



# CEDEFOP

about Vocational Training in the European Union

## Letter from the Director

In my letter to readers of CEDEFOP Info No. 1/96 I reported on the 1996 Work Programme. In the meantime this has produced results. We present the current situation and the outcome on page 2. In the dossier on pages 17-19 we inform and report on the project "EU Study Visits Programme for Vocational Training Specialists" in which more than 700 participants from 25 countries visited 17 countries.

Since the end of October 96 CEDEFOP can be visited on the Internet (see page 2). In my view this electronic medium complements well the information we already offer. Perhaps communication and debate with our "customers" can take place by this new means. We will carefully observe, analyse and evaluate its use.

I had also underlined that CEDEFOP is presently in a transitional phase. The aftermath of the transfer from Berlin to Thessaloniki brought substantial administrative and staff challenges. But I see in this transfer great opportunities to improve and to create dynamism. This we wish to attain with the adoption of the medium-term priorities "CEDEFOP up to the year 2000". These priorities are a working framework which lays down the thematic priorities, the activities and working methods and also foresees an improvement of the management systems for the coming years. The groups represented on the CEDEFOP Management Board (representatives of the European Commission, the social partners, the governments of the EU Member States and - as observers - associated EFTA countries) have already examined these draft priorities. In mid-November 1996 the Management Board concluded its debate on these priorities and took decisions.

The priorities bear the stamp of the aims of Community policy in regard to general education and vocational training. In this, they concentrate on the expectations which were formulated by the Commissioner responsible for education, vocational training and youth, Edith Cresson, in a document addressed to CEDEFOP on 22 August 1996.

I would like to take this opportunity to thank Ms Cresson for her commitment and the tangible aims she put forward. We see in this commitment proof of the European Commission's belief in the important role which CEDEFOP will continue to play in this area for economic and social policy in the Community.

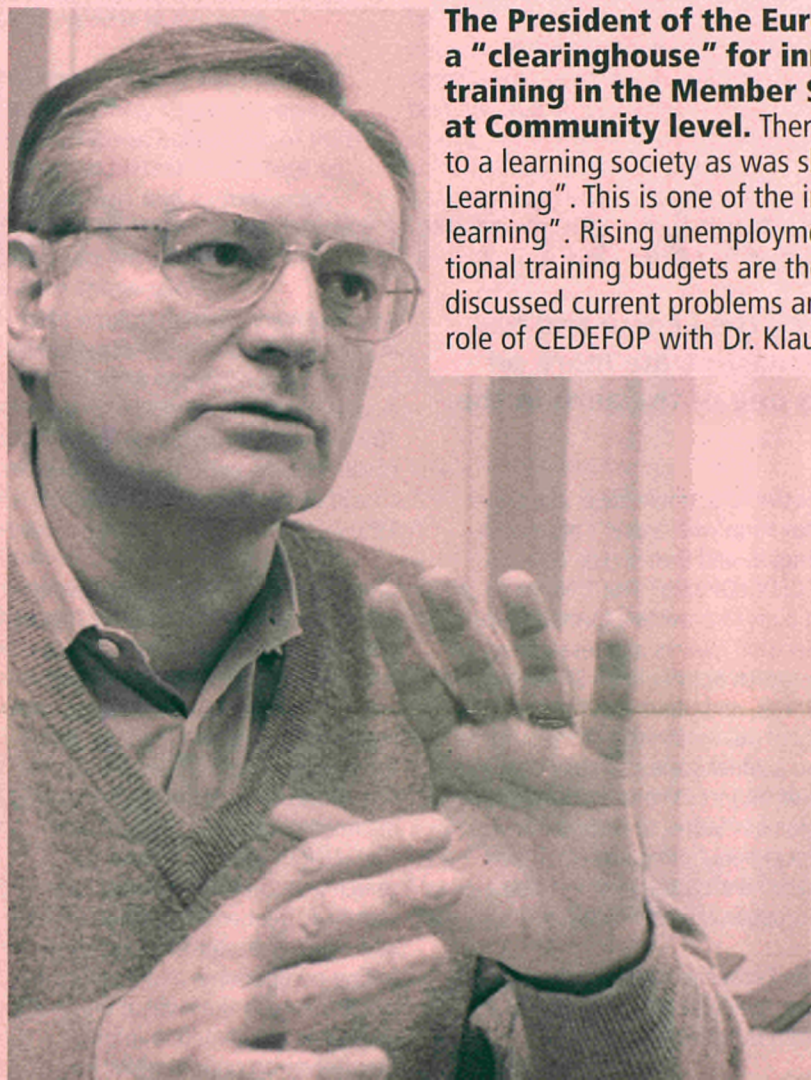
The draft 1997 Work Programme is presently the subject of consultation. For 1997 the same thematic priorities are proposed as those which would the mid-term priorities:

- promoting competencies and life-long learning;
- observing the development of vocational education and training in the Member States;
- serving European mobility and exchanges.

In staff policy we have been given impetus and greater dynamism in the form of vocational training ex

Continued on page 2

## "The internal market needs a European market for skill certification."



**The President of the European Parliament, Dr. Klaus Hänsch, sees CEDEFOP as a "clearinghouse" for innovative methods and model practices of vocational training in the Member States and calls for dialogue with the social partners at Community level.** There are still a number of stumbling blocks and obstacles on the way to a learning society as was shown by the European Commission's White Paper on "Teaching and Learning". This is one of the important lessons of 1996, the European Union's year of "lifelong-learning". Rising unemployment in Europe a decline in training opportunities and cuts in vocational training budgets are the characteristic features of the year. The journalist Simone Kops has discussed current problems and future prospects for European vocational training policy and the role of CEDEFOP with Dr. Klaus Hänsch, President of the European Parliament.

**The European Union declared 1996 to be the year of "lifelong learning". Has the topic of vocational education and training been treated in more depth by the European Parliament in the course of the year?**

Hänsch: As far as I know, there was no official participation of the European Parliament in events on this topic organized during the year. But the Committee for Social Affairs and Employment has been invited to the final conference, which will be held on 5 and 6 December in Dublin. One of our rapporteurs took part in the opening conference in Venice in early February.

**The necessity of vocational education with a good qualification and of continuing vocational training is universally accepted in all of the EU Member States today, but it is implemented in different ways. What can the Union do to better integrate Europe in this area?**

Hänsch: The European Union Treaty gave the Community a clear role to play in the area of vocational education. In Article 127, it explicitly emphasizes the priority of the responsibility of the Member States and excludes any harmonization of national laws and regulations. Nevertheless,

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According to the European Union treaty, harmonization of national policies in the area of vocational training is not planned, and non-binding recommendations are not particularly helpful. The President of the European Parliament, Dr. Klaus Hänsch sees dialogue with the social partners at Community level as one way out of this impasse.

Foto: Jürgen Laurischkat

Germany

## Well-qualified workforce ensures success in international competition

"Recurrent learning must become an integral part of personal life planning". This demand heads the 10-point list presented by Hans-Peter Stihl, President of the Association of German Chambers of Industry and Commerce (DIHT) during the fifth DIHT Continuing Education and Training Congress.

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perts who have been seconded from their national ministries and since the autumn are working alongside us. Steve Bainbridge (UK) following his work at DG XXII has come to CEDEFOP and will be concerned

with the preparation of a publication concerning key data in vocational education and training and the European Journal "Vocational Training". Sara Elson-Rogers, also from the United Kingdom will be working in the project "Funding of Vocational Training". Jens Bjornavold from Norway is collaborating in the project "Transparency of qualifications and certification of occupational experience". Ian Crombie from the United Kingdom is examining the topic "Apprenticeship Training" and Bernard Verlaan from the Netherlands is

working for three months on the topic "Apprenticeship Training in Germany, Belgium and the Netherlands" and is collaborating with the CIRETOQ Network. In September Manfred Tessaring (formerly at IHB Nürnberg) came to CEDEFOP for five years and will work mainly on the planned European Vocational Training reports. The first report which will appear in 1997 is concerned with research and development in vocational training. The Centre will recruit new experts to replace those colleagues who have taken up employment in the European Commission.

At the beginning of October 1996 we received a visit by a delegation of the Committee for Social Affairs and Employment in the European Parliament. We had a valuable exchange of views and intensive discussion on the medium-term priorities, the work programme, co-operation with the European Training Foundation (ETF) in Turin and the current situation of CEDEFOP following the move.

In preparing the informal meeting of the General Directors for Vocational Training in October 1996 we were able to provide technical support to

the European Commission - DG XXII - and had the opportunity of furnishing information on CEDEFOP products.

In the next issue of "CEDEFOP Info" I will report on important current decisions of the Management Board paving the way for the future.

Johan van Rens  
Director of CEDEFOP  
Thessaloniki  
October 1996

## CEDEFOP takes stock of the first half of 1996

**There is a need to streamline the publications produced by the Centre and to make the process more dynamic. In future CEDEFOP will concentrate more on disseminating information using electronic media. This is one of the aims in the "Medium-term Priorities up to the Year 2000".**

CEDEFOP has already taken action and as of mid-November is to be found on the Internet at <http://www.cedefop.gr>. The Internet information available in English, French and German supplements the current hard copy available. The communication on the Net is so immediate and rapid that customer service becomes independent of opening times. The site has six sections:

- CEDEFOP at a glance
- Networks, Studies and Research Projects
- Study Visits
- Publications
- Who's Who?
- What's new?

The "vocational training glossary", the joint work of the GIIT (the inter-institutional group for terminology and documentation) and CEDEFOP has recently been published.

The glossary contains specialised terms in nine languages (DA, DE, EN, ES, FR, GR, IT, NL, PT) from twelve Member States with explanations in the original language. It offers no overall solutions for translation problems but provides help in understanding national differences, an important step towards progress on the road towards European understanding, facilitating joint activities and overcoming language barriers. 282 entries, classified by topic, contain the corresponding terms of the various countries and can be found through an alphabetical index.

The vocational training glossary is available at a cost of ECU 25 from the EU sales offices (see also under "CEDEFOP Publications", page 15).

The second revised edition of the **European Research Directory (Répertoire européen de recherche)** has been made available

both in electronic (disc) and paper box form with a user's manual in English and French (see also "CEDEFOP Info" No. 1/96, page 2). It aims to provide information to decision makers and researchers on research activity in all EU Member States, and offers them the possibility of publishing their own projects on a wider scale. It should also provide an incentive to institutions and Member States to co-operate in vocational training research and become a central element of the European research network.

The European Research Directory is also available at a cost of ECU 25 from EU sales offices.

For further information on updating the directory anyone interested can contact the CEDEFOP Project co-ordinator, Mara Brugia: Tel.: 30-31+490 125, Fax: 30-31+490 117, e-mail: [mb@cedefop.gr](mailto:mb@cedefop.gr).

### Consolidating the CEDEFOP-CIRETOQ Network in 1996:

The working group on research co-operation in the area of trends in occupations and qualifications, CIRETOQ, which was set up by CEDEFOP in 1995 was consolidated throughout 1996. CEDEFOP's financial support facilitated the extension of the network. This network has the task of promoting co-operation between research institutions in the EU Member States and facilitating progress in the application of specific methods by investigating trends in a comparative way.

Since the beginning of 1996 three working groups on the following themes have been formed:

- micro-economic comparative analysis and forecasting of trends in occupations and qualifications;
- socio-economic and qualitative comparative analysis in forecasting;
- sectoral approaches as an instrument for the analysis of training needs.

At the plenary meeting in June 1996 in Thessaloniki a number of research projects were proposed and discussed. Eight were included in the 1996-97 work programme. They cover differing periods of time but should be concluded by the end of 1997.

More details on the state of development can be found in CIRETOQ News which is published in English. Two issues have already appeared and another will be published shortly and report on the interim findings of the topics examined in 1996. An information brochure with the current list of member institutes is available from CEDEFOP in EN, FR, and DE. Research institutes which work constantly or frequently on these topics and which are interested in investigating occupational and qualification trends beneath the level of university graduates are invited to inform themselves on opportunities for co-operation in the network. The network aims to be open to interested institutes.

Project co-ordinator: Burkart Sellin, Tel.: 30-31+490 121, Fax: 30-31+490 117, e-mail: [bs@cedefop.gr](mailto:bs@cedefop.gr).

The project "Funding continuing vocational training" was developed rapidly and implemented. It relates to the fifth aim of the White Paper of the European Commission "Teaching and Learning". On the basis of case studies in 6 countries, work concentrated on examining innovative or exemplary policies, models and mechanisms of funding continuing training. The basis for this is ascertained in evaluating cost/benefit categories and a critical analysis of corresponding incentive mechanisms. Following analysis of the individual findings which will take the form of a summary report, instruments for exemplary evaluation will be formulated and placed at the disposal of interested organisations and funders. The working framework was established at a meeting of experts in June.

Project co-ordinator: Alexander Kohler, Tel.: 30-31-490 019, Fax: 30-31+490 117, e-Mail: [ako@cedefop.gr](mailto:ako@cedefop.gr)

The **monographs describing the systems of vocational training** in the "old" EU Member States are now available in almost all official languages of the EU (see "CEDEFOP-Info" No. 1/96, page 8). Work on the first editions for the "new" Member States, Finland and Sweden, will be completed by the end of 1996. Contracts have been signed with authors for a report on Austria and also with Iceland as an associated country, and for updating the monographs on France and the United Kingdom.

Project co-ordinator: J. Michael Adams, CEDEFOP office, Brussels, Tel.: 32-2+230 19 78 Fax: 32-2+230 58 24

A dossier in this edition (pages 17-20) reports in detail on the **Study Visits Programme for vocational training experts**.

This year study visits were extended to eight new countries (6 in Central and Eastern Europe, Malta and Cyprus). The programme in 1996 covered two main topics:

- a) the training of young people
- b) continuing training of adults.

The annual meeting of national liaison officers took place at the end of February in Copenhagen.

The 1996 issues of the **European Journal "Vocational Training"** on the topics:

No.7/1996 "Pedagogic Innovation"  
No. 8-9/1996 "Life-long learning, backward and forward"

will be published by the end of the year. In addition the issues for 1995, No.5/1995 "The production of competences in the company" and No.6/1995 "Training and democracy: current aspects" have now been published (see also page 15).

The French version of the combined issue No. 8/9 1996 was distributed to more than 3000 participants at the Congress "Se former tout au long de la vie" in Paris on 30 September.

CEDEFOP/BM+JvR





the Union should support and complement the activities of the Member States in this area. For instance, it should facilitate adjustment to industrial change and integration into employment through improved initial and continuing training. The Union has pushed forward with the creation of the single market and of course, it shares the responsibility for the social consequences of the competition which arises through the free movement of workers, capital and services. An EU vocational training policy is one means of fulfilling this responsibility. Its most important instrument is the European Social Fund. For the period between 1994 and 1999 alone, this fund will provide 45 thousand million ECU for initial and continuing training and for re-training measures aimed at giving people an entry to the employment market or the possibility of retaining their jobs. In my opinion, the EU's involvement in this area is absolutely necessary if it wants to convince its citizens that it has more than purely economic and monetary aims, that it cares for people, particularly the weak.

**One of the stated aims of the European Union treaty is to ease the way for individuals towards vocational education.**

**The Community Charter on the basic rights of workers, which was passed in 1989, specifies quite clearly that every worker, without any discrimination, must retain access to vocational education during his entire working life. What has happened to this?**

Hänsch: Unfortunately, the Member States have delivered only a non-binding Recommendation in this respect. The European Parliament would have much preferred a clear obligation, for instance in the form of a Directive. This shows the difficulties of joint action in this area. For me, one way out of this impasse would be to involve the social partners at European level. Social dialogue is becoming a valuable alternative to the traditional solution of legislation, which is increasingly inefficient, particularly in the social area. When it submitted its opinion on medium-term social policy to the Commission, the European Parliament therefore encouraged consultation with the social partners in this issue.

**Greater mobility for learners and teachers, closer co-operation between educational institutions, a better exchange of information and experience, those are aims espoused by the European Union. How can it realize these aims?**

Hänsch: Because of their transnational character, these three areas are typical of the Union's spheres of activity. The Leonardo da Vinci programme covers all of them with its overall aim of improving the quality of training in the Member States and promoting the so-called "European dimension" in the national vocational education systems. The exchange of information and experience must be improved if we want to create a true single market for workers and services. We need more transparency and comparability in initial and continuing training programmes in the various professions. Only then will it become possible to have mutual recognition of qualifications. There is still a lot for the Union to do in this respect.

**The pace of technological progress in the entire European economic area has been increasing. At the same time, the host of unemployed in the Union have swelled to 18 million people. What must we do to stop or at least slow this development?**

Hänsch: One of the main reasons for youth unemployment is unquestionably the failure of national vocational education systems to give young people the skills and knowledge that are required on the employment market. Adult unemployment, on the other hand, is worsened by the lack of continuing training possibilities and re-training courses. What is missing is a preventive strategy that could meet the employment risks that go hand in hand with technical progress.

For sure, better co-ordination between decision-makers and trainers is a first step towards an improvement of the situation. Demand for skills and the teaching of skills must be better adapted to each other. Because of the great variations in the employment situation, this would be best handled at local level. For instance, I can imagine local partnerships between public authorities, employment offices, companies and trainers, all of them sitting together at one table in order to design training programmes for new employment possibilities.

Basically, I believe that initial and continuing training needs a modular approach, in other words separate learning units that can be combined to match individual needs. This requires a reliable and flexible accreditation system that would certify the skills thus acquired, including skills that have been acquired through years of professional experience.

**But what is needed first is the will to train. The European economy is unanimous in its clamour for well-qualified and flexible labour. But at the same time training places are few and far between. In Germany alone, there were still 120,000 apprenticeships missing in the**

**summer of 1996. Has training become too expensive?**

Hänsch: No. There are clear signs that training organized by an employer is of considerable benefit to both sides, the employee and the company. And there is another important social aspect. Training prevents unemployment and reduces the risk of people being marginalized. Looking at all of this, I cannot say that an apprenticeship is too expensive. In the EU, by the way, there has long been discussion on the idea of using unemployment benefit money to compensate training costs incurred by the employer.

**It would seem that new training incentives are needed. In Germany various approaches are the subject of heated discussion, for instance placing training on the same fiscal basis as other corporate investments or granting public commissions only to companies who take on apprentices. Are these issues being debated at European level as well?**

Hänsch: Training investment is one of the most important topics on the EU's agenda. In its White Paper "Teaching and Learning", the Commission is proposing that the result of training, namely highly-qualified personnel, should be made part of the assets of a company. A rather simplified method that shows how hot this issue is. It is very difficult for the EU to take on a role here. The most effective training incentives would without a doubt be at the level of policy-making, for instance in the fiscal area, but this is an area where the EU has no influence.

**Obviously a lot of people are quite satisfied with keeping things this way. The Chairman of the German Industry and Trade Association, Hans Peter Stihl, recently said at a conference on continuing training held by his organization that Europe needed competition in training systems. With this he included a warning to the EU to limit itself to the role of a mod-**

**erator in vocational training issues. Is this enough?**

Hänsch: I cannot accept this minimalist approach. The single market needs a European market for skill certification. Closer co-operation and increased exchange in industry and trade have led to rising mobility and to the development of European employment profiles. This is why it is indisputably necessary for the Member States to work closer together in defining their training paths. He who expects mobility of his employees must also see to it that qualifications are transparent and convertible.

**For more than 20 years, the European Centre for the Development of Vocational Training (CEDEFOP) has been involved in issues of initial and ongoing vocational training at Community level, producing comparative studies and analyses and supporting the exchange of experience through study exchange programmes. How do you see the importance of this organization today?**

Hänsch: Analysis and research are one of the fundamental components of the Union's current vocational training policies. As harmonisation in this area is contractually out of the question, the European market for qualifications can only be achieved through improvement of reciprocal knowledge of the various vocational training systems and mechanisms. This is what CEDEFOP is working on. The popularization of innovative methods and model practices can contribute to the shaping of policy in the Member States and ensure a certain level of convergence. Here again, CEDEFOP has a major role to play by acting as a kind of clearing-house.

Furthermore, close co-operation between CEDEFOP and the European Training Foundation can give Central and Eastern European countries and the CIS countries the knowledge they need to bring their vocational training systems up to standard.

## Bi- and multilateral cooperation

Belgium/Finland

### Training programme for hoisting and salvage enterprises

**EDUCAM, the Belgian training organisation for the automobile sector, has launched a new training programme for hoisting and salvage companies in co-operation with IFRS, the Finnish Association of Hoisting and Salvage Enterprises and SLH, a training organisation in the field.**

Finance comes partly from the European Community through the FORCE and Leonardo da Vinci programmes. The training was started in February '96, after mutual discussions on its contents and the specific situation in each country. The programme will eventually lead towards official recognition of the sector as a necessary "help service", comparable to the fire brigade or medical assistance services.

The training programme fully takes into account all European legislation and consists of 4 basic modules (12

days) and a possible extension of the course. The hoisting and salvage sector is growing and recently has been linked to insurance companies' product management (i.e. special clauses in the insurance contracts). Therefore an increase in activities, regulations and implied qualifications and skills is to be expected.

Further information from:  
Mr. L. de Moor, EDUCAM,  
Woluwedal 46, B-1200 Brussels,  
Tel.: +322-778 63 30,  
Fax: +322-779 1132

Source: FEDERAUTO Magazine/CODOC-CIDOC

Denmark

### Placements abroad - building up the necessary infrastructure

**In 1992, the Danish Parliament passed legislation to the effect that young Danes in initial vocational training could have periods of work placement abroad recognised as an integral part of their course.**

At the same time, funds were made available through the Employers' Reimbursement System (AER) to finance the extra costs incurred by the individual trainee during his transnational experience. Since then, some 800 trainees every year have availed themselves of the possibility for this, and the number is expected to grow in the years to come in tandem with the economic integration of the European Union.

Such transnational activities need an infrastructure to support students, schools, companies, etc. In order to further develop and coordinate programme activities two centres have been established. They cover be-

tween them the range of vocational education and training activities in Denmark. These are

- **CEPU** which covers the commercial and clerical trades and the
- **PIU Secretariat** which covers the technical trades.

Both centres are committed to strengthening the process of internationalisation in vocational education and training, and in particular to ensuring that a sufficient number of trainees spend time in companies abroad as part of their course. They are supported and funded by the Danish Ministry of Education and the AER, and have a vast stock of valu-

able experience in the field which ought to be shared by other countries. The centres produce information brochures and videos and arrange courses for trainees.

For further information, please contact:

**CEPU**  
Gothersgade 101,3  
DK-1123 København K  
Tel.: 45-33+91 93 03  
Fax: 45-33+91 33 70

**PIU secretariat**  
Grundtvigs Allé 88  
DK-6400 Sønderborg  
Tel.: 45-74+12 44 62  
Fax: 45-74+12 42 04

Source: DEL Copenhagen

## German/Irish apprenticeship examination project

**An innovative demonstration project, which took place in 1995/96, had as its objective the comparison of the standard of German and Irish craft workers by a practical demonstration of standards in final apprenticeship examinations.**

Under the project, Irish apprentices in the trades of electrician and motor mechanics took the German apprenticeship examinations translated into English.

The examinations were conducted by German juries from the Handwerkskammer of Kassel and Köln, according to German regulations, and the project was evaluated by the Bundes-

institut für Berufsbildung (Federal Institute for Vocational Training - BIBB). Twenty-six of the twenty-seven candidates passed the examinations and were awarded the German craft certificates (Gesellenbrief).

The results gave a clear indication of equivalence and comparability of standards in Germany and Ireland.

The project also demonstrated a new approach to comparability and equivalence of qualifications. A report on this project, which was a special initiative on mutual recognition of qualifications of the European Commission, is now being studied. No decision has yet been taken on extending the project to other trades.

Source: FAS

## Description of German/Dutch exchanges

**Brochure describes the activities of the crossborder vocational training project, EUREGIO**

The Federal Ministry of Education, Science, Research and Technology has issued a new bilingual brochure (in DE and NL) on German-Dutch exchange in the field of vocational training. The brochure gives information on the numerous exchange projects in the fields of initial training, continuing training and practical training of young workers, teachers and trainers. It also describes the activities of the crossborder project EUREGIO.

The brochure may be obtained free of charge from: Carl Duisberg Gesellschaft, Gruppe Westeuropa, Weyerstrasse 79-83, D-50676 Köln, Fax: 49 221/2098-114.

Source: Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie/CEDEFOP/SK



Photo: Vollmer

## German/Belarus model centre for vocational training opened

**In Bobruisk the first 30 persons aspiring to become motor vehicle mechanics have started their training**

A German/Belarus model centre for training in motor vehicle technology has been opened in Bobruisk/Belarus in the Automobile Engineering Technical Centre (BATT). In collaboration with the Belarus Ministry of Education, the German Federal Ministry of Education, Science, Research and

Technology is supporting this new non-company training centre within the framework of the Transition Consultancy Programme of the Federal Government in Eastern Europe.

In September 30 school-leavers started a 3 1/2-year skilled worker

training course as motor vehicle mechanics / technicians / managers in the model centre. A workshop equipped with modern technology is a part of the model centre. Thus, the young trainees not only receive theoretical instruction, but can also do their practical training in the centre.

The motor vehicle mechanic / technician / manager is a new job profile in

Belarus. It has been developed by the Volkswagen Training Institute, the Volkswagen Coaching Society and the Belarus teaching staff in the BATT. The Federal Institute for Vocational Training (BIBB) and the Belarus Republic Institute for Vocational Training provided the scientific back-up for the development of this job profile.

Contact: Automobile Engineering Technical Centre (BATT) M. Fyodor Askerko, ul. Internationalnaya 48, BY-213819 Bobruisk

Source: Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie/CEDEFOP/SK

## Contacts

### Curriculum development in the use of alternative (especially wind) energy

CEDEFOP is assisting the initiators of this project in the search for partners in other EU-Member States. They are especially interested in contact with Sweden, but partners in other Member States are also welcome.

In the first stage the project promoters want to develop teaching and learning materials, handbooks, and instruments in order to assist teachers and trainers in preparing young apprentices and/or pupils in secondary education/training for an occupational activity or (new) occupations in this field. In the second year development of learning/teaching modules on the basis of an analysis of (future) skill needs is envisaged.

An enterprise in Berlin engaged in training young people in the installation of wind/solar energy systems (Atlantis), the Berlin University Institute on teaching methods and curriculum development (FU/Professor Fischler, Physical science) and the Berlin Centre for education and teacher training (Pädagogisches Zentrum,

Dr. Volker Hagemester) are looking for partners already engaged in this area in other Member States (particularly Sweden), e.g. in curriculum development or physical sciences, training of apprentices, or the teaching of relevant subjects in secondary schools. They wish to establish contact with organisations which are engaged in the initial or further training of skilled workers in this field.

It is intended to develop jointly with all partners an application to the Leonardo da Vinci programme in the light of  
a) each partner's main concern and  
b) the criteria which will be fixed in the guidelines for the Leonardo programme in 1997 in the forthcoming call for manifestation of interest.

For any further information please contact (in either German or English) Dr. Volker Hagemester, Pädagogisches Zentrum Berlin, Tel. +49-30-868 73 28, Fax + 49-30-868 72 66

Source: Burkart Sellin, CEDEFOP

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 info 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.

### Assistance to the elderly living in institutions or at home

On the threshold of twenty-first century Europe, we must ensure respect of human values, preservation of the social link between generations, development of new jobs, worker mobility and guarantees of professional status.

Within the scope of the European New Opportunities for Women (NOW) programme, the project, which brings together Belgian, British, Portuguese and French training organizations wanting to improve women's access to jobs in the sector of social care professions, is setting up and implementing a modular training project which will:

- ensure the quality of care to the elderly living in institutions and at home,
- help develop a professional identity in the sector of services to the elderly,
- acknowledge skills in terms of qualifications,
- promote worker mobility.

The following bodies are also committed to achieving European and national recognition for the training programme "Assistance to the elderly living in institutions and at home".

They espouse the basic principles of the European Year of Education and Life-Long Learning,

and invite persons and organizations sharing their views to support them and to contact one of the following institutions in this respect.

ASPROCEP le Plan de Grasse /France  
Anne Belzunce  
Tel.: 33-4+93 40 45 84  
Fax: 33-4+93 70 45 23

IRTS Metz / France  
Claudia Thomas,  
Tel.: 33-3+87 31 68 00  
Fax: 33-3+87 31 68 29

DEESIDE COLLEGE /United Kingdom  
Margaret Yorke  
Tel. 44-1244+83 15 31  
Fax :44-1244+81-43 05

ALTER FORH Liège / Belgium  
Démonique Counasse  
Tel.:32-41+23 59 59  
Fax: 32-41+21 41 69

ASSOCIAÇÃO PARA A PROMOÇÃO DO BEN ESTAR / Portugal  
Antonio Pinto  
Tel.: 351-79+43130  
Fax: 351-79+43132

Source: ASPROCEP



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# Vocational training policy Initial training

Germany

**From a reactive policy to active partnership**

## The "Bund-Länder-Kommission" (Commission of the Federal and State Governments) sets new goals in European vocational training policy

**The Commission of the Federal and Länder (State) Governments for Educational Planning and Research Promotion (BLK) has advocated a change of course in European vocational training policy in Germany. In its opinion Germany should not content itself with a reactive role but should seek active partnership in European vocational training.**

To this end the BLK recently discussed and adopted common principles for cooperation in European vocational training policy. They are summarized in a report in the preparation of which representatives of the social partners and the relevant institutions participated. German educational experts plan to discuss this report with representatives of the European Commission in December.

The position paper is intended to be a common basis for the development of strategies and for the preparation of discussion in European bodies. It also contains Germany's expectations with regard to vocational training policy in Europe. A 13-point list presents the links between the learning venues "company" and "vocational school" as an important goal.

In addition to this, young persons who have decided to pursue a vocational education path, should have the same career advancement opportunities as those offered to persons completing the general education stream. Vocational training should bring about a visible improvement of mobility in Europe. This requires trainers with experience in European questions and clear multilingual

application forms and certificates. Furthermore, German educational research institutions should be more closely integrated in European cooperation and better use should be made of their findings.

The Bund-Länder-Kommission (BLK) explicitly stresses the principle of subsidiarity. It must be maintained and respected. If Community initiatives are implemented at national

level, this should always remain the task of the Member State concerned.

The complete report (in German) may be obtained free of charge from the secretariat of the BLK: Geschäftsstelle der Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung, Friedrich-Ebert-Allee 39, D-53113 Bonn, Tel.: 49-228+54020, Fax: 49-228+5402-150.

Source: BLK/CEDEFOP/SK

France

## 1996: 25 years of vocational training in France

**Customarily, the "date of birth" of vocational training in France is stated as being 16 July 1971, the date of the passing of the founding law which ratified the national inter-professional agreement signed by the social partners one year earlier. This 1971 law forces enterprises to set aside the financial means to organise training for their employees, and establishes parity management of the training funds thus created.**

With the system evolving and growing in complexity over the past 25 years, the Minister of Labour has now appointed M. de Virville to re-examine it with the aim of making broad recommendations for its reorganisation. The de Virville commission has not yet presented a definitive report, but it has submitted an initial working document to the social partners. Its proposals aim at homogenisation of alternance training systems and improvement of employee access to training and qualification.

With regard to the first of these issues, the basic idea is to regroup

funds for alternance and the apprenticeship tax. Enterprises not taking on young people as apprentices or on the basis of a qualification contract would have to make a financial contribution.

Moreover, alternance contracts, which are normally proposed to young people, would be made accessible to adult job seekers. From the point of view of employees, the aims of the de Virville commission are to increase the number of training opportunities offered, expand the role of employees as active participants in their own training through a personal right of access to training,

harmonise the training goals of the enterprise and those of employees and encourage the development of training schemes leading to the certification of a particular skill.

Small and medium-sized enterprises have been the object of the commission's particular attention. In order to ensure that they can accumulate the funds necessary for their training schemes, they would no longer be obliged to make their financial contributions on an annual basis.

Source: Entreprises formation no. 93, July-August 1996 / Centre INFFO

France

## Regional apprenticeship policies and vocational training: an evaluation

**Regions are better placed to meet the social need for education and training and to co-ordinate this demand with the need for qualified personnel in enterprises. This is the principle behind the process of decentralisation of continuing training for young people under 26 which is part of the five-year law of 20 December 1993.**

Until now, almost all regions have signed an agreement with the central government with regard to the delegation of jurisdiction with regard to pre-qualifying training activities, an agreement which complements the jurisdiction given to them by virtue of the five-year law on diploma-based training schemes for young people. About half of the regions have adopted regional development plans for youth training (PRDF), which are medium-term programming instruments.

The co-ordination committee for regional apprenticeship and vocational training programmes has just

published, as a report of its activities for 1993-1995, an evaluation of regional policies of vocational training. This evaluation is both qualitative and quantitative in nature.

With the five-year law, the regions are now able to promote complementary effects and to de-compartmentalise the various training channels. The regional council now plays a pivotal role in the process of co-ordination between the various parties involved in the determination of regional policy. The report of the co-ordination committee underscores the difficulties and the opportunities offered by this changed situation.

Source: Centre INFFO, INFFO-Flash no. 457-458

# The vocational training and adult education sector prepares for the year 2000

**A large-scale reorganization of the educational system is currently underway in the Netherlands, involving secondary vocational education (senior secondary vocational education – MBO – and the apprenticeship system), part-time informal education for young people and adult education (basic education and general adult education).**

Some 800,000 people are enrolled in these educational programmes. As from 1 January 1998, all schools providing these programmes (originally about 700) will have merged into a total of approximately 50 Regional Education and Training Centres.

During an event organized by the Vocational Training and Adult Education (VTAE) Council, the Dutch Minister of Education and Science, Mr Ritzen, touched upon the following four challenges currently faced by the VTAE sector:

a) Implementation of the Education and Vocational Training Act (WEB);

- b) Learning while working - working while learning.
- c) Application of new communication and information systems.
- d) Quality and study potential.

## Implementation of the WEB act.

The WEB act and the accompanying new qualification structure constitute an attempt to reinforce vocational education by taking such measures as:

- making diplomas easier to recognize; the value of a diploma should be clear, both at national and international level;
- linking up with business; duali-

zation of programmes is the means to achieve this;

- enhancing the effectiveness, quality and success rates of educational programmes.

## Learning while working - working while learning.

The formula of part-time informal education for young people, or - in WEB terms - the theoretical apprenticeship training route, "Learning while working - working while learning", successfully bridges the gap between education and the labour market for many young people. The key problem is to ensure that a suffi-

cient number of vocational training placements are available. For this no less than 400 million Dutch guilders (ca. 185 million ECU) have been earmarked.

## Application of new communication and information systems.

The labour market changes so quickly that constant adjustments to educational programmes are necessary. New technologies are playing an increasingly important role in this respect. The information highway will be the decisive factor, as it offers widespread dissemination of knowledge to which everyone has relatively easy access. As a result, knowledge will become an increasingly important element in our lives.

New technologies are also very important for the VTAE sector as educational tools. Vocational education aims to provide customized and topical courses, to find the balance between a wide scope and specialization, and to effect fundamental changes in the educational concept. Introduction of digital techniques into regular education without a radical change of the primary process is doomed to fail.

## Quality and study potential.

This requires making difficult choices on such issues as the transfer from senior secondary to higher vocational education, the system of student grants and loans, the amount of face-to-face instruction. The Minister of Education and Science recently instituted a committee that is to study the possibilities of redirecting the flow of student grants and loans. Another option that merits further study is to make these funds available to business for creating more vocational training placements. Furthermore, a solution is being sought to deal with the current reduction of the amount of face-to-face instruction.

The Minister also emphasized the international dimension of education. Many VTAE institutions maintain contacts with foreign schools. Student exchanges programmes are organized on a regular basis. Networks should be created to enable individual schools to profit more from the experiences gained.

Source: CIBB

# Employer confederation says employers should invest more in training

**Human resource strategy has been established as a central issue in the EU following the publication of the Commission's white paper on education and training and in Ireland with the upcoming government white paper on training.**

The Irish Business and Employers' Confederation, IBEC, in its recent publication **A training and human resource strategy for Ireland, the employers' perspective**, stresses the importance for Ireland of having a "dynamic training and human resource policy which is responsive to the needs of the economy and society". They propose that an employer-led body be established to promote training and development in industry and to decide the shape and strategic direction of investment and support for training.

The report examines the role of the various players in training and development for those in employment and for the unemployed. The state's role

in human resource development lies firstly in the provision of the basic educational infrastructure and resources from primary school through to third level. The state is, however, seen to have a more limited role in supporting continuing education and training. Its role in continuing economic and human resource development should include an involvement in identifying and planning strategic needs. It should also provide financial support for enterprise development, smaller firms and vulnerable sectors. Monitoring training quality, ensuring resources are used productively and providing a clear certification system should also come within the state's ambit. The state's role is in policy, not delivery. "This role for the

state should be facilitative and non-interventionist."

Employers, on the other hand, have the main responsibility for investing in the ongoing training and development of the workforce. Their role should involve: drawing up a training plan linked to their development strategy, identifying training needs, choosing a training adviser, making the financial investment and monitoring the return on that investment. At sectoral level, company and state policy needs to be regularly reviewed in the light of technological developments and market changes.

In examining the role of FAS-Training and Employment Authority as the

state service delivery agency, IBEC feels its role is hampered by resource deficiencies. Only IRL 6 m out of its current budget of IRL 400 m (ca. 513 m ECU) is reserved for employment training. The lack of a more significant involvement by employers is also seen as a weakness.

As a result of its examination of the present state of training, IBEC suggests the following reforms:

- an increase in the amount of money companies themselves invest in training and development. "In an integrated approach between state and employer, an investment target of 3 % of direct labour costs in training and development should be achieved over 5 years".
- Employers should be at the centre of identifying training needs and evaluating them.

In the area of training for employment and for the unemployed, IBEC argues that most current state investment in training is social, aimed at increasing personal effectiveness, rather than economic, linked to the labour market. It does say, however, that local and individually focussed initiatives provide effective use of state resources in that they are already linked to the labour market and are more responsive to the individual needs of the unemployed. Responsibility, though, is spread among too many agencies. In keeping with the thrust of their argument, IBEC argues for more involvement of business and industry in the design and delivery of the programmes.

\*A training and human resource strategy for Ireland, the employers' perspective, available IBEC, 84 Lower Baggot Street, IRL-Dublin 2  
Tel.: 353-1+660 10 11  
Fax: 353-1+660 17 17

Source: FAS

# Target 2000: Labour party's youth training initiative

**In May the Labour Party - the main opposition party in the UK - launched 'Target 2000', its Youth Training initiative. It argued there was a direct link between failure to give opportunities to the 16-17 age group and the level of unemployment among 18-25 year olds.**

The aim is to have 100 % of young people on the road to a qualification, National Vocational Qualification (NVQ) at least level two, plus the core skills of communication, numeracy and information technology, by the year 2000.

Two complementary frameworks are proposed. The **first** includes the following:

- Employers will be obliged to ensure that employees under 18 who do not have a level two qualification and core skills should be studying, normally off the job, for at least six hours a week or equivalent
- A programme specifically targeted at those who have not reached NVQ level one attainment will be created

The **second** framework is part of the Labour Party's 'new deal' for 18-25 year-olds. In order to ensure no young person should be unemployed for more than six months, the following four options for 'permanent employment and security' have been designed:

- **Full-time education option:** those without educational qualifica-

tions have the option of studying full-time on an approved education or training course. The current 16-hour rule will be relaxed as a result and the participants will be able to keep their social security benefit for a minimum of six months.

- **Employer option:** employers taking on a long-term unemployed person aged under 25 will be offered UK £ 60 (ca. ECU 77) a week tax rebate, paid for six months, for giving approved in-work training for at least one day a week leading to a recognised qualification

- **Voluntary sector option:** voluntary organisations will provide new opportunities to young people, providing a weekly wage equivalent to their social security benefit plus a fixed sum for six months

- **Environmental task force option:** individuals will be offered work on community-based and environmental projects. They could be paid an allowance and would be offered at least one day a week, or equivalent provision, leading to a recognised qualification.

Source: IPD

## National traineeships

**Included in the recent government review of 16-19 qualifications was a draft of proposals to replace youth training.**

National traineeships will be designed by industry training organisations (ITOs) and Training and Enterprise Councils (TECs) and delivered in partnership with colleges of further

education to operate at three levels - foundation, intermediate and advanced. For those not ready for National Vocational Qualification level one, national entry level will include

people either with special education and training needs or who are unclear about their career direction.

Source: IPD

## Government consultation on curriculum for 14-16 year-olds

**The government has begun consultation on the work related elements of the curriculum for 14-16 year-olds. The slimming down of the national curriculum has given schools discretion over 40 % of curriculum time for this age group.**

The government is interested in whether more use of vocational activity could help in tackling the problem of under achievement and disaffection amongst some young people.

units and qualifications which may be studied, and the locations where young people may learn, by raising the possibility of 14 year-olds spending a day a week with an employer or at a further education college.

For example, the feasibility of developing national standards for work experience is canvassed.

Further, the government is relaunching the National Record of Achievement and is keen to integrate, where possible, work related activity into the national curriculum, and strengthen the role of careers education and guidance for this age group.

The government shows clear interest in extending vocational options open to 14-16 year-olds, in terms of extending both the range of vocational

Also, the government sees value in bringing work experience and work related activity into alignment with the new national framework of quali-



Source: IPD

## Consolidation of educational legislation

**A government commission has proposed the consolidation of existing educational legislation which is at present scattered and profuse. The commission proposes two separate government bills; one regarding legislation on education and the other a university act. The proposal does not include AMK-institutions (polytechnics).**

The first bill proposes that the current institution-based legislation should be superseded by legislation based primarily on educational aims and content, levels of education and the rights and duties of the students. The most notable changes are the right to preschool education free of charge, the greater right than at

present to choose between educational institutions in compulsory education, and the abandonment of the current division of comprehensive schooling into a lower and an upper stage. The bill also proposes the revision of the regulatory system in vocational education and training and the introduction of the possibility

of acquiring educational services from sources other than those officially accredited to provide such services. This latter proposal has been very much discussed in the media.

The new university act will replace the previous separate acts for each

university and other higher education institution. It will have provisions governing research and instruction, administration, students and legal protection. The right of universities and higher education institutions to decide independently on matters concerning their internal administration is to be enlarged. Source: NBE, Helsinki

## Initial training

## Vocational training and the employment market for young people - a forecast

**While more than 50 % of young people begin their working life without specialised initial vocational training in many European countries, in Germany, Denmark and Austria some 80 % of young people do achieve further qualification after compulsory school, for the most part in vocational courses.**

Comparing these figures to those for the rest of Europe, it becomes obvious that a strong vocational aspect in education programmes is the decisive factor for the successful employment market integration of young people. Whereas the European average for unemployment among young people under 25 is 21 %, in Austria it is clearly under 5 %. Both purely school-based vocational education (vocational intermediate school - BMS - and vocational senior school - BHS) and apprenticeship-based training succeed to a large extent in giving young people the ability for successful entry in working life.

The proportion of young Austrian adults with vocational training has remained constant in the last decade at about 60 %. Within the number of those with initial vocational training, there has been a clear shift from BMS to BHS (2.9 %). The drop in apprenticeship-based training in this age group is relatively slight (0.7 %). Assuming that this trend continues, the following distribution of certificates could be expected for 20-year-olds in the year 2001: 38 % apprenticeship, 8.5 % BMS (vocational intermediate school), 15 % BHS (vocational senior school), 16 % AHS (upper sec-

ondary academic education) and 23 % compulsory school.

Less and less work possibilities will be available to persons without vocational training. Only 10 % of jobs will be available to unskilled workers on a long-term basis. Although nearly all young people begin a training course after compulsory school, about one fifth of young people still do not have a certificate by their early 20s. Exploring and trying out various educational possibilities leads to frequent changes in schools and training schemes as well as to dropping out without completing a course.

It would be wrong to lower the standards of the BHS, of special-subject schools or of apprenticeship training in order to reduce the numbers of early drop-outs. With a view to the requirements to be faced on the job and the need for a competitive economy, this would be an irresponsible solution. Initial training must not be overloaded: it should be seen as a first step towards further vocational training. To ensure that training structures can adapt to changes in economic and social requirements, curricula and vocational profiles should be continuously updated and the variety and practice-oriented nature of courses maintained.

According to this projection, initial vocational training courses will continue to be required for the majority of the workforce in the year 2010. After initial training, about one in ten will require further training in the form of a specialised school similar in level to an Austrian master workman's school. In both cases, this is essentially further training for persons with completed apprenticeships.

On the basis of university versus vocational training, the figures for

Austria are as follows: in the year 2010, 73 % of the workforce will have a non-university vocational qualification, 11 % a university degree, 6 % a certificate from a post-secondary special-subject college, and 10 % will remain without training. For the foreseeable future, the majority of the workforce in the service and manufacturing sectors will require vocational training. This shows that economic performance will continue to depend on the development of qualifications in the vertical and horizontal structure of the economic division of labour.

Whether future needs for qualification in the workforce will be covered at all depends to a large extent on whether additional efforts in the field of further training can compensate for the lack of young blood in the workforce caused by a declining birth rate. In Austria, immigration alone can not stop the growing demographic gap in numbers of skilled workers. Further training efforts will be increasingly needed to fulfil the need for specialised personnel. As current data and EU initiatives have shown, this is a pan-European challenge which will have to be faced.

Source: ibw-Mitteilungen 1/96, Vienna/abf-austria

## Are trainees overpaid?

**The Federal Institute for Vocational Training (BIBB) interviewed trainees: only every third trainee feels he/she gets adequate remuneration for performance**

Trainees get a princely remuneration for their low productivity, say many German employers and wish to get the training allowance reduced. Most trainees have a completely different view. A study undertaken by the Federal Institute for Vocational Training (BIBB) shows that only every third trainee is satisfied with his/her training allowance or even considers it to be very good.

In the middle of the year, BIBB asked 6000 representatively selected trainees in the 15 most important trainee occupations how they assessed their training allowance in comparison to their performance. According to this survey, almost two-thirds feel that the remuneration they receive is too low.

The most satisfied are the bank clerk trainees (average monthly remuneration: West Germany DM\* 1208, East Germany DM 960) and electronic skilled worker trainees for energy

systems (West Germany DM 1137, East Germany DM 987). Almost two-thirds feel that the payment is "just right" or "good". This also applies to half the industrial mechanic trainees (West Germany DM 1143, East Germany DM 987). In contrast, 80% of physician's assistant trainees (West Germany DM 910, East Germany DM 783) and hotel professionals (West Germany DM 993, East Germany DM 815) feel their remuneration is too low. An above-average dissatisfaction with their training allowance is to be found in the case of electrical fitter trainees (West Germany DM 894, East Germany DM 654).

With each progressive year of training, satisfaction with the allowance declines. In the first year of training every second trainee is satisfied with his/her income, in the second year only every third trainee is satisfied. Some two-thirds of the interviewed trainees said the reason for their

dissatisfaction was that their daily work load was often not very different to that of a trained skilled worker.

BIBB warned that the discussion on the level of training allowances should not disregard the productive output of the trainees.

The German Industry and Trade Advisory Board for Vocational Education (Kuratorium der Deutschen Wirtschaft für Berufsbildung) confirmed that the costs of in-company training are offset by many varied and direct economic returns. The industrial confederations which are members of this Board say that the advantages for the training company are the productive output of the trainee, instantly available skilled workers, lower costs for new recruitment, less fluctuation of staff, fewer wrong persons in the job, a better image on the labour market and a more stable wage and salary structure. Furthermore, experience shows that the net costs of training are considerably lower in small and medium enterprises than in large companies, which means greater benefits for the SMEs. \*1 ECU = DM 1,924870 (November 1996)

Source: BIBB/Kuratorium der Deutschen Wirtschaft/CEDEFOP/SK

## SMEs wishing to accept trainees, can do so by combining

**A guidance manual from the Federal Government presents the possibilities of integrated training**

An "Integrated company training" model has been designed for small and medium-sized enterprises which are willing to train young persons but do not have the organizational and financial resources. The Federal Government has issued a guidance manual which presents four different methods of integrated training.

□ Provision of training in a lead company with partner enterprises. The lead company signs the training contracts and organizes the training. The partner enterprises each take over a part of the training.

□ A training consortium is another alternative. Several enterprises cooperate with equal rights and duties, whereby each one is responsible for one segment of the training.

□ The third possibility is to commission the training. In this case the company commissions other enter-

prises against payment to take over individual segments of training of a trainee.

□ The fourth alternative is the establishment of an association consisting of several companies. The trainee's contracting partner is the association whose office functions as the lead company. The trainees are then sent to the other member companies for their training.

Detailed information on this integrated training may be obtained from the Chambers of Trade and Commerce and Tradesmen's Chambers (Industrie und Handelskammern, and Handwerkskammern). Editor's Note: a similar initiative in Ireland was described in CEDEFOP Info 1/96 page 12

Source: Press information of the Bundespresseamt Bonn/CEDEFOP/SK

## Training places crisis

**The shortage of training places leads to an intensive debate on the costs and benefits of vocational training**

In Germany some 620,000 school-leavers will be preparing to enter their working life this year. Each one of them should have the chance of getting a training place. This is the stated objective of the Federal Government. But, in Germany, the struggle to secure a training place has become harder than ever this year. In August 117,000 applicants were still crowding the Labour Offices to procure one of the 69,600 training places which were still vacant. Half of the required 47,000 training places will be provided by the public sector. 13,900 vacancies were still available from the joint apprenticeship initiatives of the Federal and State (Länder) governments. A special programme for disadvantaged youth generated another 10,000 training places. In view of the substantial shortfall of at least 20,000

training places still existing in September, the Federal Chancellor personally intervened. In several rounds of talks he appealed to the Presidents of the Federations of Industry, Commerce and Crafts and the representatives of the liberal professions to provide the training places still lacking.

This strained situation on the German training market has sparked an intensive debate on the costs and benefits of the dual training system. Above all, small and medium-sized enterprises - which make up over 80% of all German firms - have gone into reverse gear as far as vocational training is concerned. The participation in training of small firms with a maximum of nine workers has declined by almost 20% from 1990 to 1994, according to information from

the Federal Ministry of Education, Science, Research and Technology (BMBWFT).

Too costly, too lengthy, not efficient enough - these are the principal arguments. Trainees spend too much time in the vocational school and are thus not available for production during these hours. At the same time, their allowance is too generous. Hans-Peter Stihl, the President of the Association of German Chambers of Industry and Commerce has therefore made an appeal to freeze or to reduce the training allowance set out in the collective agreements.

The protest from the German Trade Unions Confederation (DGB) did not take long. "It is unfair to make the young persons pay for the inadequacies of politics and industry", said Ursula Engelen-Kefer, the Deputy President of the DGB in an interview with the "Süddeutsche Zeitung". The DGB believes that this crisis can be overcome by making employers pay a proportionate financial contribution. In view of the growing demand for training places forecast for the

coming years, Regina Görner, member of the DGB Federal Executive Board, called for a legal regulation which will bring about an equalization of burdens between enterprises which train and enterprises which do not train young persons.

The Federal Minister of Education, Jürgen Rüttgers, cannot support this so-called training levy. He puts his trust in "a changing attitude to vocational training in industry and society" which he wishes to promote through reforms in vocational training.

The decision to provide training places will be made easier for companies by changing the framework conditions. For instance, the Federal Government has issued a new regulation on trainer qualifications. An experienced professional who wishes to recruit apprentices, no longer has to pass examinations.

The Federal and State (Länder) governments have agreed to re-organize instruction in the part-time vocational schools so that the trainees

mostly spend four days in the week in the training company throughout their training. In addition, an amended Youth Protection Law will make it possible for adult trainees to return to their training companies when instruction in the part-time vocational school is over.

Together with the social partners, the Ministry of Education has modernized the training regulations for 19 occupations and has created three new skilled occupations in the new media sector.

"The anxiety of providing sufficient training places should not recur from year to year", warned Jürgen Rüttgers, the Federal Minister of Education. Companies which trained apprentices showed their future orientation and business optimism. He stated he would make this clear to companies and their managers in a targeted campaign. Companies which abstained from training people today, should not complain about lack of skilled manpower tomorrow.

Source: Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie/Bundesanstalt für Arbeit/Deutscher Gewerkschaftsbund/Süddeutsche Zeitung/CEDEFOP/SK

## No certificate, no entry

**The Federal Institute for Vocational Training (BIBB) feels more consideration should be given to qualification through external examination**

A person with no vocational training qualifications has virtually no chance on the labour market today. Without a certificate, the door to a profession is more or less shut. A person with an unskilled or semi-skilled job must expect to be laid off sooner or later. Therefore today's crucial need is a recognized vocational certificate. This certificate can be obtained later in life through external examination. But, up to now, little attention has been given to this path, as the Federal Institute for Vocational Training (BIBB) has found. For this reason, its

Central Board (Hauptausschuß), made up of four equal parties containing representatives of employers' associations, trade unions, the Federal Government and the State (Länder) governments, wishes to draw more attention to external examination.

This qualification route, which, up to now, has been followed by only 25,000 to 30,000 candidates a year, is primarily designed for unskilled and semi-skilled workers with job experience. The condition for admis-

sion to the external examination is proof of experience in the occupation for which the examination takes place. In the Federal Republic of Germany there are various educational institutions offering training courses which provide the necessary knowledge of the occupational profile. They systematically prepare candidates for the external examination which requires the same level of knowledge and skills expected from those in regular training.

Many potential candidates for this external examination are unaware that this qualification route is open to them. That is why the Central Board of the Federal Institute for Vocational Training (BIBB) has appealed to educational policy makers, Labour Offices, Chambers and trade unions to actively provide targeted

information. Their counsellors should knock on the doors of companies with a large share of unskilled and semi-skilled workers. These companies should be encouraged to actively support the external examination in their own interest. After all, there is a substantial need for skilled manpower. The vocational training institutions should play their part by ensuring a regionally balanced provision of preparatory courses.

The external examination is not an easy qualification route. The dual burden of daily work and simultaneous attendance at a one to two-year course calls for a great deal of discipline and dedication from the candidates. The Central Board feels that the companies, above all, could greatly help their workers to brave the challenge of entering this exter-

nal examination route. Personnel managers should inform the workers of the career perspectives and structure their work plan in such a way that they get a broad range of experience. The companies should give candidates access to in-house further training courses, assume a part of the fees for preparatory courses and support the candidates by fixing reasonable working hours, recommends the Central Board.

The Central Board also states that the grants provided in the Employment Promotion Act, in the Länder support programmes and the European Social Fund, should be used for in-service part-time preparatory courses for the external examination.

Source: BIBB/CEDEFOP/SK





**Page 9 New training organizations and programmes** IRL: Junior Certificate elementary programme begins; GR: Results of survey on school dropouts; B: Training for migrants to be employed in importing and exporting companies; **Page 10 P:** Three new training programmes which will generate jobs; S: Experimental initial training programme; UK: The future of the sectoral framework for training; NL: Technological developments in vocational education; **Page 11 Continuing education and training** D: Well-qualified workforce ensures success in international competition; D: Three BIBB guides on the booming market for continuing training services; **Quality** DK: A quality strategy for vocational education and training; SF: Development plan for research on education; **Page 12 Certification** E: The development of standards establishing general guidelines for vocational training diplomas and certificates; D: Certification society CERTQUA accredited; SF: Occupational analysis and vocational examinations; NL: Accreditation of qualifications; Impressum.

# New training organizations and programmes/Continuing education and training/Quality/Certification

Ireland:

## Junior Certificate elementary programme begins

**A new Junior Certificate programme targeted at students at risk of dropping out of school early was introduced in September 1996. The Junior Certificate is a three year course in lower secondary school for 12-15 year olds. At present the compulsory school leaving age is 15. Recent studies have shown that up to 5,000 young Irish people leave school early each year without obtaining any qualifications.**

The government's white paper on education **Charting our Education Future** had heralded the advent of an additional Junior Certificate which would reach out more effectively to the small minority of students whose particular needs are not adequately catered for in the present broadly based Junior Certificate. These students are defined as those who -

- have serious difficulties with basic skills, including literacy and numeracy, which interfere with their ability to cope with the normal demands of school and of everyday life
- have repeatedly experienced failure during their school career and suffer from lack of confidence and low self-esteem
- may be at risk of leaving school before the end of the three year cycle

and thereby miss the opportunity of sitting Junior Certificate examinations.

The programme tilts the balance in teaching away from demonstration by a teacher and towards student activity. Specific goals are set for literacy and numeracy and a student profiling system is used instead of examination grades to measure achievement. Cross-curricular subjects reflecting students skills and knowledge in a meaningful context, combined with personal and social development, will be important parts of the student profile. Students may take up to five ordinary Junior Certificate subject examinations. They will receive credit, in the form of an individualised profile, which records their achievements over the period of the

programme regardless of whether or not they are successful in examinations.

A support service for schools will provide information on the programme and additional staffing and financial resources will be made available to participating schools. The new programme was introduced in three phases commencing in September 1996 in up to 45 schools and the number of participating schools will increase to 80 over the next two phases. This revision of the Junior Certificate follows the major restructuring of the senior cycle (16-18 year olds) Leaving Certificate programme to cater for a wider range of abilities than had obtained in the established programme. (See CEDEFOP Flash Special 1/94).

Source: FAS

Greece

## Results of survey on school dropouts

**Recent findings of a nationwide research, conducted by the Pedagogical Institute and commissioned by the Organisation for Vocational Education and Training (OEEK), identified vocational training needs of compulsory school dropouts. The research showed that the national average dropout rate in compulsory education is approximately half of what it used to be ten years ago (12% against 23%).**

It also showed that seven out of ten dropouts had found low skill jobs after leaving school, and eight out of ten expressed their wish to attend special training programmes in order to improve their qualifications and, consequently, increase their prospects for better jobs.

OEEK and OAED (Manpower Employment Organisation) are designing special training programmes for these young people on the basis of the qualitative findings of the research. Among these findings, the most critical for the design of the programmes are:

- The diversified knowledge and skill base of the dropouts (they dropped out at various grades),

which necessitate modularised training programmes,

□ The low self-esteem they have regarding their mental abilities, which requires the integration of remedial education, counselling and motivation components into the training programmes,

- The negative experiences which they have had in the school environment, which excludes any school-based training scheme for the delivery of the training programmes,
- Their declared interest in specific occupations and jobs, which facilitates the decision-making process regarding the selection of training courses.

For more information contact:  
Mr. S. Paleokrassas, Pedagogical Institute, Leoforos Messoglou 396, GR-153 41 Athens (Aghia Paraskevi),  
Fax: 30-1+60 03 805

Belgium

## Training for migrants to be employed in importing and exporting companies

**In September 1995, CEVORA, the training centre of the Joint Committee for White Collar Employees, set up a training course in foreign trade for unemployed migrants. There were two underlying objectives: training people perfectly suited to a job in exporting companies and offering unemployed migrants a better employment perspective.**

60 % of the trainees have been able to find a suitable job. In '96, CEVORA is organizing the course a second time for the same target group.

This initiative is innovative in its combination of the following aspects:

- the linking of migrants' own assets on the labour market (knowl-

edge of language and culture in African and Asian countries) to the demand for qualified employees in importing and exporting companies, via training and traineeships;

- the application of sectoral funds for the development within companies of qualified trainees and their employment (cf. temporary employ-

ment bonus for companies);

- realisation of these activities via a joint sectoral training fund.

As far as financing is concerned, the Flemish interprofessional collective agreements stipulate - since 1989 - that employers donate, on a yearly basis, a percentage (in 1996, 0.2%)

of total gross wages to various funds, the objective being the employment of the risk groups (including unemployed migrant people). Complementary to this action, the Joint Committee adds (via sectoral collective agreements) the same amount and also created the CEVORA-training centre.

At the basis of the training programme, one finds the actual needs of exporting companies, which can use the migrants' knowledge of language and culture of their land of origin (African and Asian countries), in order to find the right contact people in a foreign country for the benefit of the trading firm.

The course includes 3 months of theoretical training in international buying and selling techniques. After this, a 6 month traineeship follows,

during which an employer can assess the employee's assets. An employer offering the trainee an employment contract (for an undetermined period of time) can receive an employment bonus (up to 15 000 BEF - ca. 380 ECU- per month, during 1 year), to be paid by the sectoral fund. It is interesting to note that 14 % of all jobseeking migrants have a higher education diploma, yet they are still under-represented in the overall figure of employee functions.

Further information from:  
CEVORA,  
Mr. A. De Coster,  
ave. Eugène Plasky 144,  
1030 Brussels,  
Tel.: +322-734 62 11,  
Fax: +322-734 52 32

Source: ICODOC/CIDOC

## Three new training programmes which will generate jobs

The government of Portugal recently launched three new and original programmes of vocational training which are expected to create new jobs in the social area and in traditional crafts and trades. They will also encourage activities involving awareness raising and the protection of the environment and national heritage. The aim of the third project is to facilitate the integration of young school leavers into employment.

### Leisure time programme for young pupils from disadvantaged social groups

The Minister of Education and the Minister for Qualification and Employment have decided to sponsor a leisure time programme for young people and children at all levels of the school system - pre-school, primary and secondary - starting with the 1996/97 school year. More specifically, the programme will be aimed at children coming from disadvantaged social groups and children without the means to occupy their leisure time after school hours. The idea is to give these young people access to new areas of interest and knowledge, so as to bring out their capacities and encourage their personal development and their social integration. The programme will be run by persons who are registered as unemployed. This will provide socially useful occupation and vocational training to unemployed persons.

Regional education offices, primary and secondary schools and pre-school institutions will participate in this programme, as well as the Institute for Employment and Vocational Training (IEFP), which will contribute technical and financial assistance. This financial aid will be in the form of a vocational activity allowance, accident insurance and a food and transport allowance for the unemployed persons involved in the project.

### School-Workshop programme

Sponsored by the Institute for Employment and Vocational Training (IEFP), the school-workshop programme aims at creating structures to assist the development of vocational training activities and new jobs in two specific areas: on the one hand, traditional crafts and trades which are gradually disappearing and should be revalued and made more competitive, and on the other, new jobs involving the environment and gardening, as these represent an efficient and permanent instrument for conservation and for increasing awareness of a particular region's natural and urban heritage. This programme will promote these types of vocational activities with a view to the cultural and regional development of Portugal.

## The future of the sectoral framework for training

The Department (Ministry) for Education and Employment recently announced an overhaul of the sectoral framework for training. It is planned to have a single network of national training organisations (NTOs), filling in some of the gaps in the existing provision, and rationalising where any overprovision is found. Existing Industry Training Organisations (ITOs) and lead bodies for the development of standards will be given a chance to convert to National Training Organisation status.

Source: IPD

The programme will target the young unemployed or initial job seekers as well as the long-term unemployed registered with an employment centre. It aims at providing these persons with the appropriate vocational qualifications to exercise one of the activities of the programme, thus encouraging the creation of new jobs, either through participants creating their own jobs by establishing companies, or being offered newly-created salaried jobs.

This project is open to public or private organisations and persons wanting to create vocational training projects fitting into the scope of the programme. Craft associations or co-operatives, craft businesses managed by an owner-craftsman, self-employed craftsmen or family businesses may participate as long as they fulfil the programme's conditions.

The programme involves 12 months of full-time theoretical and practical training. At the end of the training period, participants wishing to create their own job or establish a company will be given the opportunity of taking a management training course given by IEFP. This course, intended to develop participants' basic knowledge about business management, will support business start-up and consolidation efforts. In terms of financial assistance, participating bodies will receive compensation for training expenses and social security payments, allowances for the purchase of equipment or raw materials, and subsidies for hiring recently trained persons. Learners will receive a monthly training grant and a food and transport allowance.

### The AGIR programme

Created by the State Secretariat for Youth through the Portuguese Youth Institute, the AGIR programme will be funded by more than 1 billion escudos (5,1 million ECUs) and support 1,240 young people. The starting date is November 1996. The aim of this programme is to round off the knowledge acquired by young school leavers and to ease their integration into employment. This new programme will therefore be an instrument against unemployment through its encouragement of new vocational activities and its contribution to regional development.

AGIR has two sub-programmes. The first is aimed at those under 31 years of age having received a university or secondary school diploma less than five years previously and have been unemployed for more than one year. Participants will receive eight months of theoretical and practical training.

The second sub-programme is intended for people under 31 who have completed compulsory education but have not had specific training. It will give them initial training in business management or youth animation techniques. Participants in the AGIR programme will receive a training grant and will be eligible for a food allowance and for accident insurance.

Source: CICT / "Diário da República" and "Jornal de Leiria". MF/CEDEFOP

## Technological developments in vocational education

As indicated in the publication entitled "Digital teaching materials in vocational education", vocational education in the Netherlands in the nineties will be characterized by the following trends:

1. Aiming at topicality, uniformity, cohesion and validity of courses,
2. Debate on the breadth vs. specialization of vocational training programmes.
3. Radical changes in educational concepts:
  - from uniformity to differentiation and variation in educational routes;
  - from teacher and institute-driven to student-driven education;
  - from talk-and-chalk instruction to self-instruction and group assignments.

Simply substituting digital teaching materials for existing ones without changing the teaching-learning situation is doomed to fail. Hence, the total process comprises innovations on three fronts: technology, organization and teaching methods.

Interactive multimedia, virtual environments and telematics will be applied as teaching methods in the coming decade, so as to enhance the efficiency, effectiveness and flexibility of vocational training programmes.

To illustrate this, a few of these digital teaching methods developed and produced by the Dutch National Centre for the Innovation of Vocational Educational and Training (CIBB) are described below. The CIBB is specialized in the application of new technologies in training programmes and educational settings. Technology is not an end in itself, but merely a means to an end. Everything revolves around educational demand. Products include interactive multimedia programmes and virtual learning environments.

## Experimental initial training programme

A government bill approved in February 1996 provided for a pilot project for a new vocational education and training scheme at post-secondary level to be initiated in the autumn of 1996. The new scheme is intended to contribute to meeting the needs of working life in the modern production of goods and services by a qualified labour force.

Information technology, a more knowledge intensive production and a flatter work organization result now in demands for higher competences, where as vocational education and training at upper secondary level often used to be sufficient. Vocational educational and training at post-secondary level should unite in-depth theoretical competences, a practical approach and speedy integration in the workplace. The project will therefore take the form of learning at work in a workplace environment for about a third of the period of education. It is directed towards young people who have finished their upper secondary education as well as those already at work who need to up-date their competences.

The first courses started in August 1996 and 1,700 students will be able

to participate in this new type of vocational education and training. In 1997 and 1998 the corresponding figures are 2,000 and 2,500. The programme will take place within municipal adult education, universities or private education institutes. The management group consists of one representative from municipal adult education, one representative from a university and a number of representatives from industry who are always in the majority. The credit system is identical to the regular credit system in higher education. The number of university "points" (credits) are however negotiated with the partner university. A supervisory committee will advise the government after the three pilot years on how to incorporate this type of training into the regular system.

Source: SEP

### Interactive multimedia

The new generation of hard- and software - interactive multimedia - may offer excellent possibilities for individual education of people at the pace, time and location of their own choosing. What all interactive multimedia have in common is that they combine text, images and sound. And they are, of course, interactive, which affords the users a large degree of freedom in utilizing the programmes. It is possible for them to tailor the educational route and content to their own needs. The combination of text, images, sound and interactivity creates a surprisingly realistic learning environment, which is conducive to applying what has been learnt in actual practice (much more so than other methods).

An example of such an interactive programme is "Communicating Effectively". This CD-i programme teaches the student to respond effectively to social work situations. Employers are setting increasing store by social skills. This programme offers students a visual and interactive method to test and train their social skills in a simulated job situation. It is designed for trainees and employees of companies and institutions in various sectors. It is intended for use by individuals or in pairs. Currently, about twenty educational institutions in secondary vocational education are working with the "Communicating Effectively" programme.

Another example is "Materials Interactively", which CIBB developed in response to a request by a number of schools for vocational education. It employs image and sound to offer users the possibility of becoming acquainted with materials and their features in a meaningful way. Users can engage in interactive experiments to determine what materials are suited for what purposes. The programme has been developed for technical education, but can, for example, also be used

for training designers and planners in mechanical engineering.

### Virtual learning environments

A virtual learning environment enables users to interactively perform all aspects of a professional task. Everything required (depending on the work situation) is available (e.g. fax, telephone, bookcases, files, documents, answering machine, copier, stand-alone computer running simulated programmes, etc.). It is even possible to walk around in an entirely simulated building, or take the lift to another floor. Co-workers, customers and family members operate in the background, communicating and reacting in response to what the user does or refrains from doing. Every single action by the user generates new actions and events. Embedded in day-to-day reality, the programme continually requires users to solve problems and make decisions, subjecting them to a degree of pressure comparable to real life. Areas of application include on-the-job training, learning basic skills, practical examination, business promotions, etc.

"EDESC" This is an example of a virtual learning environment. It is used to teach office skills in a comprehensive simulated office environment, in which the student performs the job of a secretary responsible for mail registration, filing, answering the telephone, dealing with the fax and e-mail. It is designed for students of administrative training programmes, at the level of senior secondary vocational education (MBO), apprenticeship system and higher vocational education (HBO), but it can also be used for internal company training. EDESC enables students to experience the day-to-day course of affairs and gives them the opportunity to make their own choices, set their own priorities and develop their own work strategy.

Source: CIBB

Germany

## Well-qualified workforce ensures success in international competition

Continuing Education and Training Congress of the Association of German Chambers of Industry and Commerce

"Recurrent learning must become an integral part of personal life planning". This demand heads the 10-point list presented by Hans-Peter Stihl, President of the Association of German Chambers of Industry and Commerce (DIHT) during the fifth DIHT Continuing Education and Training Congress. Some 800 representatives of companies, the Chambers, professional associations and vocational training institutions, members of the European Commission and guests from Southern and Eastern Europe, France and the Benelux countries directed their discussions for three days to the subject "Qualifi-

cation for international competition between industrial locations".

Various working groups discussed, inter alia, the question whether the European support programmes, Leonardo da Vinci and Adapt are geared to the current problems of structural change. Other subjects were innovative concepts of education in other countries, the location factor "qualification", the impact of the information society on continuing training and its function as part of corporate strategy. Further issues in the debate were quality assurance, control of continuing training, certifi-

cation of educational institutions and the recognition of final certificates.

The European Commissioner, Edith Cresson, believes that "a radical renovation of our vocational training concepts and methods" is unavoidable. She stated this quite clearly in her inaugural speech to the Congress. She said that the priority goal was to arouse the personal interest of every single person in continuing training and to offer the necessary opportunities. Companies should be recognized as training centres and should also see themselves in this role.

But, without incentives, lifelong learning cannot become attractive, either for companies or for workers. The proposal made by the European Commission to treat investment in vocational training and capital investment on an equal basis, is a step in this direction. The same applies to the introduction of the personal skills card. With this card the worker would be able to provide proof of all the skills and know-how acquired after initial training.

It was due to the efforts of the workers that the companies, up to now, had been able to cope with "increasingly fierce international competition". Despite rising levels of labour productivity and mobility, mediocre collective agreements and growing unemployment had become common. Further adaptations, which were undoubtedly necessary, would only be acceptable if employment and vocational education offered compensation, warned Edith Cresson.

Better vocational education and training does not necessarily have to be more costly. This is an "erroneous assumption made by State-sponsored education" said DIHT President, Hans-Peter Stihl. Vocational education engulfed 100 billion German Marks every year (about 52 billion ECU). At the same time, shortened working hours prevented the workers from fully exploiting their qualifications.

Stihl decisively rejected State intervention, e.g. a supra-company training fund. "Collective financing will be the death of dual training", stressed Stihl. German industry did not wish to change the existing system. However, trainees had to spend more time in the enterprise and had to accept remuneration in

keeping with the nature of their trainee status.

Stihl's 10-point list for correcting the course of continuing training includes inter alia: shorter training periods with lifelong continuing training and a strengthening of the responsibility of industry and commerce for vocational training. Advanced training and professional experience should be linked to one another, the curiosity and creativity of the workers should be stimulated. Stihl also advocated a systematic use of information technologies in vocational education and training. Other points on his list were special training provision for talented persons with practical aptitudes and for under-achievers, performance-oriented assessment and cross-links between initial and continuing training.

He made a strong recommendation to the European Commission that it should in future restrict its role to that of moderator. "Many countries with supra-company training funds have in the meanwhile become critical of this planned-economy instrument", said Stihl. Transfrontier cooperation in vocational education and training should be expanded in view of the international relations of many companies. Stihl pointed out that the European support programme Leonardo da Vinci, the network of European Chambers of Commerce and Industry, and the German Chambers of Foreign Trade offered many opportunities for this cooperation.

The complete proceedings of the Congress may be obtained from DIHT, Adenauerallee 148, D-53113 Bonn, Tel.: 49-228+1040, Fax: 49-228+104158.

Source: DIHT Congress Proceedings/CEDEFOP/SK

Germany

## Three BIBB guides on the booming market for continuing training services

For companies and individuals choosing on the multi-faceted continuing training market is a painful process. Thus, quality in addition to cost, is becoming a growing factor in the decision to accept an offer. In the struggle for market shares educational establishments are merging to form quality associations or to offer quality certificates based on international standards.

At the same time, their clients are seeking orientation aids or guides through the thicket of the proliferating market for continuing training services. To meet this need, the Federal Institute for Vocational Training (BIBB) has issued three updated publications.

"Zertifizierung und Qualitätssicherung in der beruflichen Weiterbildung" (Certification and Quality Assurance in Continuing Vocational Training) is the title of a book by Helmut Kuwan and Eva Waschbüsch

which illustrates and assesses the different possibilities of quality assurance.

The volume "Weiterbildungsqualität - Konzepte, Instrumente und Kriterien" (Quality of Continuing Training - Concepts, Instruments and Criteria), issued by Richard von Bardeleben et al., discusses the different aspects of the quality of continuing training and offers decision aids.

The selected bibliography "Evaluation-Controlling - Qualitätsmanagement in der betrieblichen

Weiterbildung" (Evaluation Controlling - Quality Management in In-company Continuing Training) by Wolfgang Beywl and Christiane Geiter presents a systematic list of relevant approaches and selected literature.

The three books may be obtained from Bertelsmann Verlag, D-33506 Bielefeld, Postfach 100633, Tel.: 49-521+911010, Fax: 49-521+9110179.

Source: BIBB/CEDEFOP/SK

## Quality

Denmark

## A quality strategy for vocational education and training

In 1995 the Ministry of Education published a plan and a strategy called "A strategy for a systematic quality development and assessment of results within the sector of vocational education". This programme takes as its point of departure the results developed by the many experimental and innovatory projects undertaken by vocational schools since 1991.

The plan intends to establish a framework for future quality control, activities at all levels of the VET system. It is based on eight elements, of which the most important is the first one: The vocational schools' continuous, internal search for quality develop-

ment and self-evaluation of their own activities based on systematized methods and tools, including surveys of examination results of students, evaluation reports from (external) examiners, surveys of user satisfaction, etc.

The Danish VET quality strategy plan is a comprehensive measure and the quality philosophy and instruments applied are comparable to the policies implemented in the Netherlands as a consequence of the new training act.

Source: DEL Copenhagen

Editor's note: In October 1996, a report in the CEDEFOP Document series entitled "Quality issues and trends in vocational education and training in Europe" (ISBN 92-827-8194-7, price ECU 5,50) was published. Denmark was one of seven Member States involved in this project. The others were Belgium, Greece, Spain, Germany, the Netherlands and Portugal. The report was written by Mr. Wouter Van den Berghe of Tikon Consultancy. More information is available from the CEDEFOP project manager, Ms. Tina Bertzeletou, tel.: +30-31-490 124, fax: +30-31-490 102

CEDEFOP/JMA

Finland

## Development plan for research on education

The government adopts a plan for the development of educational research every fourth year for the coming five calendar years.

In December 1995 the development plan for the period 1996 - 2000 was adopted. The most important priorities are:

- basic security in education ('never too old to learn')
- from education to employment - from employment to education

- information strategy - globalisation as a part of every day life
- diversification of the language programmes.

Questions relating to sustainable development, mathematical and scientific know-how and quality and evaluation are also emphasized.

Source: NBE, Helsinki

Germany:

## Certification society CERTQUA accredited

**German organisation examines quality standards in vocational education and training in line with international standards**

The "Society of German Commerce and Industry for the Promotion and Certification of Quality Management Systems in Vocational Education and Training", CERTQUA, has been accredited since August.

CERTQUA is the creation of the German Employers Associations, the Association of German Chambers of Industry and Commerce, the Central Association of German Crafts and the Wuppertal Group\*.

It is the only German certification institution which deals solely with vocational education and training and is broadly accepted in German commerce and industry.

CERTQUA offers companies and vocational education institutions the possibility of providing proof of the

quality of their training provision in line with the DIN EN ISO 9000 standard. Large companies above all, are no longer prepared to buy blind bargains. They increasingly demand proof of quality from educational establishments.

CERTQUA, in its own words, deliberately sets high standards for the issue of its quality seal in order to sustain confidence in the value of the certificates.

Contact: CERTQUA GmbH, Adenauerallee 12-14, D-53113 Bonn, Tel.: 49-228+10 44 80, Fax: 49-228+10 44 82

\* Association for the Promotion of the Continuing Training of Managers

Source: Press release CERTQUA/CEDEFOP/SK

Finland

## Occupational analysis and vocational examinations

**A research report\*, which has just been published, deals with the concepts of occupational skill and competence. In Finland a new act on vocational examinations for adults came into force in spring 1994.**

The act states that occupational competence can be approved and certified irrespective of how the competence has been acquired.

The viewpoint of the newly published research is sociological rather than psychological. In the report the concept of occupation is briefly examined. After that, there is a general occupational analysis and one method, DACUM (Developing A Curriculum) is discussed more thoroughly. The purpose is not to present

this method in detail but rather to examine it critically and at the same time to outline the problems that other occupational analysis methods present.

\* HALTIA, P. and KIVINEN, K.: Occupational analysis and vocational examinations, published in Finnish, with an English summary, by NBE and Research Unit for the Sociology of Education (RUSE), University of Turku

Source: NBE, Helsinki

Spain

## The development of standards establishing general guidelines for vocational training diplomas and certificates

**The reform of vocational education in Spain maintained the two traditional sub-systems of vocational training, i.e. government-regulated vocational education (formación profesional reglada - administered by the Ministry of Education) and on-the-job vocational education (formación ocupacional-administered by the labour market authorities), in order to respond to the needs of the different groups at which they are aimed.**

Both are co-ordinated in order to establish a system of correspondences and validations between government-regulated vocational education, on-the-job training, and working experience. The process has been directed to enhance the social recognition of vocational education.

One of the main objectives of the National Programme of Vocational Education (approved in 1993 and due to be finished in December 1996) will soon have been achieved: the elaboration and approval of a Catalogue of Vocational Degrees and a Directory of Certificates of Vocational Qualification which have nation-wide validity and scope.

Regarding on-the-job vocational education (formación ocupacional), the ordering and updating of eleven vocational groups has been completed. All these activities have taken place within the framework of Royal Decree 797 of 19 May 1995, which establishes the directives for certificates of vocational qualification.

Since the end of 1995 and during 1996 twenty-four certificates of vocational qualification corresponding to five vocational groups have been approved and published. Seventy-three certificates corresponding to fourteen vocational groups have been worked out and approximately forty certificates corresponding to eight vocational groups are in preparation. Consequently, the Directory of Certificates of Vocational Qualification should include 137 certificates.

Concerning government-regulated vocational education (formación reglada), the Ministry of Education and Culture has practically completed the elaboration of the Catalogue of diplomas of state-wide scope. Up to now 135 diplomas divided into twenty-two vocational groups have been published (sixty-one corresponding to educational cycles at intermediate level and seventy-four corresponding to educational cycles at upper level). They are based on vocational qualification and have a modular organisation. They

have been prepared by the Project for the Renewal of the Contents of Vocational Education, in close collaboration with the autonomous communities (Comunidades Autónomas) and with the technical participation of experts of both the labour and academic communities and the social partners and specific groups of professional organisations. It is foreseen that their educational contents will be continually adapted to the evolution of occupations in order to continue to meet the needs of the labour market. They will be revised at least every five years in order to incorporate technological and educational changes which may take place.

Finally it is foreseen that both educational and labour administration authorities will establish a system of correspondences and validations between the modules of government-regulated vocational education and on-the-job vocational education.

Source: INEM

Netherlands

## Accreditation of qualifications

**Within the scope of the VTAE\* 2000 project "Accreditation of Qualifications in Education and Vocational Training", ten organizations have joined together to form an "E2B" consortium.**

In conjunction with the national bodies for vocational education, the consortium is engaged in drafting a multifaceted procedure for the accreditation of qualifications acquired elsewhere or unofficially for various professions. A qualification structure which is not dependent on educational routes enables independent testing. The accreditation project can be explicitly regarded as a precursor of such independent testing. It comprises six constituent projects, each with a different emphasis, both nationally and regionally.

The project is to yield a set of accreditation instruments for vocational training and adult education. The total length of the project is three years. In 1996, accreditation testing experiments are planned to be conducted in three regions (the provinces of Drenthe and Limburg, and the Rijnmond area) in collaboration with the national bodies for vocational education in the field of administrative professions, retail trade professions, care professions and metallurgical professions. In 1997, the procedures and instru-

ments will be adjusted in the three regions on the basis of process and product assessments. In addition, the project will be expanded to include two more regions, and new experiments will be commenced in four other sectors. 1998 will see renewed adjustment of procedures and instruments, as well as broad, nation-wide implementation of the accreditation procedures and instruments developed.

\*) Vocational training and adult education

Source: CIBB

## Impressum

### IN CEDEFOP

**about Vocational Training in the European Union**

**CEDEFOP - European Centre for the Development of Vocational Training,** Marinou Antipa 12 **GR-57001 Thessalonica** Tel.: 30-31+490 111 Fax: 30-31+490 102 E-mail: info@cedefop.gr

CEDEFOP Info is published in DE, EN, FR and contains information on vocational training in Europe, in particular the findings of work carried out by CEDEFOP and reports from the social partners and the Member States. It is provided free of charge upon request.

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ined and assessed. Requests for contacts, news of forthcoming conferences and other information would be welcomed. For this, however, CEDEFOP bears no responsibility.

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**Responsible publisher:**

Johan van Rens, Director  
Stavros Stavrou, Deputy Director

**Editors:**

Bernd Möhlmann, CEDEFOP  
J. Michael Adams, CEDEFOP

with the support of  
Simone Kops - Journalist  
Anne François - Journalist

**Coordination:**

Bernd Möhlmann, CEDEFOP  
Dagmar Wolny, CEDEFOP

**Responsible for translation:**

Colin Mc Cullough

**Layout/Design:**

Rudolf J. Schmitt, Berlin

**Technical production with DTP:**

Axel Hunstock, Berlin

Editorial deadline: 22.10.96

Printed in Germany 1996

Cat. number: HX-AD-96-002-EN-C



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# Statistics/Labour market and employment policy

## Spain Ensuring national level training statistics

**A new regulation concerning the provision of statistical data on vocational training to INEM by those Autonomous Communities (Comunidades Autónomas) which have accepted transference of administration on the basis of the National Plan of Education and Vocational Integration has been approved.**

The legislation on vocational training worked out by the labour administration foresees collaboration between the Autonomous Communities which are delegated authority in training matters (Andalusia, The Canary Islands, Catalonia, Galicia, and Valencia) and the central government. One of the results of this collaboration is that the Autonomous Communities provide the National Institute of Employment (INEM) with the necessary data for drawing up statistics on on-the-job vocational training with the aim of obtaining the optimal implementation of the National Plan of Education and Vocational Integration ("FIP" plan) in all phases of the

process. The last of these should be the compilation of national statistics on the plan itself.

As a consequence of the establishment of new data processing systems for the handling of statistical data, it has been necessary to create a new regulation for standardisation in order to achieve uniformity and systematisation in vocational training statistics. For this reason the Ministry of Labour and Social Affairs has published a ministerial order establishing that those Autonomous Communities not connected to INEM's information network should provide the central services of the

institute with the data related to the identification of the Cooperating Centres, so that these data can be included in the National Census of Cooperating Centres, and with any subsequent modifications in order to update the census. To guarantee the integration of all the information in the statistics concerning vocational training, it is also foreseen that data on courses and participants are registered in a file including the level of the course, the number of lesson hours (total and weekly), main subjects, the academic level of the student, his or her work situation, whether the student belongs to any special group, etc.

Source: Official State Bulletin, No. 193, INEM

## Austria Data on continuing training

**According to a recent statement of experts from the Central Austrian Bureau of Statistics, (OSTAT), continuing vocational training, while gaining in importance for trade unions acting to safeguard the interests of workers and thus of the economy as a whole, is still not a matter of course in Austria.**

ÖSTAT reports that only 3 % of all Austrians above the age of 15 are involved in consistent continuing training.

For such vocational training, the figure is very low, 1 % of the population. On the other hand, the time spent by those who are "educationally active" on their training programmes is considerable: 2 1/2 hours daily on the basis of a weekly average. ÖSTAT's micro-census on use of time also investigated the "continuing training" activity segment more closely. In this case, differences were made between continuing vocational training (training courses, evening school, reading specialised literature, attending specialised lectures, continuing training in the company, etc.) and other types of further education (music lessons, driving school, hobby courses, etc.). The survey also took into account time spent going to and from courses and time spent preparing for them at home.

Persons between the ages of 20 and 29 spent the most time on training activities: 3 hours per day. Fifteen- to nineteen-year-olds were just below

this figure, at 2 3/4 hours. Time spent on training activities diminishes gradually with increasing age: persons over 60 claimed to be spending 1 3/4 hours per day on training (this statement, however, applies only to 1 % of the total number of persons over 60; others in this age group no longer participate in continuing training). Measured on the basis of education levels, persons with apprenticeships and graduates of vocational colleges turned out to be the most active: 2 3/4 hours daily. University graduates claimed to spend 2 1/4 hours daily on further training; this group, however, is most represented in terms of numbers (11 %).

It was a pleasing surprise to see that manual workers were among those most interested in continuing training. These persons spend an average of 3 hours per day pursuing training interests (3 % of this group), followed by white-collar salaried workers at 2 3/4 hours (4 %). Among those involved in agriculture and forestry, 2 % of self-employed persons spend 2 1/4 hours daily on training; in industry, the figure is 1 1/2 hours for 5 % of the group.

Source: Wirtschaft für alle, No. 6-7/96, Stiegnitz P./abf-austria

## Austria "Frau Doktor" gaining ground: the number of women academics growing

**Women academics are becoming more and more visible in Austria. On the one hand, increasing numbers of women with academic degrees are working, and on the other hand, if statistics for employed persons are analysed on the basis of numbers of academics, the women have already surpassed their male colleagues.**

Whereas in 1993 7.7 % of the approximate total of 1.6 million working women had academic degrees, among the approx. 2.2 million working men this proportion was 7.5 % for the same year.

Twelve years ago, in 1981, this figure was 5.3 % for men (approx. 2 million workers) and 3.9 % for women (approx. 1.4 million workers). These figures are among the findings of a study published by the Ministry of Science on the "development of employment among academics in Austria".

From an approximate population of six million in 1981 (2.8 million men

and 3.2 million women), 4.8 % of the men and 2.3 % of the women had a university degree. In 1993, academics made up 6.3 % of the 3.1 million men and 4.6 % of the 3.4 million women.

In the early 1950s there were only 9,400 women academics working in Austria. In 1961 there were 14,100; ten years later 19,700, and 54,300 in 1981. In other words, their numbers increased almost three-fold in the 1970s alone. For the same period of time, the number of their male colleagues rose by 41 %, from 76,800 to 108,000. Between 1981 and 1991 the number of academic women holding down a job doubled to

109,000, while the corresponding figure for men rose by only 42 %, to 154,000.

The study, which was commissioned by the Ministry of Science, claims that the reason for this very different development of the sexes is, on the one hand, the much higher percentage of women in working life today as compared to the past. On the other hand, participation in working life, according to the study, is proportional to level of education. And as more and more women are getting university degrees, they profit doubly from this phenomenon.

Source: Wiener Zeitung, August 1996/abf-austria

## Austria The apprenticeship market

In September 1996 in Austria the number of those seeking apprenticeship places and who were immediately available for training was:

□ 7 924 (+2 361 or +42.4% over September 1995) while the total number of immediately available apprenticeship places was

□ 3 282 (-2 437 or -42.6% over September 1995) Overall there is a lack of training places for those registered for training. Statistically at the end of September 1996 there was only 0.4 places per young person seeking an apprenticeship. (In September 1995 this ratio had been 1:1). The picture is indicative of all the new Federal States.

Further information from: Maria Hofstätter/Hans Hrudá, Arbeitsmarktservice Österreich, Bundesgeschäftsstelle, Abt. Berufsinformations- und Qualifikationsforschung, Treustraße 35-43, A-1200 Vienna, Tel.: 43-222+33 178

Source: AMS

Belgium

## Training in the construction industry

**The social partners in the construction industry have signed two collective agreements on the organization of special work-redistribution schemes connected with vocational training activities for persons employed in this sector.**

A first framework collective agreement, the CCT of 17 May 1994, covers the organization of company plans for work redistribution established within the scope of the overall Plan for Employment, Competitiveness and Social Security. The introduction of "B-plans" in the collective agreement of 11 May 1995 places these company plans within the new legal framework of the inter-professional agreement for the years 1995-1996. These two sector-based agreements offer schemes companies can select from to promote employment through work redistribution and vocational training.

The proposals offer a number of advantages to participating enterprises.

Two work redistribution schemes are proposed:

1. part-time early retirement/training
2. work / training scheme

Some of the features which can be pointed out are:

- practical training for apprentices employed under industrial "construction" apprenticeship contracts or contracts according to the regulations of intermediate education;
- supervision of young workers just out of vocational or technical schools to promote their integration and help them acquire practical knowledge of their profession;
- introduction of workers to certain construction processes or to the use of new techniques;

- complementary training leading to better qualification;
- worker training, particularly for young workers, in safety and hygiene on the building site;
- follow-up supervision of placements on construction sites for pupils of vocational and technical schools.

Useful addresses:  
Fonds de Formation de la Construction,  
rue Royale 45,  
B-1000 Brussels,  
tel. 32-2+219 43 77,  
Mr. Vanhaeverbeke,  
Mr. Eric Dujaquier

Confederation Nationale de la Construction,  
rue du Lombard 42,  
B-1000 Brussels,  
tel. 32-2+510 46 11,  
Mr. David Lanove,  
Ms. Hilde Goedhuys

Source: ICODOC / CIDOC

Ireland

## Shaping the future

**The most comprehensive economic strategy document since the 1992 Culliton report on industrial policy was published earlier this year by Forfas, the policy advisory and co-ordinating board for industrial development and science and technology in Ireland.**

**Shaping our future, a strategy for enterprise in Ireland in the 21st century\*** sets out four basic targets for its 15-year strategy

- reduce unemployment from 12% to 6%
- reduce the number of long-term unemployed by 77,000
- increase living standards to the EU average
- raise the quality of life of all.

To achieve these targets, the report makes a number of specific proposals covering areas ranging from unemployment and social welfare to education, telecommunications and tax. Employment needs to increase by at least 20,000 a year to meet the target of halving unemployment. The bulk of these jobs is expected to be created in the services and tourism sectors.

The education system is criticised for failing to prepare people adequately for careers based on lifelong learning and is not sufficiently responsive to the long-term needs of students and enterprise. The system seems not to recognise its role in enhancing the competitiveness of the economy. Forfas recommends a wide variety of reforms to build up internationally competitive skills through improved education and training.

Investment in company training should be more than doubled. Both government and private business should spend more on training. At present Ireland spends just over 1% of payroll on training – internationally, a spending of 3% would be considered good practice. The government should consider giving in-

centives to individuals interested in pursuing training beyond specific skills, somewhat along the lines of tax credits or vouchers given in some EU Member States.

More emphasis is needed on technology and the level of applied post-graduate research should be increased. Language training should become increasingly important with the primary focus on oral competence, a new focus on non mainstream languages and more industry recruitment of people with language skills.

Low educational participation and attainment is contributing to the emergence of an 'unemployable underclass'. There should be a re-allocation of resources towards those most at risk of leaving school without qualifications. The proportion of young people taking the Leaving Certificate should be increased from the present level of 80% to 90% in the year 2000. To achieve this, the school leaving age should be raised progressively from 15 to 17. A new system of nationally-certified traineeships should be introduced for those proceeding from school directly into the workforce, in a programme which would combine off-the-job and on-the-job training.

Forfas recommends that it institutes a programme of reviewing and reporting on Ireland's competitive position on a regular basis. Reaction to the 15 year strategy from the social partners has been favourable.

\* Available from Forfas, Wilton Park House, Wilton Place, IRL-Dublin 2  
Tel.: 353-1+607 30 00  
Fax: 353-1+607 30 30

Source: FAS

Denmark

## Labour market policies

**The Danish government's present strategy regarding employment policies is spelled out in the October 1995 "Danish Employment Programme" followed up by the political agreement for the financial year 1996.**

Two main elements are defined in this programme. The first is a stable and sustainable economic growth. The second is defined as a structural approach to labour market policies aiming at a general up-grading of the qualifications of the labour force to avoid the mismatch problems on the labour market and bottlenecks following from the increase of employment. The new policies imply that education and training of the unemployed are being introduced earlier in the individual's unemployment period, particularly for younger persons. As a result major increases in spending on adult and other further education schemes have occurred during the last few years.

There has been a remarkable decline in unemployment since 1993-94,

from nearly 14% of the labour force in the beginning of 1994 to about 9% in early 1996. This is based on increasing employment, but also helped greatly by the introduction of educational, parental and sabbatical leave arrangements. The reorientation of labour market policies and the increased importance of regional labour market organisations and local governments has been very successful in the change from passive to active interventions on behalf of the unemployed.

Job placement activities have, under conditions of decentralisation, provided remarkable results according to the quarterly reports from the employment centres. Training and further education have been strengthened even further aiming at free

entry to institutions of adult and further education, a special effort for people with low or no education and demand driven steering of vocational training courses. Another striking trend is the reduction in the number of long-term unemployed. This is a reflection of the special efforts for those without vocational qualifications.

Source: "Report on the Danish Post-Essen Follow Up Seminar", 26<sup>th</sup> March 1996, Eigtveds Pakhus, Copenhagen/DEL

France

## Simplifying employment assistance measures

**The National Assembly's Commission of Inquiry on assistance to employment has published its report. It has found that the system of assistance has become too complex and too costly. The total cost of these measures is said to have increased by 16.5 % between 1995 and 1996.**

According to the report, the complexity of the system is due to the variety of strategies developed by successive governments over the years in their fight against unemployment.

The report recommends that the assistance measures should be simplified and their objectives re-determined. It proposes that public employment services should be unified and simplified under the control of the National Employment Agency. This agency should work in close co-operation with the National Association for the Vocational Training of

Adults (AFPA) and UNEDIC, the organisation responsible for making unemployment payments.

According to the commission, the goal of simplification can be achieved through the discontinuation of certain measures for young people: orientation and adaptation contracts, assistance towards initial youth employment (APEJ). In this regard, the report has already been heard: the government has already cut APEJ assistance. Also on the basis of the report, the Ministry of Labour has announced a redefinition of the

objectives of the "Contrat Initiative Emploi" (CIE) for the autumn of 1996. From now on this type of contract will be reserved for young people in great difficulty, for persons who have been unemployed for three years or more, and for persons receiving the minimum integration income (RMI). The bonus offered to enterprises proposing temporary employment to persons of these target groups will be progressive depending on the length of unemployment.

Source: INFFO-Flash no. 457-458, August 1996

Spain

## Combating unemployment through vocational training

The regulation of the National Plan of Education and Vocational Integration has been modified in certain aspects. The national plan includes a series of educational measures directed at unemployed workers in order to give them the vocational qualifications required by industry and to provide them with employment. The long-term unemployed, along with other groups, have preference in participating in these educational measures. These modifications affect such aspects as: the approval of course programming, the distribution and size of scholarships and assistance, the process of reimbursement of subsidies, as well as the payment of teaching staff.

Source: INEM

# More programmes for the unemployed

**Growing and sharing our employment\* is the first of a series of reports by the Department (Ministry) of Enterprise and Employment to cover the labour market, enterprise services and human resources development. In this report, a comprehensive employment policy is set out.**

The report states that, in the medium term, labour market policy has the twin objectives of increasing the number of sustainable jobs and improving access to jobs for all, particularly disadvantaged groups.

An examination of the present state of employment and unemployment in Ireland is followed by a discussion of the factors affecting the employer's decision to hire and the disincentives

to seeking and accepting work. In this context the importance of securing wage, tax and welfare structures which do not crowd out viable productive activity and condemn a large section of the population to unemployment is emphasised. Previous labour market interventions are discussed and a number of new proposals to improve access to jobs, mentioned in the 1996 budget, are spelt out.

- **Job Start** provides a recruitment subsidy of IRL 80 per week (ca. 102 ECU) for an employer to take on someone who has been more than three years unemployed. There will be up to 5000 places on this scheme which will be organised and monitored by FAS-Training and Employment Authority.

- **Work-Place** is a programme of job trials that are designed to ease the risk for both employer and employee in entering an employment relationship. Work-Place provides up to five weeks' work, either as a trial for an unidentified job vacancy or as a means of gaining valuable work experience. During this time participants retain their social welfare

payments plus a contribution to out-of-pocket expenses while employers do not need to complete employment formalities. 5,000 places will be made available on this scheme to those who are unemployed for more than 6 months and to lone parents.

The potential of a support scheme to facilitate the provision of more temporary work opportunities as a means of offering a foothold back into the active labour market is being examined. Schemes with similar objectives which are currently in operation in France, Belgium and the Netherlands will be assessed.

- **Youth Progression Programme** is a scheme for 18 and 19

year olds who are at risk of drifting into long-term unemployment. The scheme requires them to register with FAS's Local Employment Service after 6 months on the Live Register and a programme of intensive support is being developed. This programme will, depending on individual needs, comprise a number of elements such as intensive counselling, foundation skills, job/work options under Work-Place, a youth employment option and a job training scheme.

\* *Growing and sharing our employment*, ISBN 0-7076-2396-0 Available from Government Publications Sales Office, Sun Alliance House, Molesworth Street, IRL-Dublin 2  
Tel.: 353-1+661 31 11  
Fax: 353-1+452 760

Source: FAS

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published in DA, DE, EL, EN, ES, FR, IT, NL and PT, from 1997 DE, EN, ES and FR.  
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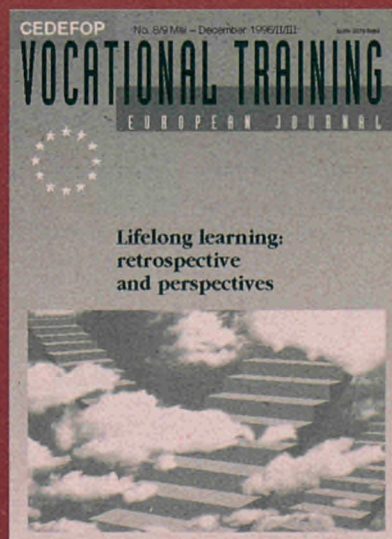
**Glossarium Vocational Training**  
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GLOSSARIUM

**Formación Profesional**  
**Erhvervsuddannelse**  
**Berufsbildung**  
**Επαγγελματική Κατάρτιση**  
**Vocational Training**  
**Formation professionnelle**  
**Formazione professionale**  
**Beroepsopleiding**  
**Formação Profissional**

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**The role of the company in generating skills**  
**The learning effects of work organization**  
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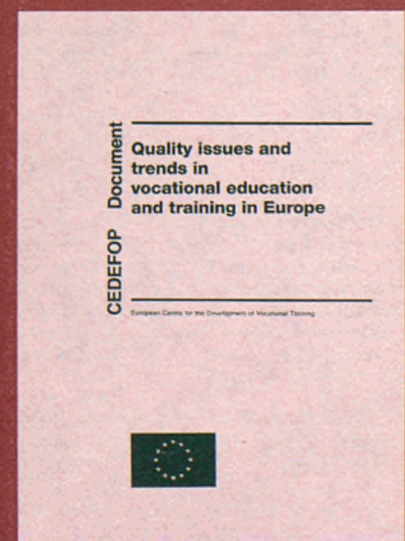
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Page 17 The study visits programme broadens its horizons; Page 18 Themes for 1997; Page 19 Community programme of study visits for vocational training specialists; List of the national liaison officers; Reflections of some participants in 1996 ; Page 20 Selected bibliography.

# The EU-study visits programme for vocational training specialists

## The study visits programme broadens its horizons

**In 1996 the Community study visits programme opened to participants from six Central and Eastern European countries (Bulgaria, Hungary, Slovak Republic, Czech Republic, Romania, Poland), Cyprus and Malta. The programme now extends from Reyjavik to Nicosia, from Lisbon to Warsaw, from Malta to Helsinki.**

The patronage of the great Leonardo da Vinci is at the roots of this geographic extension which traces the trading routes of the Vikings in the 11th century, with the programme organised from the city which was once the capital of the empire of Alexander the Great, Thessaloniki.

Leonardo da Vinci is the name given to the action programme for implementing a vocational training policy in the Member States of the European Union. This was initiated by the Decision of the Council of Ministers of the European Union on 6 December 1994. In the field of vocational training, cooperation had already been established with the EFTA (European Free Trade Association) countries. Through the Leonardo da Vinci Programme this cooperation has been extended even further with the eight countries cited above being able to participate.

The decision initiating the Leonardo da Vinci Programme envisages Community support for transnational exchange programmes between public decision-makers, social partners and managers of vocational training within the framework of the study visits' programme which is managed by CEDEFOP.

This is why today those responsible for vocational training in Hungary or Malta can meet with Danish researchers, German or Spanish social

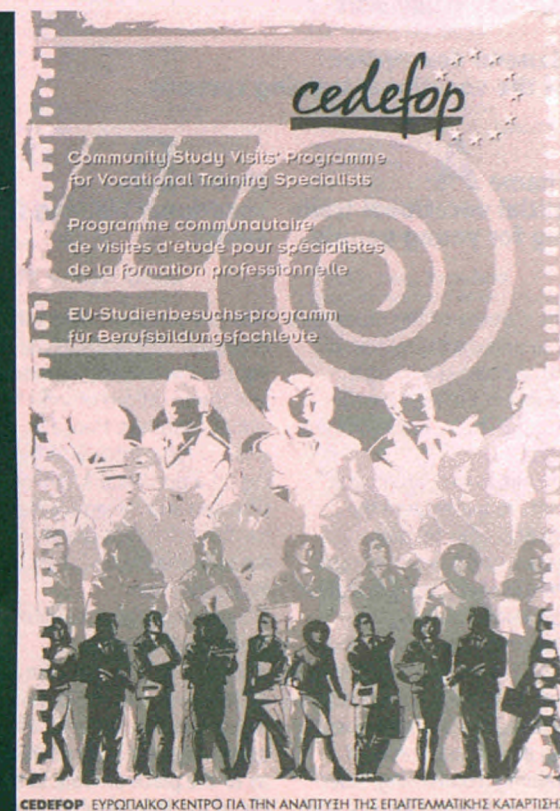
partners in Finland or in Portugal to discuss those vocational training policies which seem most fitting to resolving current problems.

The Community study visits' programme permits vocational training specialists (political decision-makers, managers, social partners and research staff) to take part in study trips organised in a country of the European Union or EFTA. These visits either provide a general general presentation of the vocational train-

ing system in the host country, or are more concerned with specific topics such as funding vocational training, vocational training for SMEs or industrial restructuring.

In each of the 25 countries participating in the programme there is a National Liaison Officer (see list on page 19) responsible for disseminating information and co-ordinating the selection of participants.

Marie-Jeanne Maurage  
Programme Coordinator



# In 1997, CEDEFOP will organise two types of study visit:

- five-day study visits on general topics (to present the system in the host country and the chief issues confronting it) and
- 3-day visits on specific topics.

## The themes for 1997

### 5-day study visit

#### General description of the vocational training systems

#### Theme A: Initial vocational training for young people

The purpose of this study visit is to present the system of initial training for young people in the host country and the chief issues confronting it.

The aim is to enable participants to understand the political objectives of the system and how it operates. The links with the job market (content of training, job placement, the role of the various economic agents etc.), and with the school education system, the factors influencing access to vocational training (counselling, selection, restraining factors, and the public image of the training system), training certification methods and the uninterrupted connection between initial and adult training will all be dealt with during the visit.

Basic information on the geographic, demographic, economic and social features of the country and in particular of the region being visited is indispensable in order to understand specific national and/or regional characteristics.

Within this framework participants will have an opportunity to discuss their own experience and raise questions.

#### Theme B: Vocational training for adults

This is a complex subject that is viewed differently in the light of the existing situation and the traditions of individual countries. Hence its interest for a study visit focusing on a particular national situation and giving specialists from different countries the opportunity to discuss and exchange ideas.

The demographic situation, the changing status of women, job changes, competitiveness and social dialogue, but also the level of unemployment and rethinking as to the place of work in the life of the individual all raise the question of who should nowadays be considered an adult for training purposes and for whom and why training should be felt to be necessary throughout a working life.

The aim of the study visit is to show the approach to these questions adopted by the host country and the training system developed as a result. The presentation will include access to training, that is the regulations and mechanisms that encourage or inhibit adults' access to vocational training, the information and guidance facilities available to them, forms of certification and recognition of training qualifications, and ways and means of assuring training quality standards. The part played by the social partners, the financing of training, the operation of the continuing training market and the link between initial and adult training are an indispensable part of the presentation.

### 3-day study visit

#### Specific subjects

#### Theme C: Links between training and the labour market

In the current social and economic climate in Europe the link between training and the employment market serves a number of purposes, namely to ensure that training content keeps pace as far as possible with job development, to create an awareness of the risk of jobs being lost by workers who are less suitably qualified, and to retrain and maintain skill levels among those already out of work. How are responsible authorities, firms and the social partners seeking to combat these problems and what means are they using to do so?

The existing situation in the host country and explanations provided by specialist researchers in the field will provide those taking part in the three-day study visit with a basis for an exchange of views.

#### Theme D: Funding training activities

In most European countries discussions on the subject of training and consequent reforms have a bearing on how training is financed. Before considering the objectives of such discussions and reforms, participants in the study visit will need to grasp the general principles of how the cost of training is estimated and the sources of finance available to the host country, so that at the end of three days they will have a yardstick to apply in assessing the approach to these matters in their own and other participants' countries.

Contributions by specialists in this field and discussions with the social partners and representatives of bodies providing finance will facilitate a critical analysis of the subject.

#### Theme E: SMEs and Training

Some 80% of firms in Europe come under the heading of small and medium-sized enterprises (SMEs) which, it is claimed, will in future be greater job providers than larger firms. Given the keen international competition confronting the European economy, product quality could well be the deciding factor. And product quality in part depends on the competence of the workforces of small and medium-sized enterprises.

Do SMEs have a definite policy with regard to training their employees? What are their needs, what are their training requirements, what strategies are they pursuing and what problems do they encounter? How much do such firms invest in training? And are there any training organisations or methods that would be better suited to their needs?

The three-day visit should enable those taking part to clarify their ideas in this area through field visits and group discussions.

#### Theme F: Training in the service of industrial redeployment

As a result of advances in industrial technology and greater international competition, certain sectors of the European economy have in recent years been obliged to overhaul their activities and retrain their workforces. How have the firms concerned, the social partners and government authorities coped with the problems involved? And in particular, what role have they assigned to training? How has training been given? What results have been achieved and what conclusions can be drawn today for training tomorrow? The three-day visit should provide the opportunity for contacts with those who have been involved in retraining and redeployment or in analysing such activity so as to permit a critical analysis of the subject within the group.

#### Theme G: Careers guidance for young people

Careers guidance for young people, which for many years was integrated within the school system, has recently assumed greater importance because of the shortage of jobs, the massive demand for university courses, and the emergence of new types of skilled occupations. The social partners, employment services and local and regional government authorities have all contributed to the creation or development of career counselling facilities for young people.

The three-day visit should provide those taking part with a general view of the careers guidance system available to young people in the host country and how the system there perceives, and seeks to cope with, the problems that have arisen more recently. Normally reserved for specialists in vocational counselling, this three-day visit should provide an opportunity for a useful exchange of ideas on the various questions mentioned above.

#### Theme H: Vocational counselling for adults

Vocational counselling for adults is becoming increasingly necessary given the trend in the number and type of jobs available and the need for mobility both within firms and the labour market at large, but also because of the rethinking taking place concerning the place of work in the life of the individual given the unemployment situation in Europe. The problem of counselling adults has many facets - political, economic, sociological, psychological and social.

Normally reserved for those specialising in this particular field, the three-day visit should afford participants a general view of the vocational counselling system for adults existing in the host country and how the system there perceives and seeks to cope with the problems that have arisen more recently, and should provide an opportunity for a useful exchange of ideas on the various issues involved.

#### Theme I: Recognition of qualifications

This is a matter of vital importance for young people generally, for older workers seeking new employment, for on-the-job training and to assist women entering the labour market.

Certification, training leading to a formal qualification, recognition of qualifications, assessment of skills, validation of experience gained in a practical environment - beware of such loaded slogans that crop up increasingly in international discussions and are used inconsistently. Based on the experience and problems encountered at national level the group will, during the three days of the visit, focus on these subjects and seek to clarify the concepts involved and also to formulate proposals to be forwarded to the responsible authorities.

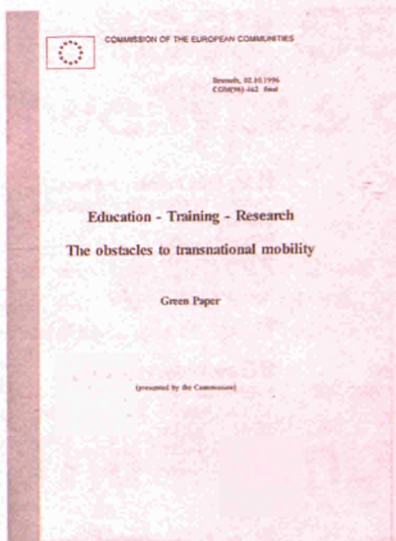
#### Theme J: New teaching tools for use in vocational training

There is much talk of new teaching tools and of the use of multimedia for teaching purposes.

But what are the facts? What are these new tools and what can they be used for? Are they simply a passing fad or do they really offer an innovative solution to teaching problems?

What training in the use of this new technology should be systematically provided? And how and where should it be given? Are there situations linked with place and time in which they could be used with advantage? What economies of scale are actually achieved or achievable? The three-day visit should permit those taking part to clarify their ideas on the subject on the basis of the experience gained by the host country, meetings with specialists in the field and discussions within the group.





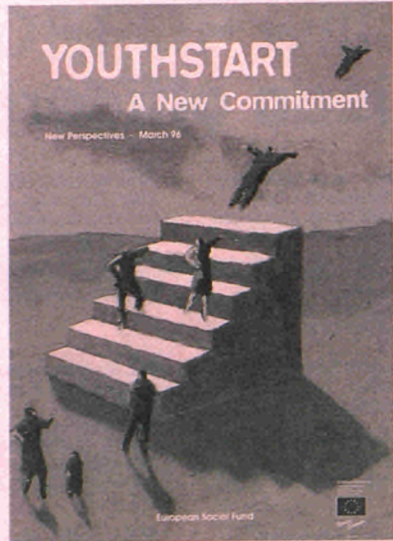
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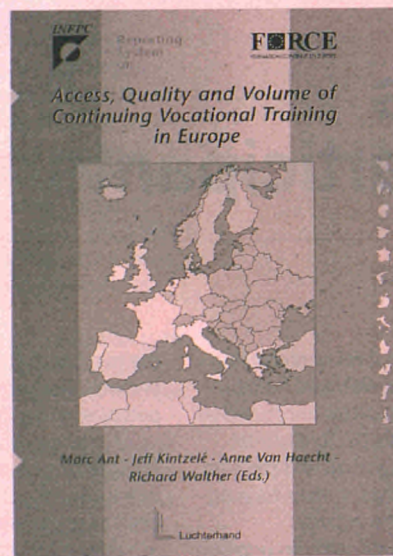
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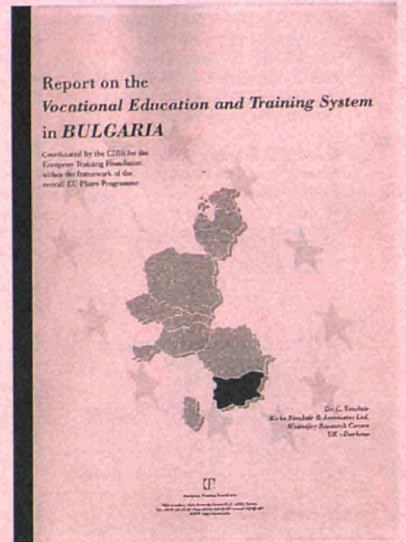


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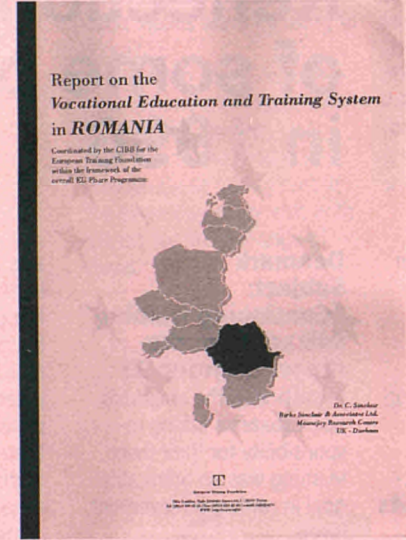
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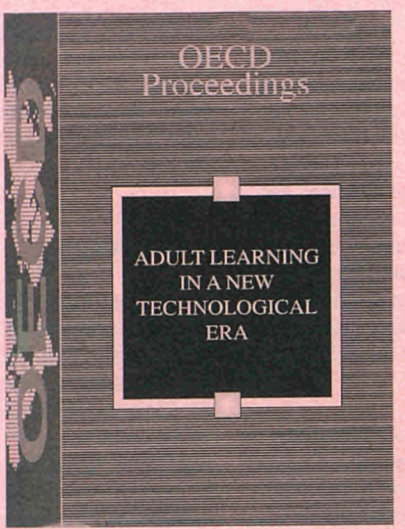
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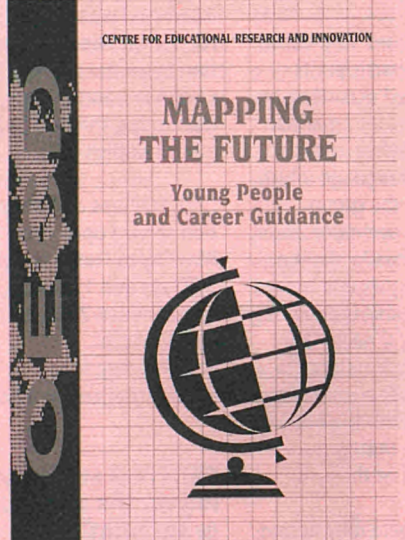
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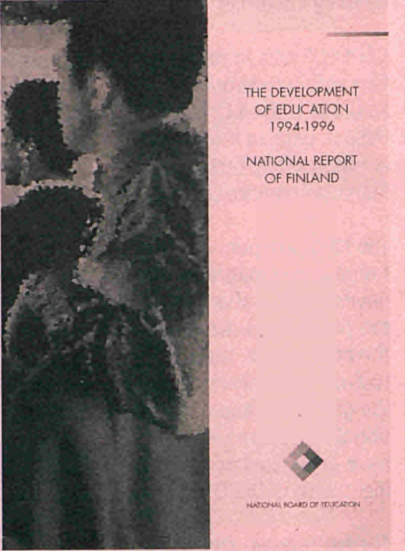


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