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Training for trainers

The "Training for trainers" project (Africa Melis) has two aims: on the one hand, it wants to develop a "common language" for Europe, and on the other, it hopes to improve information on specific training possibilities. Promoting a better mutual understanding of vocational training seems to be particularly important in this case, as the project deals with the actual protagonists of the world of vocational training - teachers and trainers.

In order to achieve the first of the two objectives, the project is looking at the role of trainers and the characteristics of the various training courses in the various Member States. Both trainers and courses are adapting to new economic realities. Trainers are less and less "teachers" in the old style, and they are increas-

ingly involved in production and conception processes.

The investigation aims to discover which characteristics of this reform process could be of interest to organizers of vocational education and private associations (professional or corporate groups) in other Member States.

The Centre's basic idea is to produce a comparative inter-European knowledge base on the topic of "training for trainers". And by achieving conceptual agreement, the second step, a kind of "common vocabulary" will

be developed so that one group of trainers can understand the other's language. As there are no systematic studies in this area, there are no generally valid definitions that could form the basis of comparative studies.

For 1994, the project hopes to elaborate a report on continuing training for trainers in 7 Member States. This involves determining and comparing the actual training offer in the countries being investigated. Some of the aspects covered are trainer profiles, continuing training courses providing trainers with specific

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Last issue CEDEFOP flash special

This is the last issue of **CEDEFOP flash special**.

The 1995 CEDEFOP Work Programme adopted at the Management Board meeting of 9 December 1994 provided for the replacement of CEDEFOP flash special by a new periodical "CEDEFOP Info". It is hoped to publish "CEDEFOP Info" three or four times a year in three languages (EN, FR, DE). It will be distributed free of charge to all those interested. "CEDEFOP Info" will have a larger format facilitating a more reader-friendly layout and providing an opportunity to report in slightly more depth on activities at European Union and national level. CEDEFOP would welcome contributions, particularly for inclusion in the sections concerning conferences, bi-lateral and multi-lateral training activities and contacts.

Source: CEDEFOP/JMA

P R I X CEDEFOP 1 9 9 4

The first prize in this year's "Prix CEDEFOP" competition went to a contribution submitted by Bayerischer Rundfunk. The jury was unanimous in awarding the film "Der Letzte seines Standes - Der Schmied" (The last of his line - the blacksmith) a prize of ECU 7,000.

The film's aim is to preserve European cultural heritage in vocational training. Its protagonist, the blacksmith, is portrayed through a sensitive, unobtrusive narration. He embodies a didactic concept - training young people across borders, setting old craftsmanship against industrial development, trying to preserve the old "blacksmiths' language", or showing the value of hand-made tools.

Because of the film's convincing technical features and artistic qualities, the jury was unanimous in also awarding it the Special Award of the European Broadcasting Union.

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4/94

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flash



CEDEFOP

Coordination: Bernd Möhlmann, Sylvia Rohr; Translation service: Alison Clarke, CEDEFOP; Layout/Design: Rudolf J. Schmitt, Berlin; Technical production with DTP: Axel Humstock, Berlin Printed in the Federal Republic of Germany

from the social partners and the Member States. It is provided free of charge upon request. Articles with a source reference do not necessarily reflect the views of CEDEFOP. Unsolicited manuscripts, books and other material will be carefully examined and assessed. Requests for contacts, news of forthcoming conferences and other information would be welcomed. For this, however, CEDEFOP bears no responsibility

CEDEFOP - European Centre for the Development of Vocational Training, Jean Monnet House, Bundesallee 22, D-10717 Berlin, Tel. 4930-88 41 20, Fax: 4930-88 41 22 22 CEDEFOP flash special is published at irregular intervals in DE, EN, FR and contains information on vocational training in Europe. In particular the findings of work carried out by CEDEFOP and reports

Training for trainers

qualifications, the degree of prescriptiveness of their initial and continuing training, and the main training institutions in each system.

The investigation was initiated at the beginning of 1994 in Germany, the United Kingdom, France and Spain. It is being carried out with the support of an international network of experts established by CEDEFOP. The experts form a "steering committee" to assist and follow the preparation of a directory which will include already existing national directories.

The first volume covering the above-named countries is to be published shortly; the second will cover Portugal, Italy and Ireland. The idea of producing these directories was initiated within the Commission's PETRA programme. They are intended as practical complements to the information being elaborated within the framework of the PETRA and FORCE programmes. The books are not intended only for the groups described above: they can be of interest to a broad readership, as "understanding" the protagonists provides insights into the structure of vocational training systems.

Teachers and trainers are given handy information regarding admission conditions to training opportunities. The idea is that after reading the project directories, they will be able to plan study visits or training periods not only in their own countries but also abroad. This promotes their mobility both within the European Union and in their own countries.

Project coordinator: Africa Melis,
Tel.: 49-30+88 41 21 93

Source: CEDEFOP / GBi

P R I X CEDEFOP 1 9 9 4

The second prize in the Prix CEDEFOP competition went to the Westdeutscher Rundfunk film "JOBS - Berufe für morgen" (JOBS - Professions for tomorrow). It was awarded ECU 3,000 in prize money.

JOBS is a five-part television series providing young people at the threshold of their career choice with career-relevant information and encouraging them to opt for highly-qualified training. In short portraits, young professionals give viewers a glimpse of their vocational life.

Two BBC entries were also given honourable mentions. "Channel-hopping" is a 30-minute report on employment and training opportunities in Europe for young Britons who ventured to take the plunge across the Channel to work in other European countries. "Denied the 9 to 5", a socio-political feature about the situation of handicapped people in Germany, Italy and the United States, shows that vocational training is useful not only to the disabled themselves but also to those who work with them, contributing to a reduction of prejudice and changing wrong attitudes vis-à-vis the disabled.

In October, an organization committee consisting of representatives of European television broadcasting networks and experts from the field of educational television had proposed eight films to the jury. The jury's decision was based on the following criteria:

- the programmes should provide information on vocational training;
- the programmes must have a European dimension;
- the films must have the journalistic, artistic and technical qualities to transmit their message effectively and be attractive to large audiences.

Project coordinator: Norbert Wollschläger,
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Source: CEDEFOP / GBi

BI- AND MULTI-LATERAL RELATIONS

First European Conference on Adult Education

More than 200 participants from the 12 Member States of the European Union, representing regions, the social partners, universities and non-government associations, met at the First European Conference on Adult Education, which was held in Athens from 18 to 20 June of last year. The conference triggered discussion and dialogue between all the parties involved in the development of adult education in all its forms, allowing the participants to transcend the usual cleavages between education and training, particularly ongoing training.

Convinced of the importance of the overall field of education and training for adults and of the contribution it has to make to European development and to the promotion of civic life, the participants unanimously adopted a declaration recommending that the European Union:

- urgently show a very particular interest in the overall field of adult education and in its development in the Member States and in the EU as a whole, while respecting the principle of subsidiarity;

- contribute to the elaboration of policies for this field in the Member States;

- prepare a memorandum to stimulate discussion on the role of adult education in the search for lasting solutions to current problems and in efforts to encourage the development of an active body of citizens, and to propose strategies in the various areas of adult education so as to allow all parties involved to participate in this common effort;

- ensure that the SOCRATES and LEONARDO programmes, the various Community programmes having an education component, Community initiatives, structural policies and the framework programme on research and development are open to all protagonists of education and training for adults, including the social partners and associations involved in this field (...).

The text of the declaration is reprinted in the conference report, which is available in English, French and Greek from:

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Secretariat General
for Adult Education

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Vocational guidance in the European Single Market

The results of CEDEFOP's work on the vocational guidance and counselling of young people were fed into a conference, jointly organized by the Commission of the European Communities and the Italian Ministries for Education Employment in Rome in November. Its main task was to discuss the experiences gained during, and to draw conclusions from, Action three of the PETRA II programme on Guidance and Counselling.

The themes of the four conference workshops were:

- innovation in national vocational guidance systems
- the European dimension in the training of guidance counsellors

Coherence between compulsory education, initial and continuing training and adult education in Sweden

Sonja Hjorth
Dep. Assistant
Under-Secretary
Ministry of
Education and Science
Sweden

CEDEFOP **panorama**



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CEDEFOP

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Coherence between compulsory education, initial and continuing training and adult education in Sweden

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This paper describes the coherence between compulsory education and upper secondary education, which in Sweden includes both vocational and general education, in addition to adult education in different forms.

The most important principle of Swedish education is equality of opportunity. The compulsory school is a comprehensive school, without streaming, open to all, independent of social or ethnic background or geographical context. All young people up to the age of 20 have the right to begin studies in the upper secondary school. Adult education (for persons 20 years of age and older) has been called the "jewel in the crown" of Sweden's educational system.

The second all-embracing principle of the Swedish school system is a new steering system which operates through management by objectives and results, and not by rules. This is a recent development. For many years control of Swedish

schools was heavily centralized. Whereas in the old management system the State concentrated on the input of different kinds of resources, the new allocation of responsibilities concentrates on educational outcome.

The State lays down nationwide goals and guidelines for schools and evaluates the results. Parliament makes general policy decisions on the objectives, time schedules and marking systems for the different types of schools. The Government decides on the curriculum, the syllabi for the compulsory school and on the core subjects of the upper secondary school and public adult education. The National Agency for Education decides on all other syllabi. For locally determined subjects, the syllabi are decided by the municipalities. Every syllabus expresses the knowledge the pupils shall have on completion of their studies.

Published in English only

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CEDEFOP

European Centre for the

Development of Vocational Training

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- the role of the social partners in vocational guidance
- vocational guidance for the mobility of young people.

Guidance practitioners present confirmed the general interest of young people in participating in education and training in other countries and in looking for employment in a European labour market.

Obstacles remain in terms of structures for receiving young people in host countries, the financing of training allowances, and differences in social security systems. At the same time, information concerning, and access to, such opportunities remain unevenly distributed amongst the Community's young people. In addition, arrangements for accrediting the competences gained abroad need to be improved.

Although the quality of guidance and counselling services has been improved, they still did not take into account the needs arising from this changed situation, nor did their methods adequately take into account the realities of young people's lives. The resource centres set-up under the PETRA programme for those interested in mobility require further support. All the workshops stressed the importance of networked services as the key to an effective response to emerging needs and demands. Although the conference was a success, it was still marked by an analysis of existing inadequacies, rather than a discussion of a coherent policy and funding arrangements for the future, which still need to be developed.

Source: CEDEFOP/BS/JMA

South-East Mediterranean Sea Project

The South-Eastern Mediterranean Sea project (SEMEP) is a UNESCO-supported activity concerning the environment. The Greek organisation for vocational education and training (OEEK) is coordinating an activity involving eleven countries, including Italy.

The objectives of SEMEP are to:

- identify inter-disciplinary issues of environmental and vocational education and training importance
- develop educational material on environmental issues related mainly to the Mediterranean region to be used for the training of both teachers/trainers and students/trainees
- set-up a communication network to facilitate links between schools and other organisations in participating countries
- activate the setting-up of school-industry links so that students/trainers will better understand the role of industry in the local economy and the impact of industrial activities on the environment.

SEMEP's activities will include the collection and dissemination of information, and the carrying out of activities in schools.

In executing its coordination role, OEEK intends to draw on relevant projects from other EU Member States, e.g. Denmark, Spain and Sweden.

Source: OEEK/CEDEFOP

Survey on training activities of UK employers

"Skill Needs in Britain" is the fifth in an annual series of surveys funded by the Employment Department to bring together information about employers' recruitment difficulties and other skills and training issues. It involved telephone interviews with 4000 employers having at least 25 employees across all regions and in almost all sectors of industry.

The survey's findings include the following:

- 63 % of employers in the 1994 survey said they had a training plan, and 55 % a training budget - almost identical to the previous year's figures.
- half the establishments surveyed had taken part in Employment Department or Training and Enterprise Council (TEC) initiatives.
- 78% of establishments have funded or arranged off-the-job training for at least some of their employees (down from 80% in 1993).
- 42% of the employees covered in the survey had received off-the-job training (up from 40 % in 1993).
- the average duration of off-the-job training per employee trained was 6.4 days (up from 4.5 days in 1993).

Skill Needs in Britain; IFF Research Ltd.
26 Whiskin Street, London EC1R 0BP,
United Kingdom.
ISBN: 0-9516802-5-0;
Price: £ 40.00 (ECU 51)

Source: IPD

SOCIAL PARTNERS

Ford: qualification offensive with new auto-learning centres

The Ford automobile company is starting a new qualification offensive. Effective immediately, a number of Ford production plants in Germany will be offering production workers without special qualification until now the opportunity to become skilled workers. This new offer is being made on the occasion of the 60th anniversary of Ford's vocational training facilities in Cologne / Germany.

For this continuing training programme, Ford is setting up ultra-modern computerized auto-learning centres for use by production plant workers before, during or after their working hours. The user-friendly programmes are based on modular and interactive learning systems, which take the learner step by step through the different areas of knowledge.

With the assistance of educational advisers, an initial group of more than 1,000 workers will undergo training to acquire skilled worker qualifications. Particularly interested workers will also be given the opportunity of attending the Cologne Technical College to prepare for a "Diplom-Ingenieur (FH)" degree. At the same time as Ford, eight supplier companies are also introducing new auto-learning centres. The background of the project is the ever-rising need for skilled workers in all areas of modern automobile production.

Since the early days of Ford's vocational training activities in 1934, the company has trained some 10,000 young people, offering successful trainees the opportunity of permanent employment with the company. Nowadays, almost 1,000 trainees from 16 countries are being trained for 13 different skilled professions at the Ford training centres in Cologne, Düren, Wülfrath, Saarlouis and Berlin.

Source: "Kurz-Nachrichten-Dienst", no. 95/94

Social partners: continuation of negotiation on OPCAs

Last July, the social partners had, at the request of the Government, negotiated the creation of a unique type of joint fund-collecting organization (organisme paritaire collecteur agréé, OPCA). The objective of this project was to restructure the 255-odd existing organizations into 60 or so OPCAs - either along sectoral or regional inter-professional lines (cf. Flash special 3/94).

For sectoral OPCAs, a decree passed on 28 October 1994 has set at 100 million francs the minimum collected funds required for the creation of a sectoral OPCA (excluding agriculture, crafts and the liberal professions). Crafts and metallurgy (UIMM) have already formed a sectoral OPCA, which is now waiting for governmental approval.

Negotiations regarding regional inter-professional OPCAs were rather labori-

ous, particularly between the two main employer organizations, the General Federation of Small and Medium-Sized Enterprises (CGPME), which decided to retain its network of collector organizations, the AGEFOS-PMEs, and the National Council of French Employers (CNPF), representing the major economic sectors. An agreement was finally signed on 18 November between the CNPF and employees' trade union associations on the establishment of two types of inter-professional OPCAs:

■ each region will have a regional OPCA administered and operated on an equal-representation basis. These 26 regional bodies, "OPCAREG", will exist on the level of the AGEFOS-PME.

■ on a national level, an inter-sectoral body (OPCIB) has been created, so that economic sectors unable to reach the minimum required to form a sectoral OPCA can be represented on a vocational rather than regional basis.

This agreement also provides re-classification processes for workers in structures which are being phased out.

The greatest innovative aspect of the 18 November agreement is that it gives employee trade unions the possibility of administering with employers the collection and distribution of money paid by companies into the OPCA fund for apprenticeship (the -0.2% proportion of the apprenticeship tax which the OPCAs can now collect by virtue of the codicil of 5 July 1994 to the inter-professional agreement of 3 July 1991).

Source: INFFO-Flash n° 419, december 1994

The Belgian construction industry combines the concepts of training and work redistribution

Employer and workers' organizations in the Belgian construction industry have signed a framework agreement according to which construction companies will be able to fulfil the government's wish for the creation of new jobs through work redistribution by setting up company plans. The framework agreement provides two formulae for these plans: the introduction of a part-time early retirement plan for a

number of older workers, whose role in the company would then be to ensure training and/or upgrading of skills for specific categories of workers, and the provisional introduction of a four-day working week for specific categories of workers at specific times of the year, the fifth day being spent in an obligatory and controlled training measure without loss of salary for the workers involved and without any changes to the normal production schedule. One of the principles of the "company plan" project was that it would not lead to additional costs for the companies. For this reason, employers were granted a reduction in social security contributions for each additional job created by the plan. For each of these jobs, the sector itself will reimburse a percentage of the contributions paid by companies into the pension fund. Construction companies can join the framework plan on a voluntary basis. Moreover, employers have a high degree of leeway in terms of the distribution of work and the duration of the training periods. Training can take place in the company itself or in collaboration with third parties (regional vocational training services, schools, etc.).

Source: Flemish construction confederation/ICODOC/CIDOC

CONTACTS AND PARTNERSHIPS

EURESFORM - Elaboration of a common skills profile for management staff and experts in the fields of training and human resources development

With the support of the European Commission and within the framework of an ERASMUS programme, the EURESFORM network, created in 1993*, is currently developing a common skills profile for professionals wishing to specialize, retrain or take on responsibilities in the fields of training and human resources development.

On the basis of a comparison of their own programmes, network members** have begun developing a European qualification which each of them will issue in addition to the qualifications they are already issuing. This EURESFORM certificate, which will bear the logo of all the institutions belonging to the network, covers some 25 skills areas for which these institutions offer training in their programme(s) and which will be individually recognized. These skills areas are either common to jobs involving human resources development, independently from the country where they are exercised, or they have a European dimension, i.e. they express the ability of the

person to whom the certificate has been awarded to:

- know and understand the protagonists and the practices of human resources development in Europe
- having worked in human resources counselling and development in a European country other than his/her own.

* of Flash Special 3/93

** For additional information, please contact the EURESFORM representative in any of the institutions belonging to the network:

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Source: Fonction Formation & Prévision Sociale (FFPS) / FR.

It is an important aspect of CEDEFOP's work to promote the exchange of information, encounters and cooperation between all those involved in vocational training. CEDEFOP flash special serves as a platform for this. Well-prepared texts of a concise nature have a better chance of obtaining a positive reaction through this multilingual publication.

FROM THE EU MEMBER STATES

B The reform of non-university higher education in French-speaking Belgium

According to the Minister for Higher Education, the decree organizing the "grandes écoles" (institutions of higher education) has two main objectives:

1. **the organization of non-university higher education** (short and long courses) according to a model which would lead to high-quality training recognized at a European level;

2. **cost control.** In view of the fact that budgets can no longer keep up with yearly rises in student numbers (6% on the average), the decree would limit expenditure to the level of February 1993, with student numbers serving as a factor in setting numbers of teaching staff. Staff numbers would rise by one tenth of the increase in student numbers between February 1993 and February 1994.

The intended reform of non-university higher education would re-organize existing institutions (113 at present) into 26 "grandes écoles" (GE). The aim of this plan is to achieve an institution size allowing staff and infrastructure sharing. On average, GEs would have 2,500 students. Of a basically administrative nature, this reorganization is "pluri-categorical", bringing together long and short courses and associating existing networks within zones corresponding to the provinces.

The future "grandes écoles" are to take on new tasks, such as ongoing training for teachers and applied research. With new management bodies involving student and staff participation on management boards, they will be able to facilitate mobility between the various types of higher education.

This decree has given rise to strong opposition in the student community; as a result, it has been suspended to allow for re-negotiation of the financing principles and of the grouping of institutions.

Source: Le soir - ICODOC/CIDOC

DK A strategy for "Education for All"

In Denmark an important aim in educational policy is to secure adequate education and training provision for all young people in the difficult transition phase from compulsory school to working-life. Thus the Danish government has formulated a new "Education for All" strategy, which is currently being implemented.

An impetus for this policy was provided by an EU-level conference, held during the Danish presidency, on "How to improve the possibilities of involving all young peo-

ple in working and social life." The aim of the conference was to draw up specific proposals as to what education in itself, and in interaction with other sectors, could do to channel all young people in to working and social life.

The conference report has now been published in English. A separate volume containing short reports on the situation in the Member States written by experts has also been published.

The Danish Ministry of Education, Copenhagen, 1994.
Volume 1: Conference Report, 54 p.,
Volume 2: Country Papers, 51 p.
ISBN 87-603-0440-5 and
ISBN 87-603-0442-1.

Can be ordered from
Undervisningsministeriets forlag,
Frederiksholms Kanal 25F
DK-1220 København K,
Tel. 45-33+925220.

Source: SEL, Copenhagen

Technology-supported distance learning

New technologies are increasingly becoming an integral part of everyday life. In education, too, they offer new opportunities to organise courses in a flexible way. Lifelong education will be possible wherever one lives and whenever one wants.

In 1992 the Danish Ministry of Education set up an expert committee with the aim of studying the impact of new technologies on the education system and the organization of courses. A thought-provoking report, the White Paper from July 1993, has been the result; this report has now been translated into English.

The White Paper describes a number of models for the planning and delivery of education with the support of technology. It deals with the economic issues of both traditional and technology-supported learning provisions at present, and projections for a ten-year period. Finally the report emphasises the importance of adapting the internal organisation of the institution, of developing novel collaborative structures and not least the need to change their pedagogical organization of the course to meet the specific requirements of learning supported by technology.

The report can be seen as a Danish contribution to the recognition and solution of problems confronting the education sector in many countries.

A video cassette describing the individual models, and two volumes of appendices (in Danish) have been published, describing in detail the various technologies

as well as the pedagogical prerequisites of technology-supported learning.

The report "Technology-supported learning (Distance Learning), Report No. 1253" can be ordered from
Undervisningsministeriets forlag,
Frederiksholms Kanal 25
F, DK-1220 København K,
Tel: 45-33+925 22 0

Source: SEL

D Germany's Vocational Training Act: 25 years later

Vocational training in Germany has a uniform legal basis: every trainee and every company knows what will happen in the course of the apprenticeship. This is the result of the Vocational Training Act, which this year is celebrating 25 years of existence.

Since 1 September 1969, the German Vocational Training Act ("Berufsbildungsgesetz", BBiG) has regulated in-company vocational training within the framework of the dual system. According to this system, companies offering training and vocational schools share the responsibility for vocational qualification. Since 1 September 1990, BBiG and the Crafts Code of 28 December 1965 also apply to the new federal states.

Here are the main points of the law:

1. **Nationwide uniform legal regulation.** According to current constitutional law (Sections 72 and 74 no. 12 of the German Basic Law), the federal government is the instance bearing primary responsibility for the legal regulation of in-company vocational training. On the other hand, the regulatory jurisdiction for vocational schools is in the hands of the state authorities.

2. **Dual system.** The Act has provided further validation for the dual system of vocational training. For instance, the BBiG stipulates that the federal government is responsible for passing ordinances regarding training. This facilitates coordination among the state authorities when preparing framework curricula for vocational schools.

3. **Modernization of training.** Since the Vocational Training Act came into effect in 1969, a total of 250 apprenticeship professions have been re-organized. Today, 97% of all apprentices are trained according to modern training regulation.

However, this re-organization took eight to twelve years for some professions. In view of the technical developments, changes in working methods and operational processes, there is a great need for more flexibility in training regulations.

Up-to-date training

	re-organized apprenticeship professions	% of trainees affected by re-organization
1971	14	2.5 %
1975	73	33.5 %
1980	126	50.2 %
1985	180	54.3 %
1990	243	96.0 %
1993	250	97.2 %

Original data: Federal Institute for Vocational Training (BIBB)

4. Coordination between parties involved. The Act regulates cooperation between all parties involved in vocational training on the level of Chambers - i.e. employers, employees and vocational schools. Federally, the Law for the Promotion of Vocational Training places jurisdiction in this area in the hands of the "Bundesinstitut für Berufsbildung" (Federal Institute for Vocational Training, BIBB). This institute is composed of an equal number of representatives of employer organizations, trade unions, the federal government and the state governments.

5. Ongoing vocational training. The Vocational Training Act has also solved the problem of certificates and examinations in ongoing vocational training. By now some 1,895 ongoing training regulations apply; in addition, there are 180 federal regulations.

Source: Information service of the "Institut der deutschen Wirtschaft", no. 33/1994

E Developing particular training aspects of apprenticeship contracts

The resolution of 18 October 1994 of the Directorate General of the National Institute of Employment (INEM) elaborates the operational guidelines for the organization of the theoretical training component of apprenticeship contracts, which went into operation at the beginning of this year.

Two networks are involved in this activity: the public network, consisting of the centres operated by the Ministry of Education and Science and INEM, and the private network, which includes centres collaborating with the Plan for Training and Vocational Integration, distance-learning centres and the centres established by corporate organizations and trade unions, with the exception of centres set up by companies to train their own workers.

Under the provisions of the new resolution, apprentices will be granted two certificates for the training received: one for the practical training component, which will be issued by the company, and one for theoretical training, which will be the responsibility of the Training Centre where

the training was received. At the termination of their contracts, apprentices will be entitled to apply to provincial INEM offices for access to examinations leading to the corresponding "Certificado de Profesionalidad".

Source: INEM, BOE no. 264, 4 November 1994

F Vocational training: stock-taking for 1993

Figures for continuing vocational training in France in 1993 confirm the tendency observed in previous years: cuts in public spending, stagnation of corporate spending in spite of the increase of the legal obligation from 1.4% to 1.5% which came into force in 1993.

7.9 million members of the active population, including 2.5 million government employees, took part in a vocational training activity in 1993; this represents one out of three members of the active population. The average length of this training was 117 hours. Expenditure for training rose to 131 billion francs, a 7% increase from 1992, or 1.85% of GNP and 3.3% of total payroll expenditure.

The State spent 61 billion francs, 25 for training activities for its own employees. Companies spent 49 billion, UNEDIC (training for the unemployed) 12.9 billion, the Regions 7 billion, and private individuals 1.4 billion.

Classification according to types of users shows that 71 billion francs were spent on training for employed persons, 28 billion for job-seekers and 23 billion for initial integration training measures (young people).

Source: INFFO-Flash no. 418, November 1994

Developing the apprenticeship system

A draft bill on alternance and apprenticeship has been submitted at the autumn parliamentary session as a result of the five-year law of 20 December 1993 and the negotiations between the social partners.

For apprenticeships, the major points of the project are:

- replacement of current subsidies by a lump-sum annual bonus for hiring apprentices, and establishment of a national apprenticeship fund to manage this employer bonus system;
- financing assistance for Apprentice Training Centres (CFA) in new economic activities, granting the CFAs a larger proportion of the apprenticeship tax.

Efforts to develop the apprenticeship system have been displayed in several recent initiatives:

The Labour Ministry has signed three framework agreements with the agricultural and food industry, the pharmaceutical industry and the insurance sector

for the furthering of the apprenticeship system in these sectors.

In the public service, the apprenticeship system is being developed in the hospital sector and in the postal service, where a framework agreement signed in September sets objectives and implementation principles for this type of training. An experimental CAP certificate for "postal processing agents" has been introduced in collaboration with the Ministry of Education.

And finally, two major professional sectors, the metal and construction industries, have signed a framework agreement with the Minister for Public Service to promote the development of the apprenticeship system in the public sector. One of the challenges to be faced here is to ensure that apprentices trained in the public sector will be hired in these areas.

Source: INFFO-Flash nos. 416 and 417

IRL Training of nurses

A new departure in the education and training of nurses in Ireland has been signalled in a recent report * presented to the Minister for Health. It represents the culmination of extensive research and consultation relating to the organisational, educational, training and economic issues surrounding the future preparation of nurses.

The present alternance system of nursing, whereby the student nurse is also an employee of the hospital in which she/he receives on-the-job experience, has been found to place undue burdens on the student nurse. The new proposed full-time student status of the trainee nurse, with recognition of qualifications by universities/third level institutions, will do much to meet the Review Body's recommendations.

Further proposals are that numbers should be limited according to health service needs and that there should be a central applications system to process applicants. The importance of curriculum design is emphasised with the report calling for the establishment of a nursing curriculum unit to oversee this area. With reference to the 1991 World Health Organization (WHO) report on nursing curriculum, it advocates a modular approach which would include continuous assessment procedures. The Review Body recommends a common core programme of 18 months' duration for all student nurses, followed by a further 18 months' specialization.

The first course under the new system has commenced in University College Galway.

* Review Body on the Future of Nurse Education and Training in Ireland. Dublin: An Bord Altranais, 1994.

Source: FAS

Readers may be interested to know that CEDEFOP's library and documentation service is in the process of preparing a

documentary dossier in the training of nurses. A working document should be available shortly. Source: JMA/CEDEFOP

A boost for training for tourism

An unprecedented IRL 652 m (ECU 816m) will be invested in Irish tourism over the next 6 years under the Operational Programme for Tourism*, with approximately 50% of investment deriving from the EU. The new Programme outlines investment and expansion plans for the industry from 1994 - 1999.

Priority funding has been given to four key areas which are recognised as important to tourism growth: (1) product development (2) marketing (3) natural/cultural tourism and (4) training. Training is seen as an important element in improving the quality of service in tourism - IRL 110 m (ECU 138m) is to be invested in the provision of improved and more sophisticated service standards sector. There will be special provision for early school leavers and long-term unemployed.

Initiatives will include training for new product areas with strong emphasis on enterprise training and a pilot industry training support scheme will be introduced and managed by CERT-The State Tourism Training Agency which will encourage systematic training within companies through assistance towards the cost of employee training in key areas.

* Dublin: Stationery Office, 1994. ISBN 0-7076-0428-1 Source: FAS

UK Technical and Vocational Education Initiative

Findings from research by the National Foundation for Educational Research indicate that the Technical and Vocational Education Initiative (TVEI) is having an effect.

Based on a survey of 10,000 students the research shows that broad experience of TVEI not only improves exam results but makes young people more likely to:

- be more positive about their schooling
- take more responsibility for learning and decision-making
- work well in teams
- feel more knowledgeable about options to take beyond 16
- continue to develop personal and job skills after 16.

Further details: National Foundation for Educational Research
The Mere, Upton Park, Slough,
UK-Berkshire, SL1 2DQ.
Tel.: 44-753+574123

Source: BACIE / IPD

Weaknesses in GNVQ System

Two recent reports ("GNVQs in schools 1993-1994"* and "GNVQs in the Further Education sector in England**") indicate that fundamental weaknesses in the Government's new system of vocational qualifications are threatening to undermine its credibility. Studies by the Office for Stand-

ards in Education and by the Further Education Funding Council found that General National Vocational Qualifications, introduced two years ago, had proved popular with students. The qualification had succeeded in extending choice for those wishing to remain in full-time education after 16 and attracted students of a wider range of ability on to courses such as design, business and tourism.

However, partly as a result of the speed with which they had been introduced, the qualifications had serious shortcomings.

They included:

- variable standards
- unreliable assessment and grading
- weak links with industry and commerce.

250,000 students have already enrolled for the new qualifications.

* GNVQs in schools 1993 - 1994, available from
Office for Standards in Education,
Alexandra House,
29-33 Kingsway,
GB-London WC2B 6SE

** GNVQs in the Further Education sector in England available from:
Further Education Funding Council for England
Cheylesmore House,
Quinton Road
GB-Coventry, CN1 2WT Source: IPD

CONFERENCES

30 - 31 March 1995

London/UK

Royal College of Physicians
Continuing Medical Education in Europe:
The way forward through European collaboration
Information:
Conference Office
c/o The Fellowship of Postgraduate Medicine
12, Chandos Street
UK-London W1M 9DE
Tel.: 44-171+636 63 34
Fax: 44-171+436 25 35

26 - 29 April 1995

Glasgow/UK

An international education business partnership conference
Economic development
The role of education and business in partnership
Information:
International Education Business Partnership Conference
Conference Secretariat
c/o Meeting Makers, 50 George Street,
Glasgow G1 1QE, Scotland, UK
Tel.: 44-141+553 1930
Fax: 44-141+552 0511

4 - 8 June 1995

Dallas/Texas (USA)

ASTD International Conference and Exposition
High performance in a changing world
American Society for Training and Development
Information:
ASTD International Conference and Exposition
P.O. Box 1567
Merrifield, VA 22116-1567 - USA
Tel.: 1-703+683 8100
Fax: 1-703+683 1523

26 - 30 June 1995

Birmingham/UK

17th World Conference for Distance Education
One World many Voices
Quality in open and distance learning
Information:
ICDE Conference Office
The Open University
West Midlands Region
66-68 High Street, Harborne
Birmingham B17 9NB
United Kingdom
Tel.: 44-121+428 39 63
Fax: 44-121+427 9484

5 - 6 April 1995

Sabadell/E

Technical conference
New experiences in the training of entrepreneurs
Information:
Sr. Manuel Quero
Ajuntament de Sabadell
Promoció Economica
Carretera de Barcelona, 208 Bis
E-08205 Sabadell, Spain
Tel.: 34-3+711 08 12
Fax: 34-3-712 09 69

17 - 19 May 1995

Coventry/UK

International Conference and Exhibition
Best practices in Learning Organizations:
Measuring the reality
University of Warwick
Information:
E.C.L.O. - International Conference and Exhibition
Chaussee de Bruxelles, 135
B-1310 La Hulpe
Fax: 32-2+655 58 12

10 - 13 June 1995

Vancouver/Canada

3rd international symposium on technician education & training
Information:
Ted Nodwell
ASTTBC
Applied Science Technologists & Technicians of B.C.
10787 148th St. Surrey,
B.C. V3R OS4 - Canada
Tel.: 1-604+585 2788
Fax: 1-604+585 2790

27 - 30 August 1995

Zürich/CH

17th Annual EAIR Forum
"Dynamics in Higher Education: Traditions Challenged by New Paradigms"
Information:
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EN, FR

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*200, rue de la Loi
B-1049 Brussels*

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Luxembourg, in: Official Journal of the European Communities, L 340, 29.12.1994, Office of Official Publications of the European Communities, p. 8-24
ISSN 0378-6978
DA, DE, EN, ES, FR, GR, IT, NL, PT

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European Commission Luxembourg, in: Official Journal of the European Communities, C 287, 7.09.1994, Office for Official Publications of the European Communities, p. 18-20
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Community and the Member States on education and training schemes in developing countries

European Commission COM (94) 399 final, 26.09.1994, 25 p.
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European Commission COM (94) 418 final, 13.10.1994, 23 p.
Luxembourg, Office for Official Publications of the European Communities
ISBN 92-77-80866-7 (EN)
ISSN 0254-1475 (EN)
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European Commission: TASK FORCE Human Resources, Education, Training and Youth Luxembourg, Office for Official Publications of the European Communities, 1994, 176 p.
ISBN 92-826-8713-9
FR

■ **European handbook for guidance counsellors**

European Commission: TASK FORCE Human Resources, Education, Training and Youth - PETRA
Luxembourg, Office for Official Publications of the European Communities, 1994, 409 p.
ISBN 92-826-7990-X (EN)
EN (*about to be published in the other official languages of the EU*)

*The documents mentioned above may be obtained from EU national sales offices or the Office for Official Publications of the European Communities 2, rue Mercier
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