council and of the Ministers for Education meeting within the Council of 12 July 1982 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life

2. Resolution of the Council and of the Ministers for Education, meeting within the Council of 5 December 1985 extending for one year certain measures taken to improve the preparation of young people for work and to facilitate their transition from education to working life

Resolution of the Council

and of the Ministers for Education meeting within the Council of 12 July 1982

concerning measures to be taken to improve the preparation of young people for work

and to facilitate their transition from education to working life[+]

THE COUNCIL OF THE EUROPEAN COMMUNITIES AND THE MINISTERS FOR EDUCATION MEETING WITHIN THE COUNCIL,

Having regard to the Treaties establishing the European Communities,

Referring to the Resolution of the Council and of the Ministers for Education, meeting within the Council of 9 February 1976 comprising an action programme in the field of education[1] and in the particular point III and point IV, paragraph 22 thereof,

Referring to the Resolution of the Council and of the Ministers for Education, meeting within the Council of 13 December 1976 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life, [2] and in particular point III, paragraph 1 thereof,

Referring to the Resolution of the Council and of the Ministers for Education, meeting within the Council of 15 January 1980, extending the programme of pilot projects at Community level for which provision is made in point III, paragraph 1, of the Resolution of 13 December 1976, [3]

Referring to their meeting of 22 June 1981,

Taking account of the fact that the campaign against youth unemployment, particularly amongst the most disadvantaged categories of young people, must be considered as a task of highest priority,

Recording, in consequence, their agreement on the report from the Education Committee,

HEREBY ADOPT THIS RESOLUTION

I   This resolution and the report of the Education Committee shall be forwarded to the European Parliament and to the Economic and Social Committee

II.   Pursuant to point IV-22 of the Resolution of the Council and of the Ministers for Education, meeting within the Council of 9 February 1976 and further to the programme of pilot projects laid down on the basis of point III-1 of the Resolution of the Council and of the Ministers for Education, meeting within the Council of 13 December 1976, pilot projects to assist national policy in each Member State shall be implemented until 31 December 1986 particularly as regards the following

(i)   the use of the out-of-school environment as a learning resource enabling both young people and teachers to gain experience of the world of work, to develop understanding of the mechanisms of society, and to practise skills relating to living or which are of a social nature,

(ii) the involvment of adults, including parents, employers and trade unionists, in activities taking place within the school in order to increase understanding about the role of education institutions and to support schools in their task of preparing young people for adult life

Further, a continuous dialogue with a range of social groups, including parents and social partners, about the role of schools in enabling young people to gain the basic understanding, knowledge and skills they will need for adult life,

[+]OJ C 193, 28 7 1982

[1] OJ C 38, 19 2 1976

[2] OJ C 308, 30 12 1976

[3] OJ C 23, 30 1 1980

(iii) the coordinated provision of information and guidance about post-school opportunities for young people, and the development of systematic guidance for young people in the 14-18 years age group on future career options as well as of further education and training opportunities;

(iv) the development of practical cooperation between education authorities and employment and social agencies and with other bodies active in this field in order to provide direct work experience, simulated work experience with help from industry, work experience in the local community and the general use of the local environment as a learning resource,

(v) the development of systems of certification or credit units flexible enough to make possible the assessment of the variety of learning experience considered important for the period of transition, including experience gained in an out-of-school environment, whether formally or informally,

(vi) the development of continuous in-service training and personnel policies designed to enable teaching staff to adjust, individually and collectively, to the new demands made of them, and the introduction of cooperation with staff from post-school education institutions as well as from industry, commerce or agriculture

III The measures referred to in point II will be implemented in close liaison with other initiatives aimed at reducing unemployment, particularly amongst young people

IV The Community's financing of the measures specified in point I shall be decided in accordance with the Community budgetary rules and procedures

Resolution

of the Council and of the Ministers for Education,

meeting within the Council of 5 December 1985

extending for one year certain measures taken to improve the preparation of young people for

work and to facilitate their transition from education to working life

(85/C 328/02)

THE COUNCIL OF THE EUROPEAN COMMUNITES AND THE MINISTERS FOR EDUCATION, MEETING WITHIN THE COUNCIL,

Having regard to the Treaties establishing the European Communities,

Referring to the Resolution of the Council and of the Ministers for Education, meeting within the Council, of 12 July 1982 concerning measures to be taken to improve the preparation of young people for work and to facilitate their transition from education to working life,[1]

Whereas, when the Education Committee examined an interim Commission report on the implementation of that Resolution, it was found advisable to extend the programme of pilot projects and follow-up work for one further year in order to allow the tasks assigned to the projects to be fulfilled and to ensure adequate assessment and dissemination of their results,

HEREBY ADOPT THIS RESOLUTION

1   The programme of pilot projects at Community level for which provision is make in Section II of the Resolution of the Council and of the Ministers for Education, meeting within the Council, of 12 July 1982, shall be extended to 31 December 1987, final reporting and dissemination of the results of the programme will be completed by 30 June 1988

2   Community financing for the measures refered to in point 1 shall be decided in the framework of the budget procedure

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[1] OJ C 193, 28 7 1982

Annex II: Interaction and Exchange

1. Pilot Projects

2. National Policy Co-ordinators

3. Inter-Project Visits

4. Workshops and Conferences

5. European Dissemination Conferences

1. Pilot Projects

The list below gives addresses for direct contact, a brief description of the area concerned and the objectives of the pilot projects.

B 1   Saint Ghislain

Transvia, Cite des Petites Preelles 129,

B - 7330 Saint Ghislain. Tel' 32-65-78 61 85

Area: a mixed urban-rural area with declining industry, and a fairly stable population of migrants. Objectives: co-operation between various types of schools to develop active learning methods in vocational education and to support staff development.

B 2   Limburg and West Flanderen

Alternerend Leren, Centre P.M.S., Luikersteenweg 56,

B - 3500 Hasselt. Tel' 32-11-22 17 38

Alternerend Leren, Kamer voor Handel en Nijverheid, Casinoplein 10,

B - 8500 Kortijk. Tel' 32-56-21 66 01

Area: both areas have high youth unemployment, and Limburg has a large migrants population. Objectives: new courses alternating training and work experience for unemployed young people.

DK 3   Aalborg

Hans Bruun, Udskoling- et EF Projekt, Hasserisvej 174,

DK - 9000 Aalborg. Tel' 45-8-11 22 11   Ext. 4170

Area: a shipyard and commercial town in North Jutland. Objectives: to improve the use of work experience, careers education and guidance.

DK 4   Hvidovre

Peer Lindholm, Skole- og Fritidsforvaltningen, Hvidovrevej 59a,
DK - 2650 Hvidovre. Tel' 45-1-78 12 11 Ext. 1207 and 1208

Area: a suburb of Copenhagen. Objectives: 14-16 curriculum develop-
ment, and developing co-operation between guidance counsellors and
other agencies providing services for young school leavers.

D 5   Mannheim/Weinheim

Helga Reindel, EG-Modellversuch, Beratungsstelle, H 2 2,
D - 6800 Mannheim 1. Tel' 49-621-1 47 30

Area: industrial town of Mannheim, and semi-rural area of Weinheim
Objectives: co-ordination of all existing support facilities in the
region to improve young migrants' access to vocational education and
training.

D 6   Berlin

Christel Hartmann-Fritsch, Jugend- und Kulturzentrum,
Schlesische Str. 27, D - 1000 Berlin 36. Tel' 49-30-612 40 95

Area: Kreuzberg district of Berlin, an inner city area with a high
percentage of migrants. Objectives: to develop alternative curriculum
activities through theatre, literature, music, painting, and photo-
graphy.

D 7   Kassel

Volkmar Hopf, Regionales Verbundsystem Kassel, Hauffstrasse 5,
D - 3501 Fuldatal 1. Tel' 49-561-81 81 58

Area: the city and region of Kassel. Objectives: to promote inter-
agency co-ordination in the region, between the employment offices,
firms, general and vocational schools.

D 8   Duisburg

Achim Scharf, EG-Modellversuch, Stadt Duisburg, Amt 51-02,
Niederstr.7, D - 4100 Duisburg 1. Tel* 49-203 283 44 35

Area: the industrial cities of Duisburg, Oberhausen and Moers in the
Ruhr. Objectives: to develop guidance and vocational preparation for
low-attaining pupils before and after the end of compulsory education.

F 9   6 académies

Patrick Chauvet, DLC4, Ministere de l'Education Nationale,
107 rue de Grenelle, F - 75007 Paris. T*l* 33-1-45 50 11 16

Area: 20 vocational schools spread over 6 regions: Lille, Nancy, Tou-
louse, Orléans-Tours, Versailles and Poitiers. Objectives: improvement
of work experience schemes and assessment of the value of work experi-
ence for personal and social development.

F 10   Venissieux

Florent Cibué, Cellule Vie Scolaire, Rectorat de l'Académie de Lyon,
92 rue de Marseille, F - 69354 Lyon 7.
Tel* 33-78-69 81 12, Ext. 3371

Area: a large housing estate in the suburbs of Lyon. Objectives:
improving the curriculum, guidance and social integration of low-
achievers.

F 11   60 C.I.O

Bernard Giraud, DLC6, Ministere de l'Education nationale,
107 rue de Grenelle, F - 75007 Paris. Tel* 33-1-45 50 03 45

Area: 60 information and guidance centres distributed throughout 15
regions. Objectives: reappraisal of the guidance process, and its
links with the curriculum of lower secondary schools.

F 12   Caen/Créteil

Maggy Pillods, CREDIF, 11 av. Pozzo di Borgo, F - 92211 Saint-Cloud.
Tel° 33-1-46 02 63 01

Area: disadvantaged suburbs of Paris and Caen. Objectives: the social
and vocational integration of young migrants, emphasising the value
of their bi-lingualism.

GR 13   SEP

Demetra Scavdi, KEME - SEP, 6 Manzarou Street, GR - Athens.
Tel° 30-1-360 07 86

Area: initially in Athens and north-western Greece; expanding in 19
areas of the country. Objectives: development and testing of a new
training programme for teachers of careers education and guidance, and
the development of regional centres to support their work.

GR 14   AGRO

Ioannis Kazazis, Ministry of Education, 15 Mitropoleos Street,
GR - 10185 Athens. Tel° 30-1-323 57 22

Area: Patras, Heraklio, Larissa, Kavala, Kozani and the Thessaloniki
area - rural areas with village co-operatives. Objectives: to train
young people in managment for jobs in agricultural co-operatives.

GR 15   LINK

Alexandros Kalofolias, 15 Mitropoleos Street, GR - 10185 Athens.
Tel° 30-1-323 23 19

Area: Rethymno (Crete), Veria (Macedonia) and Nea Philadelphia (a
suburb in North Athens). Objectives: the experimental application of
the new comprehensive upper secondary schools with emphasis on parti-
cipation in and by the local community.

IRL 16 Dublin

Tony Crooks, CDVEC Curriculum Development Unit, 28 Westland Row,
Trinity College, IRL - Dublin 2. Tel· 353-1-60 24 33

Area: an inner-city area. Objectives: the social and vocational pre-
paration of young people with poor prospects of employment, including
special courses for young women.

IRL 17 Galway

Marian O'Riordan, Curriculum Development Centre, V.E.C., Island House,
Cathedral Square, IRL - Galway. Tel· 353-91-622 66

Area: Galway Town, and South County Mayo. Objectives: "integrated
education" emphasising the utilisation of the out-of-school environ-
ment, development of work experience and education for enterprise.

IRL 18 Shannon

Jim Gleeson, Curriculum Development Centre, St. Patrick's Comprehen-
sive School, IRL - Shannon, Co. Clare. Tel· 353-61-3618 78

Area: basically agricultural with developing industrialisation.
Objectives: the development of new two-year post-compulsory programmes
and activities aimed at the diversification of girls' vocational
choices.

I 19a Reggio Calabria

Francesco Latella, Via Petrillina Diramazione I 21,
I - 89100 Reggio Calabria. Tel· 39-965-33 16 50

Area: coastal area, mainly agricultural. Objectives: to encourage
pupils to acquire business knowledge, particularly about co-operatives
and small companies, and a basic understanding of the tourist indus-
try.

I 19b Sassari

Giancarlo Arru, c/o Provveditorato agli Studi di Sassari,
Corso G. Angioi 1, I - 07100 Sassari. Tel° 39-79-23 48 70

Area: the towns of Sassari (agricultural), Porto Torres (industry in
decline), and Alghero (tourist industry). Objectives: to provide in-
service teacher training and curriculum development aimed at making
pupils aware of job opportunities in the tourist industry.

I 20a Val d'Elsa

Giuseppe Italiano, Provveditorato agli Studi di Firenze, c/o Liceo
Scientifico, "Il Pontormo", Via XX Settembre 31,
I - 50053 Empoli (FI). Tel° 39-571-726 73

Area: the district of Val d'Elsa, in the province of Florence.
Objectives: to promote a greater understanding of local industry and
the local labour market in schools. Also to introduce micro-computer
technology for information purposes.

I 20b Viterbo

Massimo Faggiani, c/o Progetto Pilota CEE, Via del Paradiso 2,
I - 01100 Viterbo. Tel° 39-761-23 91 28

Area: the province of Viterbo, agricultural with some tourism and
industrial development. Objectives: to promote a greater awareness in
schools of developments in the local economy.

I 21a Treviso

Adriano Maccari, Liceo Scientifico, Via Kennedy 12,
I - 31015 Conegliano (TV). Tel° 39-438-359 44

Area: the zone of Sinistra Piave in the Province of Treviso.
Objectives: to improve young people's knowledge of local resources,
particularly agricultural ones.

I 21b Avellino
Luca Iannuzzi, Provveditorato agli Studi di Avellino,
Via de Renzi, I - 83100 Avellino. Tel° 39-825-250 40

Area: the province of Avellino, 40 communes, 80% in the zone struck
by the 1980 earthquake. Objectives: to encourage local agriculture by
courses and seminars for teachers and pupils in the lower and upper
secondary schools, and to foster motivation for the development of
co-operatives.

I 22a Modena
Ennio Ferrari, Provveditorato agli Studi di Modena,
Via Raimuso 100, I - 41100 Modena. Tel° 39-59-33 53 35

Area: the town of Modena and its surrounding communes. Objectives: the
development of pupils' awareness of their economic and social environ-
ment, with emphasis on new technologies.

I 22b Biella
Novarino Panaro, Ufficio Scolastico Regionale del Piemonte,
Corso Matteotti 32a, I - 10121 Torino. Tel° 39-11-53 17 84

Area: the area of Biella in the province of Vercelli, with textile
industry. Objectives: the improvement of guidance and orientation
towards job opportunities in advanced technologies.

L 23   Luxembourg
Fernand Sauer, I.F.E.M., 75 rue de Bettembourg, L - 5811 Fentange.
Tel° 352-36 94 41

Area: 4 regional locations, including urban and rural areas.
Objectives: the vocational and social integration of young people
without vocational qualifications.

NL 24   Zeeland

Hinke de Graaf, COA Zeeland, Postbus 2034, NL - 4460 MA Goes.
Tel° 31-1100-305 48

Area: the province of Zeeland. Objectives: the development of a
co-ordination centre (COA), to increase and improve work experience
provision for pupils and teachers in secondary education.

NL 25   Rijndelta

Paul Schings, COA Rijndelta, Coolsingel 47-49
NL - 3012 AA Rotterdam. Tel° 31-10-433 17 44

Area: the Rijnmond region, including Rotterdam and 15 smaller cities.
Objectives: to improve the co-ordination of work experience placements
and to develop vocational guidance in the curriculum.

UK 26   Northern Ireland

TRAWL Project, NICED Information Office,
Stranmillis College, Stranmillis Road, GB - Belfast BT9 5DY,
Tel° 44-232-68 24 14

Area: secondary schools throughout Northern Ireland. Objectives:
school-based curriculum review and development, case-studies and
developement of guidance.

UK 27   Manchester

Kathy August, ACS Project Office, Manchester Polytechnic, Brook House,
Hathersage Road, GB - Manchester M13 05A. Tel° 44-61-224 96 00

Area: 7 schools in the inner-city and suburbs. Objectives: to develop
an alternative curriculum for 14-16 pupils, including active learning
methods, work experience placements and action aimed at eradicating
gender stereotypes.

UK 28   Glasgow

Evelyn Lennie, Glenwood Secondary School, 147 Castlemilk Drive,
GB - Glasgow G45 9UG, Scotland. Tel° 44-41-634 9367

Area: post-war housing estate south-east of Glasgow (Castlemilk).
Objectives: curriculum development, improved guidance, and community-
based activities for all 14-16 pupils, especially under-achievers.

UK 29   Powys

Anthony Bell, PREP, Radnor College of Further Education,
Llandrindod Wells, GB - Powys LD1 5ES. Tel° 44-597-4407

Area: a rural county in mid-Wales. Objectives: to develop curricula
with a special emphasis on business and craft job opportunities in a
rural area.

UK 30   Northamptonshire

Lynn Lewis, Project Office, Cliftonville Middle School,
Cliftonville Road, GB - Northampton NN1 5BW.
Tel° 44-604-28853

Area: a mixture of schools in an industrial/rural county. Objectives:
development of new curricula for 14-16 pupils with emphasis on commun-
ity-based activities, school-parent co-operation, and work experience.

2. National Policy Co-ordinators

B   Jean Meunier, Inspecteur Général de l'Enseignement de Promotion
Sociale, 28 rue de la Charité, B - 1040 Bruxelles.
Tel: 32-2-219 40 36

Nicole van Coillie, Ministerie van Onderwijs, Koningstraat 172,
B - 1000 Brussel, Tel: 32-2-219 64 80

DK   Jens Kibsgaard, Ministry of Education, Frederiksholms Kanal 26,
DK - 1220 København.
Tel: 435-1-92 53 83.

D   Werner Boppel, Bundesministerium fur Bildung und Wissenschaft,
Heinemannstr. 2, D - 5300 Bonn
Tel: 49-228-57 21 87.

Peter Schermer, Kultusministerium Hessen, Luisenplatz 20,
D - 6200 Wiesbaden
Tel: 49-6121-368 27 63.

E   José Antonio Fernandez Fernandez, Consejo Tecnico, Secretaria
General de Educación, M.E.C., Alcala 34, E - 28014 Madrid
Tel: 34-1-231 75 43.

José Martinez, Instituto Nacional de Empleo, Condesa Venadito 9,
E - 28027 Madrid
Tel: 34-1-408 31 19.

F   Jean-Luc Cenat, Inspection générale, Ministere de l'Education
Nationale, 110 rue de Grenelle, F - 75007 Paris
Tel: 33-1-45 50 04 55.

GR   Theodossios Papatheodossiou, TEI, Sygrou Street 56, GR - Athens,
     Tel: 30-1-921 45 02.

IRL Torlach O'Connor, Department of Education, Marlborough Street,
     IRL - Dublin 1
     Tel: 353-1-71 71 01.

I   Giuseppe Martinez, Ministero Pubblica Istruzione, Via Carcani,
     I - 00185 Roma
     Tel: 39-6-580 07 01.

     Marcello Limina, Ministero Pubblica Istruzione, Direzione
     Generale Scambi Culturali, Via Ipolito Nieve 35, I - 00153 Roma.
     Tel: 39-6-589 84 41.

L   M. Jacobs, Ministere de l'Education Nationale, 6 Bd. Royal,
     L - Luxembourg.
     Tel: 352-47 87 57.

NL   Ton Koelink, Ministerie van Onderwijs en Wetenschappen, Postbus
     25000, NL - 2700 LZ Zoetermeer.
     Tel: 31-79-53 46 61.

P   Georgina Esteves, Ministero de Educação,
     Avenida 24 de Julho 140-7', P - 1200 Lisboa.
     Tel: 351-1-67 80 81.

     Luisa Pombo, I.E.F.P., Av. José Melhoa 11, P - 1000 Lisboa.
     Tel: 351-1-726 25 36.

UK   Petra Laidlaw, Schools II Branch, Department of Education and
     Science, Elizabeth House, York Road, GB - London SE1.
     Tel: 44-1-934 98 26.

     Ian Loveless, Schools II Branch, Department of Education and
     Science, Elizabeth House, York Road, GB - London SE1.
     Tel: 44-1-934 93 27.

3. Inter-Project Visits

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Visited projects [1]

B 1   Saint Ghislain   4 academies, Treviso, Val d'Elsa,
                              Luxemburg, Glasgow, (Rouen).

B 2   Limburg/W. Flanders   AGRO, Sassari, Luxemburg, Glasgow.

DK 3   Aalborg   Kassel, Shannon, Zeeland, Rijnmond,
                              Manchester.

DK 4   Hvidovre   Berlin, Shannon, Rijnmond,
                              Manchester, Glasgow.

D 5   Mannheim/Weinheim   Hvidovre, Venissieux, Dublin,
                              Sassari, Val d'Elsa, Treviso,
                              Manchester, Glasgow, Madrid.

D 6   Berlin   Hvidovre, Manchester, (Aabaek)

D 7   Kassel   Aalborg, Hvidovre, Rijnmond.

D 8   Duisburg   Limburg, Hvidovre, 58 C.I.O.,
                              Luxemburg, (CEP Coventry).

F 9   4 academies   Limburg/W. Flanders, Mannheim/Wein-
                              heim, Kassel, Dublin, Galway,
                              Shannon.

F 10   Venissieux   Limburg, Mannheim/Weinheim, Berlin,
                              Dublin, Manchester, Glasgow.

F 11   58 C.I.O.   Hvidovre, SEP, LINK, Dublin, Galway,
                              Treviso.

F 12   Caen/Creteil   Berlin.

GR 13 SEP   Kassel, Northern Ireland

GR 14 AGRO   Limburg, Treviso, Avellino,
                              Luxemburg, Powys.

GR 15 LINK   Reggio Calabria, Zeeland, Manchester

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1) including parallel initiatives (in brackets).

IRL 16   Dublin   Mannheim/Weinheim, Aalborg,
                                       Hvidovre, Venissieux, Manchester,
                                       Glasgow.

IRL 17   Galway   Saint Ghislain, Aalborg, Hvidovre,
                                       SEP, Reggio Calabria, Avellino,
                                       Zeeland, Glasgow.

IRL 18   Shannon   Zeeland, Manchester, Glasgow, Powys,
                                       Northampton.

I 19   Reggio Calabria/Sassari   Saint Ghislain, 58 C.I.O., LINK,
                                       Galway, Shannon, Powys.

I 20   Val d'Elsa/Viterbo   Aalborg, Hvidovre, Galway, Glasgow.

I 21   Treviso/Avellino   Limburg, AGRO, Galway, Santa Cruz
                                       de Tenerife

I 22   Modena/Biella   LINK.

L 23   Luxemburg   Limburg, Mannheim/Weinheim, Kassel,
                                       Venissieux, Rijnmond

NL 24   Zeeland   Aalborg, Hvidovre

NL 25   Rijnmond   Aalborg, Hvidovre, Berlin, Dublin,
                                       Shannon, Manchester, Glasgow,
                                       Northampton.

UK 26   Northern Ireland   Hvidovre, Kassel, Vénissieux, 58
                                       C.I.O., Val d'Elsa, Manchester.

UK 27   Manchester   Hvidovre, Berlin, Duisburg,
                                       Venissieux, Dublin.

UK 28   Glasgow   Aalborg, Hvidovre, Vénissieux,
                                       Dublin, Shannon, Val d'Elsa, Modena,
                                       Zeeland, Rijnmond.

UK 29   Powys   AGRO, LINK, Reggio Calabria,
                                       Sassari.

UK 30   Northampton   Hvidovre, Duisburg, Galway, Shannon,
                                       Luxemburg, Zeeland, Rijnmond,
                                       Manchester.

SPAIN   Aalborg, Duisburg, 4 Academies, 58
                                       C.I.O., Reggio Calabria, Sassari,
                                       Val d'Elsa, Treviso, Avellino,
                                       Modena, Biella, Luxemburg, Glasgow.

PORTUGAL   Aalborg, 4 Academies, 58 C.I.O.,
                                       Treviso, Modena, Zeeland, Rijnmond,
                                       Manchester.

4. Workshops and Conferences

I. Conferences and Workshops organised by, or on behalf of the Commission (Place, date, theme/short label).

Brussels, April 1984: Annual conference of the Programme

Luxemburg, June 1984: Project management

Milan, November 1984: Staff development

Duisburg, February 1985: Young migrants

Rotterdam, March 1985: Work experience

Bischenberg (F), April 1985: Education for enterprise

Brussels, May 1985: Annual conference of the Programme

Copenhagen, October 1985: Guidance

Luxemburg, February 1986: School and social action

Northampton, September 1986: Parents' involvement

Brussels, October 1986: Annual conference of the Programme

Sassari, November 1986: Rural areas

London, November 1986: School-industry links

Berlin, February 1987: The disadvantaged

II. Conferences and Workshops organised by Member States/Authorities, with support from the Commission and/or participation of pilot projects from other Member States.

Denmark

National conference envisaged in late 1987, to relate outcomes from the Transition Programme and the Danish pilot projects to further policy development in Denmark.

Germany

Dortmund, February 1986

Presentation of the Transition Programme and the German pilot projects at the "Interschul"-Fair.

Hannover, February 1987

Organisation of a workshop, at the "Didacta" (international educational fair), on the impact which pilot projects and their evaluation have on policy development, based on the example of the Transition Programme.

France

Vénissieux, April 1987

Dissemination seminar in co-operation with the other pilot projects involved in interaction with the Venissieux project.

Greece

Heraklion, June 1987

Conference, involving teachers and administrators, to present the outcomes of the 3 Greek pilot projects and of relevant projects from other Member States.

Ireland
Dublin, April 1987
Dissemination conference, involving the 3 Irish projects and 8 other
European projects on the theme of provision for the disadvantaged.

Italy
Rome, January 1987
National conference to relate outcomes from the Transition Programme
and the Italian pilot projects to further policy development in Italy.

Portugal
Lisbon, December 1986
National conference to present the outcomes of the Transition Program-
me to educational planners, administrators and policy makers, and to
relate them to relevant developments in Portugal.

Spain
Conferences to present the Transition Programme to teachers, adminis-
trators and policy makers, and to relate its outcomes to ongoing or
planned developments in Spain:

at regional level, in Barcelona (April 1987), San Sebastian (June
1987), Valencia (July 1987); further regional conferences are planned
in Galicia, Andalucia and on the Canary Islands;

at national level, in Madrid/Avila (October 1987).

In addition, numerous conferences, seminars and workshops were organ-
ised, without direct community support, at the initiative of indivi-
dual pilot projects or authorities within the Member States, to dis-
seminate the outcomes and conclusions form the work of the pilot pro-
jects.

5. European Dissemination Conferences

A series of European dissemination conferencs for policy planners and decision makers was jointly prepared by the Commission and the hosting Member States, on the following themes:

1. Mons (B), May 1987:   Co-operation and Partnership

2. Gilleleje (DK), September 1987:   Gender Equality in Education
                                     and Training

3. Berlin (D), October 1987:   Strategies to overcome dis-
                                    advantage

4. Sorrento (I), November 1987:   School and economic develop-
                                    ment

5. Paris (F), December 1987:   Guidance and integration of
                                    young people

A further conference on the theme of links between school and industry is planned to take place in Spring 1988, in the Netherlands.

Annex III: Publications from the Transition Programme

1. Reports and Working Documents

2. Series of "Innovations"

This Annex only includes publications issued at Community level.

1. Reports and Working Documents

Thirty Pilot Projects, March 1984, revised: June 1986, 36 pages.
Short descriptions of projects participating in the Second Programme.

Policies for Transition, March 1984, 59 pages.
A summary of the main conclusions of the First Action Programme. A
condensed version was published in English by "Education", 6 July
1984. A full reprint can be found in "Social Europe", Catalogue Number
CE-AC-84-001 in English, French or German.

Girls and Transition, April 1984, 55 pages.
Experience with equal opportunities in the First Programme.

Education for Transition, August 1984, 55 pages.
The curriculum challenge. New curricula for the transition years.
Reprints in English, French and German were published by "Social
Europe", Catalogue Number CE-ND-85-004.

New Developments in Assessment, September 1984, 47 pages.
On profiling and records of achievement. For local and regional use.

Reprint: Guidance and Counselling, January 1985, 9 pages.
A check-list of action points, reprinted from "Policies for Transi-
tion". Limited copies available.

Youth Information 1985, January 1985, 21 pages.
An approach to this field, based on participation and action by young
people. Limited copies available. A French version was published by
"S.I.L.D.A.", August 1985.

About Work Experience, February 1985, 28 pages.
An inventory of published materials, and journals, on all aspects.

Action Handbook, November 1985, 75 pages.
How to implement gender equality. Limited copies available.

Interim Report, November 1985, 60 pages.
A thematic description of the development of the Second Action Pro-
gramme after two years.

Education for Enterprise, January 1986, 44 pages.
Origins, philosophy and practical application, as seen in the pilot
projects up to 1985. An excerpt in French was published by
"S.I.L.D.A.", June, 1986.

Info Action '85, February 1986, 42 pages.
Report of the Luxemburg conference on youth initiative projects, and
Community support for them. A French version was published by
"S.I.L.D.A.", April, 1986. Reprints in English, French and German were
published by "Social Europe", Catalogue Number CE-NC-86-005.

Assessment and Certification, July 1986, 28 pages.
Issues arising from the pilot projects. New needs, new approaches.

Teacher Training: strategies from the second Transition Programme,
December 1986, 41 pages.

The World of Work as a Learning Resource, December 1986, 47 pages.
Better organisation, integration into the curriculum; school-linking
structures; etc.

School-Industry Links, June 1987, 36 pages.
Why links between school and industry are important, how they can
function and what local support they need.

Partnership - Parents and Secondary Schools, June 1987, 46 pages.
The role of parents as resources and partners in the transition
period.

<u>Guidance and the School</u>, July 1987, 73 pages.
Innovative efforts to improve young people's educational and career choices.

<u>Final Report</u>, October 1987, ca. 60 pages.
Conclusions from the Transition Programme: Policy messages and areas for further development. (In preparation.)

<u>Equal Opportunities</u>, November 1987, ca. 40 pages.
Reports and conclusions: How to implement gender equality for boys and girls in their transition from school to adult and working life. (In preparation.)

<u>Management of Innovation</u>, December 1987, ca. 30 pages.
How to deal with innovations in the transition field on a European basis. (In preparation.)

<u>Strategies to Help the Disadvantaged</u>, January 1988, ca. 40 pages.
Reports and conclusions from projects dealing with disadvantaged students in various European areas. (In preparation.)

2. Series of "Innovations"

The World of Work (I):

1. "Enterprise Development"
2. School-Community Linking - Greece
3. Work Experience Integrated in the Curriculum - Ireland
4. School Cooperatives - Italy

Guidance:

5. Work Experience and Guidance - Denmark
6. Guidance Training and Coordination
7. Field Experience for Guidance Teachers - Greece
8. The "Youth Team"
9. Group-Work Guidance Materials - France

Provision for the Disadvantaged:

10. Enterprise Education in a Special School
11. The "Learning Place" - Vénissieux, France
12. Youth and Culture Centre - Berlin

Partnership in Education and Training:

13. The "Missions Locales": Local Task Forces
14. The School Contact Committee - Aalborg, Denmark
15. School-Work Agency - Modena, Italy
16. "RAA" - Germany
17. Involving Parents - United Kingdom

The World of Work (II):

22. Work Experience for Teachers - Zeeland
23. "COA": School Employment Centres
24. School, Community and Environment - United Kingdom
25. School and "Territorio" - Reggio Calabria
26. Guidance Course - The Netherlands

Staff Development:

27. Curriculum Coordinators - Manchester, United Kingdom

28. "Writing Teams" - Manchester

29. Training for local needs - Belgium

30. School-Linking - Baden Wurttemberg

Provision for the Disadvantaged (II):

18. Classrooms for Active Learning - Manchester.

19. The Outreach Programmes - Dublin

20. Outreach Youth Centres - Luxemburg

21. Social and Vocational Skills Course - Strathclyde

36. Work Exploration Centre - Dublin

Equal Opportunities for Girls:

31. The "Why not ...?" Course - Ireland

32. Turkish Girls Centre - Berlin

33. Widening Girls' Occupational Choice - France

34. Equal Opportunities Programme - Manchester

35. The "Girls' Programme" - Castlemilk, Glasgow

The World of Work (III):

37. Schools, Firms and Trade Unions

38. "Arbeitslehre" - Germany

39. Schools, Industry and Curriculum