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CEDEFOP

about Vocational Training in the European Union

## CEDEFOP SEMINAR: Experts examine the links between education, work and economic growth

The CEDEFOP Management Board meeting on 13/14 November 1996 in Thessaloniki opened with a seminar on European research work on the links between education, training, work and economic growth. The presentations of the three main speakers, **Eve Caroli<sup>1</sup>**, University College London, **Abrar Hasan<sup>2</sup>**, OECD, and **Manfred Tessaring<sup>3</sup>**, CEDEFOP, which are summarised here, will soon appear in the "CEDEFOP Panorama" series.

In her presentation on "Education and training politics in the transition towards a global information society: Needs and opportunities", **Eve Caroli** analysed the links between new technologies, skill requirements and economic growth. In spite of differing approaches to explaining these phenomena, most research studies come to the conclusion that skills and technical progress are interdependent and should be promoted in order to stimulate productivity and growth.

In response to the questions, "What skills are needed in the transition to the information and knowledge based society" and "How can they be provided?", "transferable skills" according to Eve Caroli is the clear

answer. The internationalisation of the economy, increasingly complex production processes and the growing need for information are changing the nature of work and working life. Changing jobs with varying tasks and requirements demand skills which can be brought into play flexibly and productively.

Here the focus is on skills on the lower-intermediate level. To a greater degree than before, the curricula in these training courses - the dual system in Germany, apprenticeship training in Great Britain, and the vocational schools (CAP, BEP) in France - should provide transferable skills which prepare trainees to take on responsibilities and changing tasks.

The second issue, related to the provision of skills, concerns politics. Vocational training policy should no longer limit itself to promoting education and training institutions. It should co-ordinate the provision of education and training (the "National Skill Producing System"), and the value placed upon skills and their use at work (the "Wage-Labour Nexus"). Linking both systems in a "Skill-Labour Nexus", poses the challenge of integrating education and training policy on the one hand, and labour market and employment policy on the other, as well as the different institutional responsibilities. In his presentation "The links between education, employment and the labour market: Some research findings and conclusions", **Manfred Tessaring** illustrated the positive contribution of education and training to earnings and economic growth as confirmed by a large number of studies. The implications for employment are more long-term through improving productivity and competitiveness and successful mastery of structural change. In the short- and medium-term, employment can be increased only through a package of various economic strategies.

However, successful employment policy alone cannot automatically eliminate structural unemployment which is attributable to a mismatch of qualification and requirement profiles, intensified by rapid technical progress and long-term unemployment. To overcome the problems of structural unemployment, skills are required which enable people to adjust to structural change. Priority should be given to transferable and polyvalent skills in view of the unpredictability of occupational profiles demanded on the labour market.

The basic orientation of education policy requires at least a global view of future qualification structures. Forecasts for a number of European countries correspondingly show that restructuring of the employment system goes hand-in-hand with a growing demand for more highly qualified workers. Lower skilled or unskilled individuals are expected to have only poor opportunities in finding stable jobs with prospects in the future.

Mr Tessaring also discussed the opportunities and problems of identify-

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### Letter from the Director

In the last issue of CEDEFOP INFO, I wrote briefly about the preparation of the medium term (1997 to 2000) priorities and the 1997 work programme, which were being considered by our Management Board at its November meeting. Both documents have since then been the subject of a critical, but constructive discussion. As a result, at its meeting on 24 January the Bureau of the Management Board was able to confirm the adoption of the medium-term priorities and to approve the 1997 work programme. You will find an outline of the main themes of these on pages 2 and 3 of this issue. The full text of both are available on the CEDEFOP Internet site and can also be ordered from our publications service.

It is our intention to report in more detail in future issues of CEDEFOP INFO on the development of specific CEDEFOP projects. In this issue (page 1 and 2) you will find a report on a seminar organised within the framework of the Management Board meeting in November on research work related to training, employment and economic development. Three speakers outlined on-going research

work - Eve Caroli of University College London dealt with "Education and training policies in the transition towards a global information society", Manfred Tessaring of CEDEFOP gave an overview of research results in relation to "Links between education, employment and the labour market" and Abrar Hasan of the OECD described the previous and planned research activities of the OECD in the field of vocational training. Given the success of this meeting, the Management Board intends to continue to hold seminars in combination with its formal meetings in order to receive presentations on specific projects on the work programme.

The 1996 annual report is now in preparation and will be presented to the March meeting of the Board. Following its approval it will also be available both in paper form and on the Internet.

We will indeed increasingly be using our Internet site to distribute information. For example, the text of CEDEFOP Info is available not only after its publication in paper form, but also as the articles are received in the various languages prior to its

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## Letter from the Director

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publication. When you have read this issue, you may well find that if you search the Internet site, you will find one or more items for the next issue in their original language!

As part of the process of revitalisation of CEDEFOP, as I have reported in previous issues, we have been able to attract new colleagues to work with us. In February we welcome Jordi Planas of the University of Barcelona, who will be working on support for policy-makers. In March Frederic Geers from the Vlaamse Dienst voor Arbeidsbemiddeling en

Beroepsopleiding (VDAB) joins us and will take part in our work to support the European Commission in observing innovations in specific areas of vocational training.

We are often asked how our work relates to that of the European Training Foundation (ETF) in Turin. CEDEFOP is concerned with the development of vocational training in the Member States of the EU and the countries of the European Economic Area (EEA), while the ETF works to encourage the development of VET in the countries covered by the PHARE and TACIS programmes. As countries in Eastern and Central Europe prepare themselves for participation in the Leonardo da Vinci programme and are involved in the process of accession to the European Union, cooperation and synergy between ETF and CEDEFOP increases, for

example, colleagues from Central and Eastern European states are already participating in the study visit programme run by CEDEFOP on behalf of the Commission within the framework of the Leonardo da Vinci Programme (for more details of this programme see the dossier section of CEDEFOP INFO 2/96). To develop cooperation, we hold regular joint meetings of CEDEFOP and the ETF at both directorate and staff levels. The Management Boards of both agencies are closely involved in the process of cooperation. In March 1997 the Board of CEDEFOP will again discuss this theme.

The transfer of CEDEFOP from Berlin to Thessaloniki was accompanied by a number of problems and risks. Some of these gave rise to well publicised critical reports. Most of the problems have now been satisfactorily

put behind us. The budgetary authority and especially the European Parliament will hopefully in the coming period grant CEDEFOP discharge. The Centre is very pleased with the appreciation of the Parliament's Social Affairs and Employment Committee of our work.

The Delegation of the Committee which visited the Centre in autumn 1996 indicated the way forward. Mr Tappin and Mr Kellet-Bowman visited CEDEFOP in May 1996 for a discussion on the budgetary aspects. Mr MacMahon (Social Affairs Committee) and Mr Kellet-Bowman (Budget Control Committee) are now preparing the discharge.

Equally to be welcomed is the fact that on-site work will begin shortly on the new CEDEFOP building and present estimates suggest it will be

ready well before the ultimate date of September 1999.

With its medium-term priorities and its more concentrated approach, CEDEFOP will intensify its contributions to the European VET debate and developments. The coming Management Board meeting will discuss our information and communication policy and deliver orientations for reinforcing our output in this field.

Johan van Rens  
Director  
February 1997

\* PHARE - Pologne-Hongrie Actions pour la Reconversion Economique  
\*\* TACIS - Technical Assistance to the Commonwealth of Independent States

## CEDEFOP - an active partner on its way to the year 2000

Management Board adopts policy guidelines for medium-term priorities

The European Centre for the Development of Vocational Training (CEDEFOP) wishes to play a pronounced role as an active partner in vocational training policy and practice in the years up to the turn of the century. The Centre will address the main working areas identified by the European Commission for the years 1997 to 2000 through policy guidelines which have recently been adopted by the Management Board. The aim is to delineate the fields in which CEDEFOP will work for the promotion and further development of initial and continuing vocational education and training. In this context, the expert reports on internal management and the external impact of the Centre, and the reports of the Court of Auditors had a decisive effect on work organization.

The Centre will concentrate on three priority areas up to the year 2000:

- promoting competencies and lifelong learning,
- monitoring developments in vocational education and training in the Member States,
- serving European mobility and exchanges.

Lifelong learning, access to the labour market and the ability to adapt to its constantly changing requirements are the opportunities the European Union wishes to offer every citizen. But what key competencies does the citizen need to take advantage of opportunities that arise, and what type of validation and certifica-

tion of these competencies is provided? CEDEFOP is undertaking an intensive study of these issues.

In addition to this, particular attention will be directed to monitoring systems, agreements and innovative practices in vocational education and training in the Member States. All this compiled knowledge is to be used for the development of vocational education and training classification systems and indicators showing the impact of vocational training on growth, employment and competitiveness. In addition to this, the experts are looking for ways and means of encouraging governments, companies and individuals to invest more in human resources, including expenditure on vocational training. The Centre also assesses training provision and demand from the point

of view of the learners. Do they really have the vocational training opportunities they need, does this really lead to more equality of opportunity? Other subjects of research are the development of transnational partnerships and the integration of new technologies in learning systems.

Finally, CEDEFOP will be dealing intensively with the promotion of European dimension of vocational training in the next three years. Trainees and workers who wish to be equipped for the single labour market must know what specific qualifications they should take on board. The Centre wishes to provide information on the varying national systems of certification and qualification. Furthermore vocational counselors must have the necessary knowledge to offer useful guidance to

those, who wish to be mobile. Exchanges and periods of practical training will be important for all parties concerned. By contributing to the creation of a Europe-wide information system CEDEFOP wishes to remove obstacles to mobility.

In order to perform all these tasks and to disseminate the results on the broadest possible front, CEDEFOP will draw upon the expertise of its Management Board members and will cooperate more closely and actively with the groups represented on the Board, especially the social partners. At the same time the Director intends to improve the services provided for Management Board members.

The Centre is planning to have a more rigorous organization of the study visits of vocational training experts whose subject areas are closely coordinated with the annual priorities of the Leonardo da Vinci programme. In its publications, such as the periodicals "CEDEFOP Info" and the "European Journal for Vocational Training" the Centre is making more use of electronic publishing and distribution methods including



The "Policy guidelines for medium-term priorities, 1997 to 2000" can be ordered from CEDEFOP, free of charge.

Internet, on-line services, databases, CD-ROM and e-mail. Another stated objective of the Centre is an information and communication policy on vocational training which will be more clearly coordinated with the services of the European Union and the Member States. The Director, Johan van Rens, is also planning a number of administrative reforms. These include regular external examination of internal management and efficiency of output.

Source: CEDEFOP/SK

## CEDEFOP SEMINAR: Experts examine the links between education, work and economic growth

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ing and quantifying new employment fields, occupations and qualification requirements. He concluded with some remarks concerning the transition from training to the labour market which has become increasingly difficult in almost all European countries - in spite of the rising level of training among the young generation. Education policies favouring specific qualifications aimed at making people immediately productive are, however, not the solution. Consideration should rather be given to how a combination of polyvalent and practical training elements can facilitate the process of integration into working life.

**Abrar Hasan** presented an overview of the OECD activities in the field of vocational training.

The focal points of OECD's VOTEC (Vocational and Technical Education) project 1990-1994 dealt with the role of vocational education and training, its development and its relation to other social policy areas. National reports and conferences - as documented in publications - looked at international comparisons of the relationships between general education and vocational training, at pedagogical and organisational aspects, at the evaluation, certification and recognition of qualifications and

skills, and the on-and-off-the job vocational education and training and alternance.

The findings of the VOTEC Project point to a number of open questions concerning vocational training. Abrar Hasan outlined the core problems as follows:

- What combination of general and practical education and what type of pedagogic and institutional structures are required?
- Does an open, permeable education system ("pathways") weaken vocational training?
- How can vocational training be put on a par with academic education?
- Should validation and certification of vocational training be market-oriented or is there a need for social consensus?

- How can the conflict between continuing adaptation / modularization of vocational training, and stable, well-defined qualifications be solved?
- Are the costs and benefits of vocational training equally distributed and how does the state treat vocational training compared to academic training?
- How can returns to vocational education and training be secured, continuing training be promoted and in what way can the motivation of individuals and enterprises to undertake and to invest in training be increased?

In its future work OECD will examine vocational training in the context of other problem areas. In 1996 "Life-Long Learning for All" was set as a future focal area of OECD's work (1997-2001). In this context, the

traditional training objectives are to be brought into line with the new challenges of the labour market. In addition to the aspect of life-long learning, the following OECD projects are linked closely to vocational training:

- Flexible enterprises, new forms of work organisation and their implications for human resource practices;
- Non-financial reporting by firm on human resources as part of the project: "The Measurement of Human Capital Investment";
- Transition patterns of the age cohort 15-29 from school to working life.

1) Research Associate at INRA and CEPREMAP and lecturer at the University College London  
2) Head of the Education and Training division, Directorate for Education, Employment, Labour and Social Affairs of the OECD, Paris  
3) Executive Scientific Director at the Institute for Employment Research (IAB), Nürnberg; currently on leave as an expert working in CEDEFOP

# Twelve projects in CEDEFOP's 1997 Work Programme look into key issues of vocational training policy development

**Report on vocational education research sheds light on innovative activities and employment market relationships - "Key Data on Vocational Training" in three languages - 700 experts participate in study visits in 19 countries**

CEDEFOP's 1997 goals are ambitious ones. For the first time, the work programme has been set in the context of the medium-term priorities for the period 1997-2000 recently established by the Management Board: promoting competences and life-long learning, monitoring developments in vocational education and training in the Member States, and serving European mobility and exchanges. The Centre wants to help researchers, policy makers and practitioners to understand current developments in the complex field of initial and continuing vocational education and training, so that they can react to them as quickly as possible.

CEDEFOP'S 1997 work programme can be ordered free of charge, from CEDEFOP.



In view of current technological and economic developments, lifelong learning has become a must: anyone wanting to keep up with change must be willing to rise their skill level. This applies to both companies and individuals. Requirements are

growing and changing constantly, a trend which can be witnessed right across Europe. This is why promoting competences is at the very top of the CEDEFOP agenda: three projects are dedicated to this topic this year.

What are the skills required, and what paths lead to their acquisition? The Centre is seeking answers to these questions by looking more closely at new professions in growth areas. Information technology is particularly significant in this respect, leading to changes in curricula and in qualification requirements. CEDEFOP is investigating these changes in the fields of telecommunications and administration in Italy, France and Spain. Experts are examining the effect of innovation, work organization and training practices on vocational training in selected fields, namely in the printing industry, the health sector, agriculture, retail trading and in the automobile sales and repair sector. The Centre is also investigating an increasingly important special aspect of the topic "certification of skills", the recognition of formal and informal learning. Initially experts will look at current literature, court judgements and laws in Ireland, the United Kingdom, France, Germany and Portugal, and consult specialists on the matter in these countries.

Eight of the total of twelve topic-based projects deal with the development of vocational training in the Member States of the Community. Up-to-date monographs from Finland, Sweden, the United Kingdom, France, Austria, Iceland and Norway

will be published, offering an overview of changes and trends in the vocational education and training systems. A more scientific approach is provided by a report on vocational education and training research in Europe. This report will give policy-makers and researchers an overview of research results which might be relevant for policy developments. An up-to-date version on CD-ROM of the European Research Directory will also be produced.

Together with the European Commission (Directorate General XXII) and Eurostat, CEDEFOP will publish in three languages "Key Data on Vocational Education and Training"; a summary containing the main information will be available in all official EU languages. A special guide to facilitate the classification of vocational training fields, for statistical purposes will be presented in bilateral meetings, and training workshops at Member State level to provide technical assistance to users will be organised.

The financing of continuing vocational education and training will be the subject of a special project examining incentives to invest in vocational education and training. In this respect, national studies on financing models are being prepared in Denmark, Germany, France, Ireland and Austria, and will be completed in the course of the year. The discrepancy between the offer of, and demand for, training continues to be a highly topical issue. Social and vocational integration of young people remains the focus of considerable attention.

In one of its activities in this respect, the Centre has looked at work simulation programmes for young people in Germany, France, Italy, Spain and Denmark, and will be publishing its results this year. Further studies deal with the reciprocity between qualifications and the employment market and with quality standards in vocational education and training.

With respect to promotion of mobility and exchange at a European level, the Centre has been investigating how vocational education and training can contribute to the free movement of trainees and apprentices. Young people are only interested in vocational experience abroad if they know what is in it for them. Through this project, CEDEFOP wants to help make the various certification and qualification systems more transparent and reduce obstacles to mutual recognition. With this aim, the Centre will be having a closer look at the results of projects run within the scope of the Leonardo da Vinci programme and, contributing to the development of concepts of transparency through the exchange of information. This will give practitioners the necessary tools in order to implement the conclusions reached by the Member States with regard to transparency of qualifications. Moreover, CEDEFOP will contribute to a feasibility study in relation to setting up an information system providing young people with data on exchange and training placement possibilities in Europe.

Several additional activities will run parallel to the various projects. Three-to five-day study visits will bring some 700 vocational education and training experts together in 19 countries. In addition to experts from the

15 EU Member States, these will include participants from Central and Eastern Europe as well as from Cyprus and Malta. In a parallel development, the Centre is expanding existing networks, including the network on trends in occupations and qualifications (CIRETOQ). A summary report will show policy-makers ways leading to new qualifications in the field of environmental protection. New networks relating to the training of teachers, instructors and guidance counsellors will facilitate access to important information. In addition, the Centre will support the European Commission in the establishment of a system to monitor innovation in vocational education and training and to contribute to the development of the social dialogue on vocational education and training at European level.

The Centre's information services will be making increasing use of electronic media. This year, the library and information service expects to simplify its procedures by installing new software for data storage and retrieval. Three issues of the "European Journal of Vocational Training". Three issues of "CEDEFOP Info" will be published in 1997 and be available on the Centre's World Wide Web site.

CEDEFOP will be consolidating its role as a specialist European institution during Thessaloniki's year as cultural capital of Europe. Through exhibitions, special publications and a poster campaign, the Centre will raise its profile and contribute to these popular events.

Source: CEDEFOP/SK

## WEBSITE

**CEDEFOP on the Internet  
CEDEFOP Website offers topical information and a forum for contacts and suggestions**

CEDEFOP is now on the Internet. Visitors to our homepage will meet the Centre and read about its work programme, its current and planned projects, its networks and its partners.

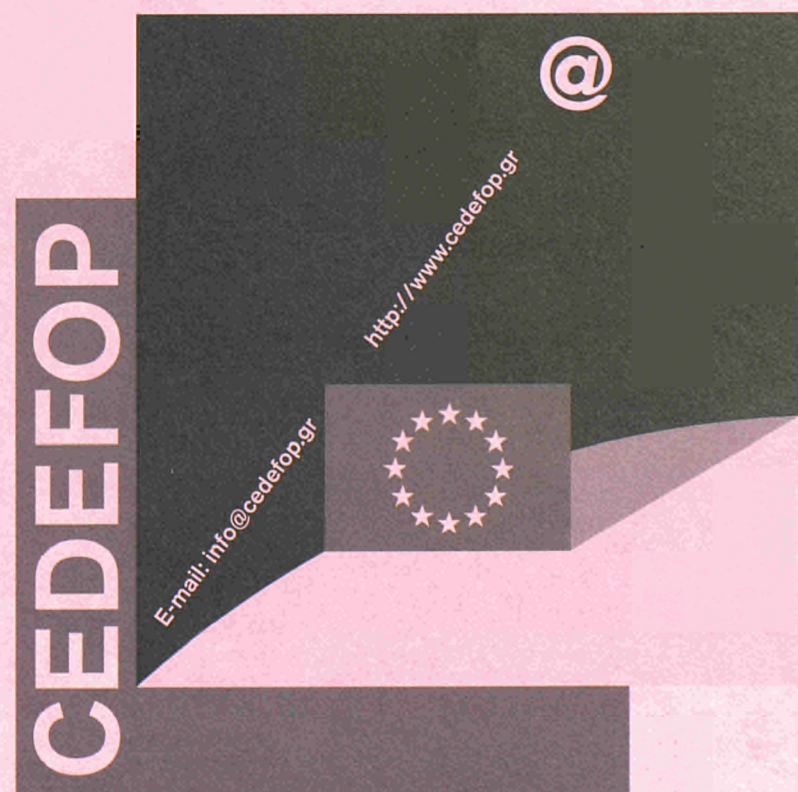
WWW visitors interested in current publications can take a look at the latest issue of "CEDEFOP Info", even before it is in print. An overview gives the visitor information on upcoming conferences, seminars and congresses, while orders for publications and requests for information can be made and processed swiftly.

Because we are interested in your ideas, the order/request form provides space for remarks and suggestions. Do you want to contact a particular expert? We will put you in touch. Do you know about events that could be of interest to other vocational education colleagues in Europe? We will include them in our overview. Are you having trouble finding information on a particular topic? Are you finding what you are looking for? Tell us. We want to hear your opinion.

Of course, we would also be pleased to receive contributions to "CEDEFOP Info" via Internet.

CEDEFOP's Internet address is: <http://www.cedefop.gr>

Source: CEDEFOP/SK

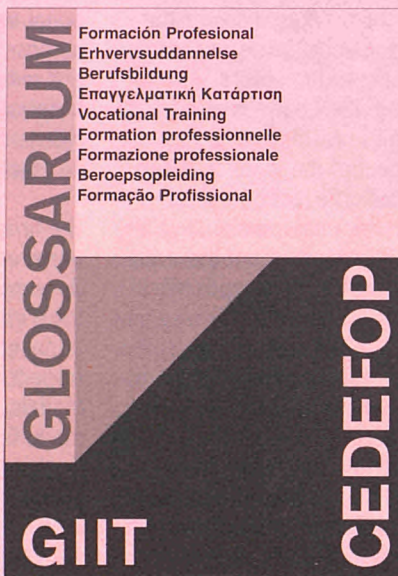


GIIT and CEDEFOP  
publish

a vocational training  
glossary

GLOSSARIUM

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



**A new helper builds bridges  
to improved understanding**

Plato's idea that the accuracy of a word consists in announcing the essence of the object has become the motto of the editors of the vocational education glossary published by GIIT - the Inter-Institutional Group for Terminology and Documentation - and CEDEFOP. The joint editors of the glossary have collected vocational training terms from twelve EU Member States.

Europe's diversity in vocational training conceals a number of linguistic obstacles, such as the absence of a word in one country to denote a national concept in another. This newly published helper builds bridges to better understanding and improved European cooperation between nine languages and even more countries in matters pertaining to vocational training.

The glossary's 282 main entries present training terms in Spanish, Danish, German, Greek, English, French, Italian, Dutch and Portuguese, and provide cross-references to related expressions. An appendix lists the items alphabetically.

The "Vocational Training Glossarium" is available from the EU sales and distribution offices at a price of ECU 18.50 + VAT.

Source: CEDEFOP/SK



CEDEFOP



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# Vocational training policy/Contacts/ Initial training/Bi- and multilateral cooperation

Germany

## Common stand on European vocational training policy

**The Federal Government/States Commission on educational planning and promotion of research presents working paper**

The "Educational Planning" Committee of the Federal Government/States Commission (Bund-Länder Kommission [BLK]) has prepared a working paper dealing with ways and means of increasing the attractiveness of vocational training and improving the links between education and the labour market against the background of Europe. The results of discussions held with the Federal Government, the Länder and the social partners have been incorporated in the paper. After an intensive discussion with experts a German opinion on the EU Commission's White Paper "Lifelong learning -

Towards the Learning Society" has been prepared.

The working paper advocates a subsidiary and promotional role to be played by the European Union. It stresses the principle of decentralized responsibility and pluralism in educational systems. The paper underlines the fact that the basic structure of German vocational training is indispensable as it divides the responsibility between the Federal Government and the Länder, enables the social partners to participate decisively, and gives companies and enterprises a high degree of self-responsibility.

Source: BLK/BIBB/CEDEFOP/SK

Spain

## Changes in the Vocational Training General Council

**Currently a draft of the law changing the General Council for Vocational Training is under scrutiny. The General Council is a consultative body in which government institutions are involved and which advises the government on initial and continuing training issues. It was set up in 1986.**

In view of the forthcoming formulation of the next national programme for initial and further training it would appear necessary to plan cooperation with the autonomous regions and take into account the transfer of responsibilities which has taken, and is still taking, place.

The Council has changed in that it is no longer solely a consultative, but is also a state administrative body. Another change is the quadripartite nature of the Council with representatives of the 17 autonomous regions, the North African cities of Ceuta and Melilla, representatives of the State General Administration and the trade union and employer organisations.

The Council's tasks will terminate with the formulation of a second programme for initial and further training which should come into force on 1 January 1997.

This new composition of the Council should facilitate coordinated action through formulating standard criteria, which can be applied by all state bodies active in the sphere, particularly in relation to the national programme for initial and further training.

The chair will rotate annually between the Ministry for Labour and Social Affairs and the Ministry for Education and Culture as both bear responsibility for initial and further training.

Source: INEM

Ireland

## A constant improvement in the skills of management and work force is essential

**Since the mid 1980s, the National Economic and Social Council has produced periodic overviews of Irish economic and social policy. These overviews have played an important part in the negotiation of the national social partnership programmes. The Council has now published its fourth report of this type entitled Strategy into the 21st century, conclusions and recommendations\*.**

Following a discussion of the major challenges to face the country in the coming years, the economic challenge to manage growth and strive for competitiveness, and the social challenge to reduce unemployment and combat inequality, policies needed to achieve these goals are outlined. In order to achieve the dynamic and competitive advantages required for economic success, the report states there must be constant improvement in skills in both management and workforce. These improvements include continuous innovation, flexible working methods, high-skilled workers and lifelong learning in all work roles. "Workers should be encouraged to undertake training and become involved in the production process in return for

multi-dimensional flexibility and adaptability". The consensus approach, evident at national level, must be extended to the enterprise level.

The Council stresses the importance of implementing a strategy to upgrade the national training system, a strategy which must encompass training for the unemployed, for those in work and for those entering or re-entering the labour force and facilitate the return to gainful employment of unemployed people.

An area of concern for the Council is the level of training in firms, as mentioned in a number of recent reports. It believes that the expenditure level of 3 % of payroll as laid down by

FORFAS, the state industrial development Board (see CEDEFOP Info 2/96) will not be achieved. Echoing the proposal of a recent employers' confederation (IBEC) report, it calls for an employer-led process in the development and implementation of policy - with representation of employee interests - aimed at upgrading skill levels in business.

As regards training for the unemployed, the Council states that training alone is not an adequate response to the particular needs of the long-term unemployed. What is required is emphasis on linking training with other policies, particularly guidance, counselling and placement measures. Training may be more effective for boosting the chances of those recently unemployed or those about to re-enter the workforce.

\* ISBN 0-907116-99-X, Price IRE 5, available from: Government Publications Sales Office, Sun Alliance House, Molesworth Street, IRL-Dublin 2

Source: FAS

Ireland

## Local partnerships and social innovation

**An investigation into Irish job-creation initiatives by the OECD\* has found government and local development programmes to have the potential to tackle many of Ireland's social and economic problems. Despite strong economic growth, the increasing problems of long-term unemployment and social exclusion, have led the government to experiment with local development initiatives.**

At the core of this strategy are 38 partnerships, located in the most disadvantaged urban and rural areas of the country. The OECD report examines these partnerships which were established in 1991 under the terms of the Programme for Economic and Social Progress with the support of EU Structural Funds. The partnerships are legally inde-

pendent corporations made up of representatives of various local community interests including the unemployed, social partners and State agencies. The focus in the partnerships is on job creation and local development with the emphasis on flexibility, decentralisation and participation. Enterprise development, community development and educa-

tion and training, are the key elements of the partnerships.

In the areas of education and training, new programmes have been developed in cooperation with the local Vocational Education Committees and FAS - the Training and Employment Authority to encourage

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## Local partnerships and social innovation

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early school leavers to return to education. Guidance and placement services and financial assistance are provided. Adult education is directed not only at preparing people for work, but also at improving their capacity to deal with problems within their own community. Literacy and parent education is also promoted. The development of small businesses involves a range of support from training programmes to mentoring to financial incentives.

Funding is mainly provided for small, community-based enterprises which typically employ between 1 and 5 people.

The report concludes that the schemes in urban areas have developed innovative techniques for re-training and placing the long-term unemployed in sustainable jobs and rural partnerships have also had some success in increasing employment and re-building communities

depleted by emigration. The overall importance of the partnerships is summarised as follows:

- They provide models for widening participation in the processes of change within the economy and society. Local communities now have a say in formulating strategies to deal with unemployment and inequality.
- Policies undertaken through the partnerships draw directly on local

experiences. The OECD give the example of programmes for the unemployed set up by unemployed people themselves and enterprise creation programmes built on the expertise of local business people.

- Local partnerships have succeeded in adapting the objectives and resource allocation of state agencies within their areas in order to better meet local needs.
- The national policies of social welfare provision have been directly

affected by the experiences and proposals of local development groups particularly in the areas of targeting and emphasis.

- Local partnerships have given a positive, practical example of public-private enterprise, area-based programming and subsidiarity.

\* OECD: Ireland, local partnerships and social innovation. ISBN 92-64-14878-7, price: FF 140,- available from: OECD, 2, rue André-Pascal, F-75775 Paris Cedex 16, Fax 331-1+45248500

Source: FAS

## Italy Government and social partners agree on employment pact

Legislative arrangements still open - working hours and training contracts under dispute

After somewhat heated debate, the Italian government and the social partners have agreed to conclude an "agreement for employment". This package deal is based on a promise of the government to contribute 15,000 million Lire (ca. ECU 7,853 million ECU) in the next three years. The main points of this far-reaching agreement include:

- Regional contracts, which are intended to promote employment and economic activity in the regions hit most heavily by the recession, will be agreed.
- Training should be made available to young people in all sectors.
- For the first time, the agreement includes the possibility of temporary work. It allows companies to "rent"

workers with middle to high levels of qualification.

- The agreement includes a plan to extend compulsory schooling until the age of 16, and to institute a right to education and training until the age of 18.
- The types of community work considered include environmental rehabilitation and preservation of culture.

Points still under dispute are working hours and training contracts. The government intends to submit a bill on working hours which would include the Community recommendation of shortened working hours, from 48 to 40 hours. Companies willing to introduce shorter working

hours should receive benefits in the area of social contributions.

The training regulation is to apply to 18- to 32-year-olds. Furthermore, the government has promised to consider a bill extending work/training contracts (contratti di formazione-lavoro) in southern Italy from two to three years. Companies taking their trainees on full-time after the second year would then be rewarded.

The social partners were more or less satisfied with the results. They realize, however, that the main individual points of the programme cannot be implemented until parliament has passed laws to this effect.

Source: ISFOL

## France Proposals for a medium-term training reform

M. de Virville's report on "Giving new momentum to vocational training" was published by the Minister of Labour in October 1996.

Qualification as a life-long process is the leitmotiv of the report, which delves into three main aspects of the topic:

- The development of alternance training on the basis of employment contracts, so as to link initial professional experience with the acquisition of initial qualification. While recognizing that the two main types of alternance training contracts, qualification contracts and apprenticeship contracts, have different objectives, the report proposes the fusion of the financing schemes for both of these training forms.
- The development of continuing vocational training leading to qualification. The report considers two major concepts as likely to increase workers' opportunities to improve their qualifications on a life-long basis:
  - making alternance training contracts available for job seekers older than 26;
  - establishing a national validation scheme for vocational qualifications by drawing up a nation-wide reference matrix for qualifications on the basis of employment sectors and levels, and correlating vocational

certificates and diplomas according to this matrix. This would unify and clarify existing validation systems and give vocational qualifications and continuing training schemes the same value as initial training.

- The transformation of training mechanisms for salaried employees so as to make better use of the financial resources available. The report recommends:
  - establishing a training time saving scheme: cumulative over several years and financed by enterprises, or possibly by the employee, it would provide remuneration for the employee during a later training period;
  - encouraging enterprises to develop qualifying training schemes by not levying social contributions for periods of training which would lead to a certificate;
  - allowing small and medium-size enterprises to accumulate, over several years, funds to organize qualifying training schemes.

A bill based on this report is expected to be proposed in early 1997, after the social partners have negotiated some of the issues in it.

Source: Centre Inffo, INFFO-Flash 463 and 464

## Contacts

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.

## Search for educational models in the European Union which account for variations in performance levels

German Research Institute for Vocational Training in the Crafts looks into additional initial training requirements

Do the various types of initial vocational training in the EU Member States provide additional support to apprentices whose performances are either considerably above or below average? This is a question which the German Research Institute for Vocational Education in the Crafts (Forschungsinstitut für Berufsbildung im Handwerk, FBH) is trying to answer. The institute's research staff, working under the umbrella of the University of Cologne, are gathering information on educational models involving differentiation according to performance within the European Union.

They would like to know whether within the framework of normal training courses in European countries, special assistance for particularly weak or particularly strong apprentices is provided, even if it is not part of the curriculum. Are young people in danger of not completing a course offered special help, and are candidates with particularly good performance levels additionally motivated?

The great differences in the organization of initial vocational training in the European Union make it difficult to gather this type of data. The re-

searchers would therefore ask experts in the individual countries to contact them at the following address:

Forschungsinstitut für Berufsbildung im Handwerk an der Universität zu Köln  
Frau Fischer / Frau Halbfas  
Herbert-Lewin-Strasse 2  
D-50931 Cologne  
Telephone + 49 221 470-585 or -2632  
Fax + 49 221 401183  
e-mail: agh01@rrz.uni-koeln.de

Source: FBH/CEDEFOP/SK

## United Kingdom Driving up standards

The Department for Education and Employment has proposed the setting up of an independent quality inspectorate to "drive up standards of training provision" for which Training and Enterprise Councils (TECs) are responsible. New self assessment for training providers is also suggested. Consultation is taking place.

Source: IPD

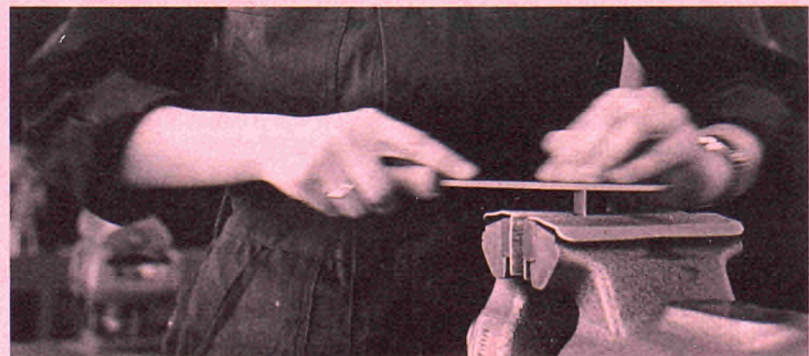


Photo: Manfred Vollmer

## Belgium

### The Flemish government and the promotion of apprentice training

**The Flemish government wants to promote the vocational training of young people to ensure their economic independence by means of training contracts.**

The legal provisions covering training have been improved and young people in future will have an enhanced legal status with regard to their occupations. Apprenticeship training is recognized as part of compulsory schooling and it adopts a dual approach: the acquisition of theoretical knowledge in the training centres of the medium-sized companies (which are part of the Flemish Institute for independent companies) and practical training in a small or medium-sized enterprise.

The first package of measures relates to apprentices' salaries: BEF 9 000 (approx. ECU 225) per month for the first year, BEF 12 000 (approx.

ECU 300) the second year and BEF 15 000 (approx. ECU 375) the third year. In order to improve quality, measures currently considered include a reduction in the numbers of apprentices per class, supplementary remedial courses to catch up to school programmes and on-going training for in-company trainers. On the legal level, the training company must pay a penalty if it terminates the contract illegally. Furthermore, holidays and special leave are handled in a manner analogous to "real" employment contracts. All these provisions are included in the decree on apprenticeship issued by the Flemish government in July 1996.

Source: *Moniteur belge/ICODOC-CIDOC*

## Germany

### Vocational training heads for the future

**Third Congress of the Federal Institute for Vocational Training (BIBB) presents new perspectives for discussion**

The German system of dual vocational training has a future if it takes steps to cope with on-going changes in the economic structure and in company organization and plays an active part in their development. This was the conclusion drawn by Dr. Helmut Pütz, Deputy Secretary-General of the Federal Institute for Vocational Training (BIBB) at the end of the Third Vocational Training Congress held from 16 to 18 October 1996 in Berlin.

Some 2,400 experts discussed the challenges, perspectives and potential possibilities of initial and continuing vocational training in the age of globalization in ten fora and 18 working groups. The subjects ranged from a critical inventory of existing occupations requiring formal initial and continuing training regulations via issues relating to the development of new occupations, qualification strategies and quality assurance concepts to discussions on the effects of multimedia, environmental protection and transnational cooperation on the further development of vocational training in Germany.

Pütz advocated the dual system of vocational training; however, it had to be able to adapt continuously to permanently changing requirements. "In order to be able to cope with the future, we must make our initial and continuing training systems highly differentiated, flexible and up-to-date" he said. There are, however, considerable differences of opinion between the social partners on how this should be done and these also emerged during the congress. The German employers' associations are in favour of the most far-reaching flexibility possible which also includes shorter periods of attendance at part-time vocational

school and a reduction of training to two years. The German Confederation of Trade Unions, on the other hand, does not want to touch minimum quality standards in vocational training. It also insists on the equal status of training in the company and in vocational schools, and on the principle of consensus according to which employers and trade unions collaborate in laying down the training regulations.

The call for practice- and need-oriented vocational training concepts was not to be overheard at the Congress. Given the constraint of rising costs, public funders, educational establishments and companies want to make the application in the work process of what the trainee has learnt the measure of quality - even more so than in the past. The same applies to vocational examinations, as another conclusion of the congress showed. They too should focus more on practical requirements, job orders and work processes in the daily routine of the company.

All experts agreed that multimedia and telecommunications will have a considerable impact on teaching and learning in the next decade. Computers have eliminated the distance between the place of learning and the place of work and enable autonomous interactive learning. This also implies a change in the role of the classical teacher which now tends to become more that of a counsellor and guide.

The congress delegates were convinced that German vocational training would in future profit from the innovation transfer brought about by the numerous pilot projects of the European Union. The experience and ideas gained from such projects can point to the right direction for the development of German and European vocational training.

Source: *BIBB/CEDEFOP/SK*

## Portugal

### A new legal framework for the Portuguese apprenticeship system

**Decree 205/96 of October 1996 totally reformulates the Portuguese apprenticeship system, thus abolishing existing laws in this regard.**

The reform of the apprenticeship system, which the new law is intended to underpin, is based on the assumption that all parties involved must be mobilized in order to enhance the value of on-the-job training, that links and co-ordination must be intensified between this and other types of training, and that pedagogical supervision must be reinforced so as to improve the quality of training.

Apprenticeship is a training system for young people who have passed the age of compulsory schooling, but are preferably younger than 25. The apprenticeship system entails a component of generalized training; it opens up specific job opportunities and provides vocational qualification, chances of advancement and the possibility of educational certification.

Apprenticeship courses are a training process involving socio-cultural, scientific and technical as well as practical training components in various proportions and combinations depending on the spheres of activity involved and the levels of vocational qualification they lead to. They should be flexible, coherent and offer an element of generalized training.

According to the text of the new legislation, alternance is characterized by the interaction of theoretical and practical training. Under the new

law, alternance may not exceed 50 % of total training time and will involve a compulsory period of on-the-job training, spread over the overall training process. This on-the-job training will correspond to a minimum of 30 % of total training time and will include simulated practical training in order to preserve the generalized character of the training.

"On-the-job training" is to be understood as referring to vocational learning activities within the scope of structured training procedures and under the guidance of an instructor, integrated within real working processes and realized with natural or legal persons involved in the production of goods or the provision of services.

The pedagogical function and the co-ordination of the vocational training process in the apprenticeship system are carried out by apprenticeship co-ordination units.

These units, accredited by the Institute for Employment and Vocational Training (IEFP), are the following:

- IEFP's own local training structures;
- shared-management vocational training centres;
- natural or legal persons who apply to constitute such a unit and possess the required skills, pedagogical capacities and human resources for successfully carrying out these functions;

- state-run teaching institutions, in cases where such a solution is judged beneficial following an analysis of the local education and training network and institutions.

Apprenticeship courses are subject to government regulation in all training areas, a process which is co-ordinated jointly by the Minister of Qualification and Employment and the Minister of Education on the basis of proposals by the National Apprenticeship Commission.

The admission procedures for apprenticeship candidates must include vocational guidance, a medical examination and an evaluation of the diagnostic, all carried out under the supervision of IEFP.

After successful completion of a training course, apprentices must be awarded a certificate specifying the course and the text of the law, the level of vocational qualification and the equivalent educational level.

An apprenticeship contract must be signed between the apprentice or his/her legal representative and a training unit.

Organization and control of the apprenticeship system is mainly the responsibility of the National Apprenticeship Commission, a tripartite body including representatives from several ministries, the trade unions and employers' organizations.

The Ministry of Qualification and Employment will bear the costs of the apprenticeship system, provide technical support and supervision of training procedures. For these functions, it may request the participation of other ministries.

Source: *CICT/Diário da República*

## Germany

### How can the training system be made more attractive?

**BiBB survey shows: additional courses and university access without the usual entrance examinations are highly favoured by companies**

The dual system of vocational training should be extended. What measures would your company be interested in? This is the question that the Federal Institute for Vocational Training (BiBB) put to some 2,500 companies which offer training in Germany. The companies were given a list of measures on how the dual system could be made more attractive. Most of those surveyed liked the idea of additional courses during training and university access without the usual entrance examinations. Almost half believe that a link between apprenticeships and studies is important. One third favour continuing training immediately after the apprenticeship. Most companies were not in favour of advancement courses akin to specialist university courses for those applicants who did not possess university entrance requirements nor were they in favour of training experience abroad. Only one in four or five were in favour of the latter.

Those trainees who are interested should have additional courses in foreign languages, electronic data processing, commercial or technical subjects. This is the opinion of 58% of the companies surveyed. One in three companies presently offers such opportunities. Only 20% of the companies would advocate experience abroad either during or immediately after training for young people in commercial or administrative areas. For technical and trade occupations only some 18% were in favour of this. Of those advocating experience abroad, two-thirds stated that this should take place immediately upon completion of training. Some 36% of the companies were in favour of continuing training courses within the first year of completing initial training. The remainder were opposed to this idea. Some 48% of the companies surveyed would welcome a combination of training and studies. A number of universities already offer access to highly skilled

workers, technicians and those specialised in commerce. This is viewed as being very important by some 90% of the companies and a further 52% are in favour of further easing access to university.

Occupational qualifications going beyond the level of highly skilled worker, technician or commercial specialist usually require university studies. Although further training can lead to such a qualification, only 20% saw better promotion prospects for experts trained in the company.

57% of the companies involved in the survey stated that they would be prepared to contribute to training course costs. For new initial training and further training modules in cooperation with other training providers, 45% stated that they would contribute to funding. 31% of the companies would be prepared to accept paid training leave.

Source: *BIBB/CEDEFOP/SK*

# Bi- and multilateral cooperation

Germany

## QUASAR achieves a bit more for equal opportunities

**Transnational research project works for an increase in the quality of continuing vocational training for women**

Vocational training for women is the central issue of the transnational research project QUASAR which is being conducted within the context of the EU vocational training programme, Leonardo da Vinci. The title of the project under the leadership of the Federal Institute for Vocational Training (BIBB) is "Development of quality standards for the introduction of quality management systems in vocational continuing training for women". The project partners are CREW, a Belgian research, coordination and counselling agency for issues relating to women, the Greek educational establishment DIMITRA which is specialized in new technologies, and the Danish educational institute, Kulturkaelderens, whose

work concentrates on female migrants. The research project founded in December 1995 was authorized for an initial period of two years.

With their research work, the experts wish to bring about a rise in the quality of vocational training provision for women and thus move closer to the equal opportunity goal. To this end, national working groups are drawing up quality criteria for all sectors of continuing vocational training for women. The results will be compiled in a handbook which will be published in English and German. The criteria for quality control will be collected and systematically classified in a database. The aim is to produce qualification compo-

nents for persons responsible for quality assurance and management and for multipliers.

The three project partners can be contacted at the following addresses:

**CREW:**  
Ms. Rebecca Franceskides,  
rue Capouillet 25, B-1060 Brussels,  
Tel. 32-2+5349085, Fax 32-2+5348134,  
e-mail: crew@mcr1.poptel.org.uk

**DIMITRA:**  
Mr. Georgios Petrou,  
18 Nikitara Street, P.O. BOX 1233, GR-41221 Larissa,  
Tel. 30-41+554027, Fax 30-41+554028,  
e-mail: dimitra@hol.gr

**KULTURKAELDEREN:**  
GL Jennumvej 8; DK-8900 Randers  
Contact: Ms Lise Bisballe  
Tel.: 45-8641+7844; Fax: 45-8641+9070  
E-mail: Kulturkaelderens@aos.dk  
or  
Humboldt University, Faculty of Philosophy IV,  
Institute of Vocational and Adult Education,  
Geschwister-Scholl-Straße 6, D-10099 Berlin,  
Tel. 49-30+20934137, Fax 49-30+20934175,  
e-mail: wiltrud.gleseke@rz.hu-berlin.de  
Source: BIBB/CEDEFOP/SK

Netherlands

## TOPILOT - guided distance learning

**TOPILOT is an international project of the European Federation for the Education of Occupational Travellers (EFECOT).**

Its aim is to set up a relatively cheap multi-media service for open distance learning for children and (young) adult occupational travellers (fair-ground operators, circus personnel and ships' captains). The existing training structures in Europe do not provide an answer to the consequences of their mobility. The "winter schools" offer educational provisions for this target group outside the travelling season, but there is no continuity during the travelling season.

A mobile data communication network will be set up for occupational travellers in the TOPILOT project. This network will be concentrated around 15 winter schools in Great Britain, Belgium, Germany and the Netherlands.

The tutors at these schools in cooperation with the

- Stichting Leerplan Ontwikkeling (Curriculum Development Foundation - SLO) and

- the Centre for Innovation of Education and Training (CINOP) in the Netherlands, and
- the Scottish Council for Educational Technology (SCET) in Great Britain are developing four interactive multi-media learning packages (one for the education of pre-school children, one for primary and lower secondary education and two for vocational education).

During the travelling season these packages are available to the student in the form of CD-i disks, linked to a modem. The results obtained by the students in their studies are directly forwarded to the schools via the data communications network. A tutor at the school supervises the learning process.

Two teaching packages have been developed for vocational education, one on "business skills" and one on "electricity".

Source: CINOP

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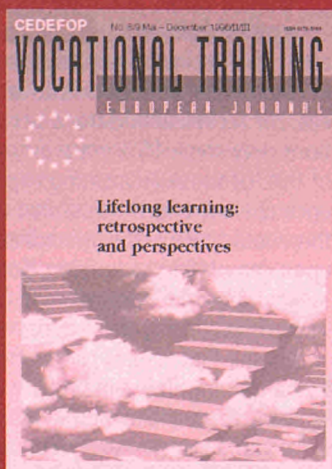
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**CEDEFOP - European Centre for the Development of Vocational Training,**  
Marinou Antipa 12  
**GR-57001 Thessalonica**  
Tel.: 30-31+490 111  
Fax: 30-31+490 102  
http://www.cedefop.gr  
E-mail: info@cedefop.gr

**Brussels Office**  
20, Av. d'Auderghem  
B-1040 Brüssel  
Tel.: 32-2+230 19 78  
Fax: 32-2+230 58 24  
E-mail: cm@cedefop.be

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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

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# New training organizations and programmes/Continuing education and training/Certification/Statistics/Labour market and employment policy

Belgium

## Experienced employees providing guidance for young workers

**IBM Belgium, a data processing company with some 400 young employees having less than 3 years of experience, has designed and developed a new initiation programme to integrate these young people into the organization in the best possible manner.**

During their first three years with the company, young employees are assigned so-called "coaches" in a system of "mentorship" by experienced employees.

An experienced colleague will assist each young employee in all practical issues, explain IBM's market and product strategy and provide functional guidance. IBM has also established a 3-day introductory programme intended to boost new employees' feeling of belonging to the

group. In the data processing sector, young people with the best qualifications and aptitudes can rapidly rise to more important functions involving a high degree of responsibility (e.g. project management). There are, of course, still weak points for individual candidates/employees: for instance, it has been shown that communication, language and team skills can be rather undeveloped. The "mentorship" system can help fill these gaps while giving young people functions they consider desirable.

Source: Vacatures, Standaard / ICODOC-CIDOC

Austria

## Developments in the technical college sector

**The introduction of study courses in technical colleges (Fachhochschulen) in Austria in the academic year 1994/95 was generally welcomed.**

This new study course is viewed as an indicator that the established and highly traditional educational establishments are ready for innovation. Already in the 2nd year the number of study courses was doubled from 10 to 20 and was raised to 32 in the 1996/97 winter term. The number of students was already 1,756 at the beginning of the 1995/96 winter term, and in the 1996/97 winter term

some 2,100 students have enrolled in a study course in the technical colleges.

However, financing problems are raising their heads in the technical college sector at present. It is feared that co-financing of future study courses in the Fachhochschulen by the Ministry of Science will in the foreseeable future no longer suffice to cover the expenses.

Source: abf Austria

Belgium

## From long-term unemployment to being self-employed

**The Flemish Office for Employment and Vocational Training (VDAB) and the Flemish Institute for Independent Enterprise (VIZO) have launched a pilot project in Limburg province to assist long-term unemployed persons considering a career as a self-employed person.**

These persons will be offered free training in business management followed by six months of intensive guidance, also free of charge. In principle, participants will be able to create their own enterprise as of 1 January 1997. Dropping out of this training scheme will have no effect on unemployment benefits: VDAB will cater for persons failing in this scheme through their normal services.

Candidates will be given 128 hours of training in business management (including individual guidance by a professional VIZO counsellor). VIZO will also continue its assistance for a period of 6 months after the establishment of the enterprise. VDAB and VIZO intend to start the project with 40 long-term unemployed persons (between 10 and 24 months of unemployment). Knowledge of the

intended profession is a recommended prerequisite, as this avoids having to combine specialized vocational training with the 128 hours of business management training. This VDAB-VIZO pilot project will be financed by the European Social Fund. In the long term, it could be integrated into VDAB and VIZO's regular services. The project will also be offered in other provinces in 1997.

Source: Belang van Limburg / ICODOC-CIDOC

Belgium

## Vocational placements in the Walloon region

**Recently established on a proposal by FOREM (Community and Regional Office for Vocational Training and Employment), the vocational placement system known as MISIP ("mise en situation professionnelle") offers job seekers in the Walloon region the possibility of gaining initial experience of working life within a company.**

During these placements, job seekers can verify their vocational choice and actively assess their vocational skills. Placements are available to persons with basic training but without job experience, in particular young people who have finished their education or job seekers having completed a vocational training scheme. Placements may be held in any private-

sector enterprise with offices or plants in the Walloon region. Placements last five days on a full-time basis, but job seekers have a credit of 30 days (max. 5 placements) and may do several placements consecutively. A job seeker can do a maximum of two placements in one enterprise, but these must be at two different jobs. There must be a two-

week period between consecutive placements. Although unpaid, placements are based on an agreement between the enterprise, the young person doing the placement and FOREM, which is responsible for coordination and acts as an intermediary between enterprises and candidates.

Source: Observatoire de l'emploi, MISEP no. 54 - 1996 / ICODOC-CIDOC

# The computer as the hope for the future: companies are introducing more multimedia learning at the workplace

**"Qualification 96" presented the latest trends in in-company and inter-company training**

"Qualification 96", the International Trade Fair for Management and Vocational Qualification from 22 to 25 October in Hannover, received some 10,000 visitors. A total of 310 exhibitors presented new trends and tailor-made concepts for qualification in numerous occupational areas ranging from the industrial to the commercial and administrative sectors.

Multimedia learning systems are clearly gaining ground. A growing number of firms are turning away from the conventional continuing training seminars and going in for computer-assisted programmes which are closely oriented to the needs of the enterprise. Flexible, less cost-intensive, time-saving - these are the positive features the compa-

nies appreciate in computer-based training.

The meetings, seminars and fora contained in the programme accompanying the trade fair stressed the importance of systematic vocational training as an investment to safeguard the future and acquire competitive advantages. It was irrefuta-

bly a production and economic factor which was an integral part of all corporate strategy - this was the stated belief of the experts.

Despite the growing importance of qualification and continuing training, the 1996 trade fair showed a decline in the number of exhibitors and visitors. In the overall German training

market which offers approximately half a million initial and continuing training programmes, demand has decreased by about 30 % since 1994.

The dates for "Qualification 97" are 7 to 10 October 1997.  
Source: Press Office of the Deutsche Messe AG Hannover/CEDEFOP/SK

# Use of the Internet in apprenticeship training

**The Process Industry Vocational Training Unit (Vakopleiding Procesindustrie - VaPro), the national body for vocational education for the process industry and laboratory technology, has carried out a pilot project in which participants worked on tasks using the Internet. This was done in cooperation with three firms. The aim was two-fold:**

- to teach participants at various locations how to cooperate in working on process tasks
- to organise an Internet discussion between course participants and between participants and instructors.

An important secondary aim was to allow course participants to acquire experience in using computers.

The results showed that the project was not an unqualified success. It did

not prove feasible to offer VaPro course participants instruction solely via the Internet. They need (social) contact, require good guidance, have very little experience of computers and are heavily accustomed to using

written material. However, the knowledge and use of computers among participants increases and the use of the Internet can be incorporated into a total instruction system with guidance for participants. The Internet is a very useful medium in an instruction situation. This has led to a decision by VaPro to launch more initiatives. A pilot system has been started for testing via the

Internet. An Internet project is also in preparation for the development of a search system geared towards the process industry and process engineering. This search system will allow course participants, instructors and authors to search more quickly and effectively on the WWW than with the current "general" search systems.

Source: CINOP, GET

# Information technology action programmes for teachers

**An international advisory "Committee on MultiMedia in Teacher Training" (COMMITT) has been set up by the Dutch Minister of Education, Culture and Science to advise on the teaching environment of the future and the role of Information and Communication Technology (ICT) to support the teaching process, particularly in teacher training.**

The advisory committee has also been asked to submit practical proposals on innovation centres to be set up regionally for guidance on ICT and its continued introduction.

COMMITT in November 1996 submitted its final report entitled "Teaching and Learning for the Future"\* to the

Minister of Education, Culture and Training. The recommendation made to the Minister is not just in the form of a simple activity plan but is also characterised by a conceptual and strategic framework for the future teaching environment of teacher training colleges and schools. This framework offers the possibility of

developing plans using ICT for raising both the quality of teaching and learning and the results attained. In this approach, government support is regarded as a catalyst for change and an incentive to teacher training colleges and schools to include ICT in the curriculum.

Teacher training courses must be radically modernised. The present-day training courses do not provide adequate training for the teacher of the future. An action programme, which is intended to train 2,500 teacher trainers, will have to be de-

veloped for this purpose. In addition, investments must be made in the required hardware and infrastructure, and regional centres must be set up for educational technology. An important principle underlying the action programme entitled "A leap for the future" is cooperation between teacher training colleges on the one hand and primary and secondary schools on the other, with the common aim of improving teaching and learning by applying ICT. In its recommendation, COMMITT argues in favour of setting up an experimental teacher training scheme. This must be

geared, with as few limitations as possible, towards future teaching, making as much use as possible of ICT. A series of hundreds of projects must also be set up in which teacher training colleges and schools cooperate in order to bring about optimum progress in the use of ICT. A sum of around 187 million guilders (ECU 85.5 million) is required to pay for the COMMITT proposals.

\* Teaching and Learning for the Future, COMMITT (eds.: T. Plomp, A. ten Brummelhuis, R. Rapmund), The Hague: SDU DOP, 1996. ISBN: 90-365-0900-9

Source: Profiel-BVEnet/CINOP

# INOFOR - a new research organisation

**The Institute for Innovation in Training - INOFOR has been created to provide support for the operational intervention of the Ministry for Qualification and Employment through research in the training area.**

**Four axes have been defined to guide the Institute's action:**

- building of strategic information references with a view to the strengthening of the dynamic coherence between the demand for and supply of human resources
- design, development and dissemination of models, methodologies and instruments to promote innovation and to strengthen training in the existing technological and economic context;
- development of studies in the framework of the educational system with a view to a greater effectiveness and co-responsibility in its organiza-

tion, restructuring, management, financing and evaluation;

- integration in national and EU-level networks in order to ensure complementarity and the creation of synergies between the different actors involved in the production and mobilization of skills.

INOFOR's action lines are concentrated on thematic areas which, by allowing a better co-ordination between the educational/training system on the one hand and the production system on the other, will contrib-

ute to the development of skills, including:

- the production of strategic information references on the training needs of the labour market;
- contributions to the improvement of the vocational information and guidance system;
- incentives to improve the quality and flexibility of the initial training system;
- production of tools with a view to giving credibility to the entities which intervene in the training process;
- the creation of conditions for specialization in specific skills in the framework of the interconnection and complementarity between the institutions' activity;
- the development of conditions favouring more efficient manage-

ment of Community and national funds aimed at the support of vocational training;

- classification and dissemination of different practices of human resources management.
- These action lines correspond to a set of project areas to be developed:
- development of skills and diagnosis of training needs;
  - methodologies for the accreditation of training institutions;
  - training and curriculum development;
  - training evaluation and validation;
  - analysis of entry into working life;
  - organizational innovation, human resources and training management.
- The implementation of this set of

guiding principles requires a flexible and open organization. Therefore, the procedure adopted is based on "project teams" composed of a coordinator and a group of researchers and experts with know-how and experience in the different areas under study.

Contact: INOFOR - Instituto para a Inovação na Formação, Av. da República, 62 - 8º, P-1050 Lisboa, Tel.: 351-1-7969361, Fax: 351-1-7975269

Source: CICT, MQE/INOFOR

## Italy Sicily/Piemont: training for company managers

**The labour ministries of the Italian regions of Sicily and Piemont have formulated a joint project to train qualified personnel to become company managers.**

This initiative is a symbol of real north-south cooperation, aiming to promote the training of young Sicilian managers and to set up joint ventures between Sicily and Piemont.

The Italian Ministry of Labour will contribute some Lire 10 billion (ECU 5.2 million) over a two-year period. Sicily must fund 5% of the total and the Piemont region has the task of

creating initiatives for local companies which are interested in moving part of their production to Sicily or to provide financial support for Sicilian companies which fulfil the requirements for receiving incentives from the European Union or Italy.

As a first step in the new "Project for national unity" an orientation course is being planned in Palermo for 500

unemployed Sicilians and with particular focus on the various Piemont economic sectors involved and the market opportunities in Sicily. The Sicilians chosen for the course on account of their management abilities will later be trained by participating companies in Piemont.

The training course should enable the new managers to start new entrepreneurial activities in Sicily in which the Piemont companies will provide support in the form of financial and technological advice.

Source: ISFOL

## United Kingdom Continuing training as an investment

**The Institute of Employment Studies (IES) in a report "The Return on Investors" \* finds that the Investors in People (IIP) programme delivers genuine business benefits and improved training and skill levels.**

Over 40 % of employers in a survey of 1,804 employers considered that Investors in People is contributing to improved business performance whilst it found employers involved in IIP are reducing the extent of skill shortages.

IIP the IES considers is a successful, relatively low cost means of raising national skill levels and improving the way that people are managed in organisations.

\* The Return on Investors, Jim Hillage, J. Moralees, Institute for Employment Studies available from: BEBC, P.O.Box 1496, Parkstone, Poole UK-Dorset BH12 3YD, Price UK £35.00

Source: IPD

# Certification

## Spain New vocational certificates for 37 occupations

**On the proposal of the Ministry for Labour and Social Affairs (formerly the Ministry for Labour and Social Security) royal decrees have been issued which determine the vocational certificates for 37 occupations which encompass the following occupational groups: mining and raw materials, transport and communication, insurance and finances.**

There are now certificates which are binding for 61 occupations in 11 occupational groups and in the near future a further 81 certificates will be approved for 15 occupational groups. As planned in the national programme for training and further training, this will complete the directory of occupational certificates.

The social partners and the five autonomous regions which now bear responsibility for in-company and

further training were involved in formulating the certificates. They are official and are valid throughout the country.

The certificates testify to qualifications in occupations within the various occupational groups. They list the occupational skills of the workers in the specific occupation and the minimum requirements of training content which impart such skills. The vocational training offered by the

National Institute for Employment (INEM), the training offered by vocational schools and craft training centres, the apprenticeship contract and continuing training in the companies all lead to acquisition of this certificate. INEM has also set up a General Register listing all the training certificates issued.

Another important aim of the national programme for initial and further training is the formulation of

a catalogue of occupational descriptions by the Ministry for Education and Science (now the Ministry for Education and Culture). This catalogue is almost completed and contains some 135 descriptions divided into 22 occupational groups with 61 intermediate level and 74 high level courses. These descriptions are based on occupational knowledge and skills and are classified in modules. They were formulated by the Ministry of Education and Culture in close collaboration with the autonomous regions and with the cooperation of experts from the employment and education spheres. Contents will be monitored every five years and

adapted to the needs of the labour market. It was also agreed that the administrative bodies responsible for labour and education create a system for comparing and recognizing occupational modules from the state training system and the company training programmes

SOURCE: INEM

## Ireland Establishing a national certification framework

**The future role of TEASTAS - The Irish National Certification Authority is the subject of a recent publication *Considering future directions*\* which, it is hoped, will give rise to further consultation and discussion. The Authority has responsibility for the development and regulation of certification of all non-university third level education and all further and continuing education and training programmes from foundation to higher degree level (see CEDEFOP Info 1/96).**

The document contains a proposal that two sub-boards be established,

- a higher education sub-board to oversee certification in higher education institutions like the Regional Technical Colleges and the Dublin Institute of Technology as well as private colleges and
- a further education and training sub-board relating to the areas provided for at present by Vocational Education Committees, FAS-Training and Employment Authority, CERT-The National Tourism Training Agency and

TEAGASC-The Agriculture and Food Development Authority.

The document proposes the establishment of a number of national standards committees which will recommend to the Authority the definitions and standards required for all qualifications in a particular field, throughout all levels of the qualifications framework. While TEASTAS will be responsible for assuring the quality and standards of awards under the national qualifica-

tions framework, it may delegate authority for certain processes to providing institutions in general.

Reference is made to the International Standard of Classification of Education (ISCED) and the European Community 5 Level structure in drawing up proposals. It is proposed that the higher education sub-board be responsible for awards at levels IV and V, and the further education and training sub-board for awards at basic foundation and levels I, II and

III. Parity of esteem between academic and vocational qualifications, a stated objective of the European Union, can be achieved by relating qualifications to this framework level. "The national framework established should be simple to understand and should provide for the basic principles of coherence, access and progression..."

The need to reinforce the range of skills and knowledge required in a rapidly changing world and the tendency towards broad multi-skilling rather than single static competences means that standards of certification and qualifications should be set within broad qualification fields rather than narrow occupations.

Issues of access to training and progression come in for special mention. In this regard, credit-based learning modules, accreditation of prior learning, mutual recognition agreements at international level, mobility between the two sectors mentioned above, between TEASTAS and the university frameworks and between TEASTAS and European/international frameworks are recommended for further discussion.

Available from: TEASTAS, Marino Institute of Education, Griffith Avenue, IRL-Dublin 9, Tel.: 3531+837 6969, Fax: 3531+837 6301

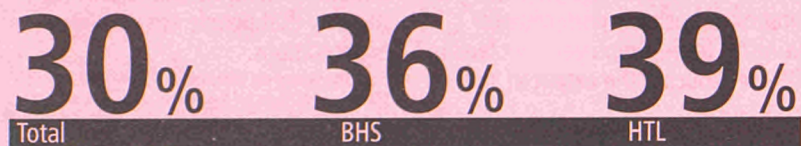
Source: FAS

# Statistics

Austria

## Higher technical and vocational schools (BHS): 36 % of beginners do not reach the last year of school

If the drop-out rate in upper secondary schools in Austria is analysed on the basis of official statistics on number of pupils, it is seen that overall 30% do not finish the upper level, while the average in upper secondary vocational training schools (Berufsbildende höhere Schulen/BHS) is 36%. Of the beginners in the Handelsakademie and HTL (Höhere Technische Lehranstalt) 39% do not reach the last year of school. Of the BHS (upper secondary vocational schools) school types, only teacher training schools for the social sector and for kindergartens remain below the drop-out level of general education upper secondary schools (AHS).



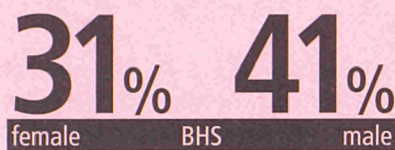
The customary assumption that dropping out in higher schools is one way of "circumventing the polytechnical training course" cannot be verified as the majority of pupils leave in the higher classes. Dropping out from school is a wasted investment of individual time and public funds and is a strain for both the pupil and the teacher. Trying out various educational paths is, to a certain extent, a constituent element of an open edu-

cation society, but what is problematic is an accumulation and excess of failures in the process of educational and occupational choice. In the long term, not only should counselling, information and guidance measures be improved at the beginning of the 5-year educational path (BHS), but in addition, the range of offers for decisions to be taken at the age of 15 will be broadened by preserving the intermediate vocational training paths

(technical school and apprenticeship) and extending the opportunities for further education (e.g. the occupational proficiency examination - Berufsreifepfung).

The problem also has a gender-specific aspect. While, in the upper secondary vocational schools (BHS) "only" 31% of the girls quit earlier, the figure is 41% in the case of young men.

Source: abfi/Austria, ibw-Mitteilungen 7/1996



United Kingdom

## Results of survey on employer provided training

According to a report "Employer-provided training in the UK 1993\*", prepared by IFF Research for the Department for Education and Employment (DfEE), 88 % of employers with 10 or more employees provided some form of training.

The new study was based on interviews with about 2,200 employers who employ 10 or more people and was conducted by the DfEE as part of the European wide survey on continuing vocational training being carried out by the European Commission and Eurostat.

Formally planned, on-the-job training was provided by 72 % of employers whilst about 70 % sent employees on training courses. Small employers with less than 50 employees were less likely to send their people on training.

The cost of training to employers in 1993 was UK £ 10.6 million (ca. ECU 14.3 million) of which UK £ 8 million was spent on training courses and UK £ 2.6 million on on-the-job-training. On average employers spent more than UK £ 500 (ca. ECU 680) per person on training, about 3 % of average salary.

\* available: IFF Research, 26, Whiskinstreet, UK-London EC1R 0BP, tel. 44-171+8376363, fax 44-171+9289823

Source: IPD



Photo: Manfred Vollmer

# Labour Market and Employment policy

Ireland

## Some success in training of the long-term unemployed

A review of the first year of operation of the Community Employment programme (CE) has been published recently\*. The programme which is the principal labour market initiative for the unemployed in Ireland is designed to provide job opportunities for the unemployed in voluntary and statutory agencies in the local community.

Since its inception in 1994, over 75,000 previously unemployed individuals have been employed in 3,000 local projects. The projects vary from 1 to 3 years duration. The main sectors of activity are the enhancement and provision of community-based services, the improvement of the infrastructure and environment of a locality, followed by work in schools,

sporting activities and in the arts/cultural sector. Employment sponsors were predominantly the voluntary sector 77 %, followed by local authorities 11 % and schools 11 %.

FAS-Training and Employment Authority administers the scheme. It receives applications from the sponsors of projects, who having obtained

trade union approval, receive financial support for the employment of participants, the purchase of materials, the employment of a supervisor and the provision of training for the participants.

The training component of the programme reflects the aims of CE to promote the participants' personal development and improve their future job prospects. It involves developing the participants' personal/employment and technical skills. "The provision of participant development is based upon the fundamental principles of adult education. It

involves dialogue with the individual participant and the provision of a tailor-made response to their unique development needs. A unique feature that has proven highly successful has been the provision of funds for participants to undertake courses of their own choice within their own time." The training component, reflecting the great diversity in the programme, is provided by a number of training organisations throughout the country. Examples of some areas of training are office skills, gardening, childcare, start your own business, arts development, interpersonal skills and literacy.

Despite the short lifetime of CE, preliminary results have been encouraging. Almost 30 % of participants went on to full-time employment and almost 20 % found part-time jobs. Of the remainder, 7.5 % became self-employed, 10 % entered full-time training or education and 33 % remained unemployed.

\* FAS: Community Employment review 1994-1995. Available from: FAS, 27-33 Upper Baggot Street, IRL-Dublin 4, Tel.:3531+668 57 77, Fax: +3531+668 26 91

Source: FAS



**Page 13 Key topics** Edith Cresson discusses key vocational training topics with the German authorities; **Page 14** The social partners at European level agree on the importance of lifelong learning; ETUC - UNICE - CEEP, Lifelong learning an essential element in the Confidence Pact for Employment; **Page 15** Conferences, Seminars, Exhibitions; CEDEFOP's documentary information network; **Page 16** Selected bibliography.

## Key topics

### Edith Cresson discusses key vocational training topics with the German authorities

**EU Commission seeking new ways to transnational recognition of certificates - BLK suggests European competition for initiatives against youth unemployment**

The German Commission of the Federal and Länder (State) governments for educational planning and research promotion (Bund-Länder Kommission/BLK) sees no chance for a "single European currency" for vocational certificates. Edith Cresson, the EU Commission member for education and research, has also expressed the opinion that such an extensive and complete recognition of certificates is not feasible at the moment. In December 1996, she met with BLK representatives and the German Minister of Education Jürgen Rüttgers in Bonn. The participants in this discussion presented their results at a press conference at the conclusion of their talks.

The talks were based on programme points proposed by the EU Commission and the BLK position paper of June 1996 (cf. CEDEFOP Info no. 2/96, page 5), in which German vocational training experts presented their shared expectations with regard to European vocational training cooperation. There were five key topics:

- promotion of cooperation between educational institutions
- vocational training measures to support disadvantaged groups
- possibilities and limitations of trans-national recognition of educational certificates
- mobility
- promotion of innovation in Europe.

The necessity of a practice-based dual training system stressed by the German side was not questioned by Madame Cresson. She underscored the EU Commission's strategy of offering all Member States an open orientation framework for cooperation in Europe.

From the German point of view, there are few chances of success for the EU concept "second chance schools" for young people unable to keep up with the traditional education system. Instead, the German participants suggested a European competition for model initiatives against youth unemployment. The "second chance school", said Madame Cresson,

should be adapted to local and regional conditions. She stressed that it could not be a universal panacea.

In her opinion, the Community would have to try out new methods for the recognition of certificates in Europe. At the moment, the European Commission was not concerned about a comprehensive regulation in this regard. The long-term objective, she said, was cross-border training courses, adding that there were still far too many organizational and administrative hurdles to be crossed. "We must push recognition forwards and agree on a number of profiles in order to do so", said Madame Cresson after the press conference. National systems will either play along, or go out ahead." The German Minister of Education Mr. Rüttgers stated that although uniform educational profiles were not possible for the EU, certificates with transparent qualifications certainly were. He was in favour of a transparent system with clear information about the content and the value of individual certificates.

Promoting mobility was considered an important factor by all participants. The biggest problems in this regard, they agreed, were in the area of long-term exchange of apprentices and for young unemployed. Edith Cresson referred to the European Commission's Green Paper on mobility, which lists the major obstacles and clarifies who is responsible for overcoming them. She also announced that concrete Commission proposals will be made to the responsible ministries of the various European governments in 1997.

The European Commission can count on the support of Germany in promoting innovation. New EU programmes, however, should be discussed and decided among representatives of the Member States at an early stage, as innovation cannot be centrally controlled. Madame Cresson stressed that promoting innovation would play a particularly crucial role in the preparation of the fifth research framework programme.

A report is available in German from the BLK office, Friedrich-Ebert-Allee 39, D-53113 Bonn, tel. + 49 228 5402-0, fax + 49 228 5402-150.

Source: CEDEFOP/SK

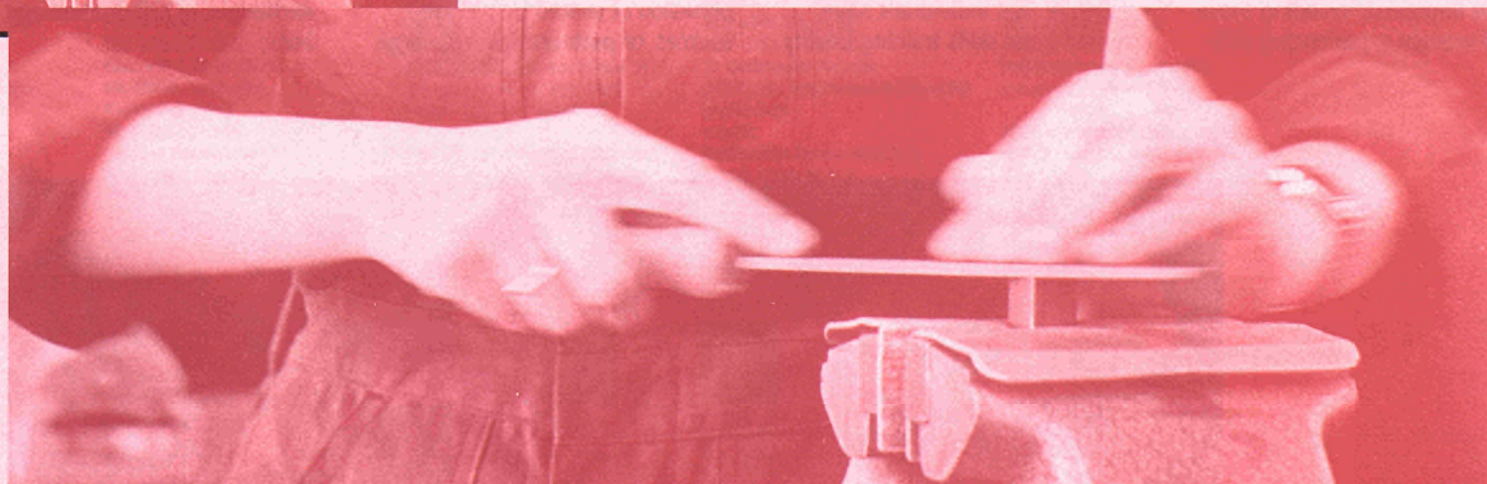


Photo: Manfred Volmer



## The social partners at European level agree on the importance of lifelong learning

**Within the social dialogue at European level, education and training are being given increasing priority.**

A number of common opinions demonstrate clearly a commitment to pursuing and extending the discus-

sions and common action in the fields of education and vocational training. In May 1996 with the support of the European Commission, a compendium entitled "Vocational training innovation and diversity in dialogue practices between social

partners", was published in English, German and French. It is intended to make this available via CEDEFOP's site on the Internet.

Most recently, in November, as part of their declaration, prior to the Dub-

lin summit, supporting the "Confidence Pact for Employment" proposed by the President of the European Commission, Jacques Santer, the European Trade Union Confederation (ETUC), the Union of Industrial and Employers' Confederations

of Europe (UNICE) and the European Centre of Enterprises with Public Participation (CEEP) agreed the following statement concerning lifelong learning:



## ETUC - UNICE - CEEP Lifelong learning an essential element in the Confidence Pact for Employment

Statement from ETUC, UNICE and CEEP (29 November 1996)

UNICE, CEEP and ETUC note that

- Human resource development is one of the key factors to achieve economic prosperity and social progress within the European Union (EU).

- The social partners share the opinion expressed by the Commission in its communication on "Action for employment in Europe, a confidence pact", which describes the labour market in the EU as "developing into a skills market".

- Socio-economic developments, the employment situation and the emergence of new technologies, especially information technologies, are causing profound changes in the labour market and society in general. These developments require the skills of the individual to be broadened. This in turn will require a change in attitudes towards lifelong learning. There are at present shortages of workers in certain skill categories.

- Moreover, access to vocational training throughout working life should be improved, including those men and women experiencing diffi-

culty in joining the labour market.

- These important training needs currently insufficiently satisfied, should give rise to initiatives by all the parties concerned, the public authorities and the social partners.
- The updating of skills will play an increasingly important role in improving the employment market situation and in the process contributing to the creation of new jobs, especially since the greater part of the workforce at the start of the next millennium is already present in the labour market today.
- Lifelong learning will become an increasingly vital part of the competitiveness of enterprises. The same will apply to workers in terms of geographical and professional mobility.
- Changes in work organisation on the one hand, and the growing scope for access to information and knowledge on the other hand, underscore the need to mobilise all players with a view to lifelong learning.

UNICE, CEEP and ETUC consider that in order to develop lifelong vocational training it will be necessary to:

- Ensure that individuals have acquired basic skills training (ability

to read and understand, write, calculate, communicate, work in teams, etc.), which will allow them to learn to learn, so that they can acquire new skills throughout their lives;

- Develop vocational guidance at school level (for training choices), at the time of transition into the world of work, and when joining or returning to the labour market;
- Encourage apprenticeships and sandwich training as the best way of acquiring the skills which will facilitate integration into the labour market;
- Pay particular attention to the training of teachers and instructors, especially through exchange programmes of practical training to familiarise them with the latest developments in the working world and new technologies;
- Provide short-duration training courses and make it possible to acquire supplementary qualifications in stages by establishing links and bridges between the various training pathways;
- Develop vocational training as a vehicle for equal opportunities for women and men;
- Organise specific training or retraining courses for certain target groups facing special problems of integration into the labour market (the long-term unemployed, less-qualified workers, etc.);
- Promote and support training efforts in enterprises, in particular in small and medium-sized enterprises (SMEs), and develop the scope for training in such companies, for example through tax incentives, the provision of shared training resources, or partnerships with large

companies or public authorities;

- Improve the procedures for the recognition, validation and transparency of qualifications, in order to facilitate vocational and geographical mobility;
- Take full advantage of new forms of work organisation in order to facilitate access to vocational training and the acquisition of new skills responding to the needs of workers and companies;
- Explore the ways in which an individual can identify his or her own potential in the light of his/her vocational background and skills, including those acquired outside the formal education and training system, in order to further promote his/her responsibility and hence develop a positive attitude to lifelong learning. This will mean:
  - improving cooperation between the social partners and the public authorities at the appropriate level;
  - identifying - in the context of the responsibilities of the social partners, including through social dialogue at the appropriate level - the methods and instruments facilitating access to lifelong learning.

UNICE, CEEP and ETUC recognise that the primary responsibility for the content, organisation and development of educational and vocational training systems rests with the Member States. However, it is important for the European Union to supply European added value in these fields by:

- disseminating, encouraging and supporting fruitful and effective exchanges of information and experience;

- facilitating geographic mobility within the European Union;
- supporting experimentation at transnational level with innovative projects;
- encouraging Member States to take account of the Community dimension when defining their education and training policies.

For their part, the social partners are committed to jointly encouraging and supporting at all appropriate levels:

- transnational experimental projects involving the social partners and aiming to facilitate access to lifelong learning,
- the dissemination and transfer of transnational, national and local good practices aiming at promoting lifelong learning, where these have been identified and in particular where they involve the social partners,
- the collection and the analysis of innovative practices involving the social partners in the fields of:
  - lifelong learning - initial and continuing vocational training,
  - vocational guidance for young people and adults,
  - qualifications (including anticipating and analysing needs), validation/certification and transparency of qualifications,
  - resources: financing, co-responsibility and co-investment.

In addition, on these themes, UNICE, CEEP and ETUC currently study the feasibility of a reference framework allowing them to concert their views and develop their cooperation and partnership within the social dialogue.



# CONFERENCES – SEMINARS – EXHIBITIONS

9 - 11 April 1997  
**St. Charles, Illinois/USA**  
 Arthur Andersen's Global Conference:  
 "Learning for the 21st Century Information:  
 Arthur Andersen & Co. SC  
 Center for Professional Education  
 1405 North Fifth Avenue  
 St. Charles  
 Illinois 60174  
 Ms Nancy Albertson  
 Tel.: +630-444-4987  
 Fax: +630-444-4975

2 - 3 May 1997  
**Singapore**  
 The Asia Workshop  
 International Workshop for Educational Advisors, Referral and Travel Agents  
 Information:  
 ICEF - International Conferences, Exhibitions & Fairs  
 Am Hofgarten 18  
 D-53113 Bonn  
 Tel.: 49-228+20 11 90  
 Fax: 49-228+21 19 44  
 E-mail: ice@pm.bn.eunet.de

25 - 28 May 1997  
**Le Havre/F**  
 International Port Training Conference 1997  
 Globalization and Human Resource Development in the Transport Industry  
 Information:  
 Stichting Scheepvaart- en Transportonderwijs  
 De Bazelstraat 6  
 NL-3067 EA Rotterdam  
 Tel.: 31-10+420 49 48  
 Fax: 31-10+22 00 318

29 - 30 May 1997  
**Thessaloniki**  
 L'éducation interculturelle pour la cohésion sociale  
 Information:  
 Committee of the Regions  
 Commission 6 - Education - Training  
 rue Belliard 79  
 B-1040 Bruxelles  
 Tel.: (32 2) 282 21 85-93  
 Fax: (32 2) 282 20 71

2 - 6 June 1997  
**Pennsylvania, USA**  
 18th ICDE World Conference  
 The New Learning Environment - A global perspective  
 Information about programme contents: Anne Stevens  
 The Pennsylvania State University  
 Mitchell Building  
 University Park PA 16802-3190  
 Tel.: 814-865-2143  
 Fax: 814-865-3290  
 E-mail: abs4@cde.psu.edu  
 Information about registration, accommodation and special needs: Janet Patterson, Senior Conference Planner  
 The Pennsylvania State University  
 225 Penn State Conference Center Hotel  
 University Park PA 16802-7002  
 Tel.: 814-863-5127  
 Fax: 814-863-5190  
 E-mail: ICDE97@cde.psu.edu  
 Up-date information:  
<http://www.cde.psu.edu/ICDE/>

5 - 8 June 1997  
**Augsburg/D**  
 BiCom 97  
 "fit for future"  
 Ausstellung & Forum für Aus- und Weiterbildung in Beruf, Schule & Studium  
 Information:  
 AFAG Messen und Ausstellungen GmbH  
 Projektleitung BICOM '97  
 Messezentrum  
 D-86159 Augsburg  
 Tel.: 49-0821+25 76 90  
 Fax: 49-0821+257 69 85

23 - 25 June 1997  
**Budapest**  
 European Distance Education Network 1997 Conference  
 Open and Distance Learning in the '90s: Achievements and Perspectives  
 Technical University of Budapest  
 Information: EDEN  
 European Distance Education Network  
 P.O. BOX 92  
 Milton Keynes MK7 6DX - UK  
 Fax: (+44 171) 631-6683 or 6688  
 E-mail:  
[p.armstrong@cems.bbk.ac.uk](mailto:p.armstrong@cems.bbk.ac.uk)

14 - 18 July 1997  
**Hamburg/D**  
 CONFITEA '97  
 Fifth International Conference on Adult Education  
 Adult learning: a key for the twenty-first century  
 Information:  
 UNESCO Institute for Education  
 Feldbrunnenstraße 58  
 D-20148 Hamburg  
 Tél: 49-40+44 80 41-0  
 Fax: 49-40+410 77 23  
 E-mail: uie@unesco.org  
<http://www.education.unesco.org/educnews/confitea>  
 or  
 UNESCO  
 ED/BAS/LIT  
 7, place de Fontenoy  
 75352 Paris 07-SP  
 France  
 Tel. 33-1+45 68 11 39  
 Fax: 33-1+40 65 94 05  
 E-mail: e.taylor@unesco.org

8 - 10 September 1997  
**Cracow/Poland**  
 SEFI Annual Conference 97  
 Humanities & Arts in a balanced engineering education  
 SEFI European Society for Engineering Education  
 SEFI97 Conference  
 Foreign Relations Department  
 University of Mining and Metallurgy  
 Mickiewicz Ave. 30  
 PL-30-059 Kraków  
 Tél: 4812+ 173302  
 Fax: 4812+ 173303  
 E-mail: sefi97@uci.agh.edu.pl

23 - 24 September 1997  
**Nuremberg/D**  
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 Information:  
 Lehrstuhl für Pädagogik, insb. Wirtschaftspädagogik  
 Prof. Dr. Dieter Euler  
 Universität Erlangen-Nürnberg  
 Lange Gasse 20  
 D-90403 Nürnberg  
 Tel. 49-911+5302-322  
 Fax 49-911+5302-354  
 E-mail: wswp00@wsrz.wiso.uni-erlangen.de  
<http://www.wiso.uni-erlangen.de/WiSo/BWI/WIPd/>

8 - 10 October 1997  
**Leipzig/D**  
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 Information:  
 Projekt EUROPEN (European practice enterprise network)  
 Berufsförderungszentrum Essen e.V.  
 Postfach 120008  
 D-45311 Essen  
 Tél: (49201) 3204-450/449  
 Fax: (49201) 3204451

## SOURCES

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 Fax.: +30.31.490 174  
 Web Site: <http://www.cedefop.gr>  
 e-mail: doc@cedefop.gr

**CEDEFOP Bruxelles**  
 20, avenue d'Auderghem  
 P. O. Box 327  
 B - 1040 Brussels  
 Tel.: +32.2.230 19 78  
 Fax.: +32.2.230 58 24  
 e-mail: jma@cedefop.be  
 cm@cedefop.be  
 mz@cedefop.be

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**CIDOC** (Centre intercommunautaire de documentation pour la formation professionnelle)  
 Bd. Tirou 104  
 B-6000 Charleroi  
 Tel.: +32.71.20 61 74 (secrétaire)  
 +32.71.20 61 68  
 +32.71.20 61 73  
 Fax.: +32.71.20 61 98  
 Mr. Jean-Pierre Grandjean  
 WWW Site: <http://www.forem.be>  
 e-mail:  
[jeanpierre.grandjean@forem.be](mailto:jeanpierre.grandjean@forem.be)  
[sigrid.dieu@forem.be](mailto:sigrid.dieu@forem.be)

**VDAB** (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding)  
**ICODOC** (Intercommunautaire documentatie-centrum voor beroepsopleiding)  
 Keizerlaan 11  
 B-1000 BRUSSELS  
 Tel.: +32.2.506 04 58-459  
 Fax.: +32.2.506 04 28  
 Mr. Philip de Smet  
 Mr. Reinald van Weyd  
 WWW Site: <http://www.vdab.be>  
 e-mail: vdab@vdab.be  
 e-mail: pdsmet@vdab.be

**DEL** (The National Institute for Educational Training of Vocational Teachers-Danmarks Erhvervs-paedagogiske Laereruddannelse)  
 Rigsgade 13  
 DK-1316 København K  
 Tel.: +45.33.14 41 14 ext. 317/301  
 Fax.: +45.33.14 19 15/14 42 14  
 Mr. Søren Nielsen (Project manager)  
 Ms. Merete Heins (Librarian)  
 e-mail: dellib@mail.delud.dk

**BIBB** (Bundesinstitut für Berufsbildung)  
 Referat K4  
 Fehrbelliner Platz 3  
 D-10702 Berlin  
 Tel.: +49.30.8643-2230  
 Fax.: +49.30.8643-2607  
 Mr. Bernd Christopher  
 WWW Site: <http://www.bibb.de>  
 e-mail: christopher@bibb.de  
 Ms. Simone Flemming  
 e-mail: flemming@bibb.de

**OEEK** (Organization for Vocational Education and Training)  
 1, Ilioupoleos Street  
 17236 Ymittos  
 GR-Athens  
 Tel.: +30.1.92.50 593  
 Fax.: +30.1.92.54 484  
 Ms. Alexandra Sideri (Librarian)

**INEM** (Instituto Nacional de Empleo) Ministerio de Trabajo y Seguridad Social  
 Condesa de Venadito, 9  
 E-28027 Madrid  
 Tel.: +34.1.585 95 82/585 95 80  
 Fax.: +34.1.377 58 81/377 58 87  
 Mr. Juan Cano Capdevila  
 (Deputy Director)  
 Ms. Maria Luz de las Cuevas  
 (Info/Doc)  
 WWW Site: <http://www.inem.es>

**Centre INFFO** (Centre pour le développement de l'information sur la formation permanente)  
 Tour Europe Cedex 07  
 F-92049 Paris la Défense  
 Tel.: +33.1.41 25 22 22  
 Fax.: +33.1.47 73 74 20  
 Mr. Patrick Kessel (Director)  
 Ms. Christine Merlié  
 (Documentation department)  
 Ms. Danielle Joulieu  
 (Head of Documentation)  
 Ms. Geneviève Bastian  
 e-mail: cinffo1@easynet.fr

**FAS** (The Training and Employment Authority)  
 P.O. Box 456  
 27-33, Upper Baggot Street  
 IRL-Dublin 4  
 Tel.: +353.1.668 57 77  
 Fax.: +353.1.668 26 91/ 660 00 27  
 Mr. Roger Fox (Director)  
 Ms. Margaret Carey (Head of Service)  
 WWW Site: <http://www.fasdn.com>  
 e-mail: careym@iol.ie  
 e-mail: fastlde@iol.ie

**ISFOL** (Istituto per lo sviluppo della formazione professionale dei lavoratori)  
 Via Morgagni 33  
 I-00161 Roma  
 Tel.: +39.6.44 59 01  
 Fax.: +39.6.44 25 16 09  
 Mr. Alfredo Tamborlini  
 (General director)  
 Mr. Colombo Conti  
 (Head of Documentation)  
 Mr. Luciano Libertini  
 WWW Site: <http://seva.iol.it/isfol/>  
 e-mail: isfol.doc@iol.it (Library)  
 e-mail: isfol.stampa@iol.it (Press Office)

**Chambre des métiers du Grand-Duché de Luxembourg**  
 2, Circuit de la Foire internationale  
 B.P. 1604 (Kirchberg)  
 L-1016 Luxembourg  
 Tel.: +352.42 67 671  
 Fax.: +352.42 67 87  
 Mr. Ted Mathgen  
 e-mail: danielmenster@batel.lu

**CINOP** (Center for Innovation of Education and Training)  
 Pettelaarpark 1  
 Postbus 1585  
 NL-5200 BP's-Hertogenbosch  
 Tel.: +31.73.680 08 00  
 Tel.: +31.73.680 08 65  
 Fax.: +3173 612 34 25  
 Ms. Gerry Spronk  
 Ms. Miriam Prince (Librarian)  
 WWW Site: <http://www.cinop.nl>  
 e-mail: GSpronk@cinop.nl

**abf-Austria** (Arbeitsgemeinschaft Berufsbildungsforschung)  
 Rainergasse 38  
 A-1050 Wien  
 Tel.: +43.1.545 16 71-26  
 Fax.: +43.1.545 16 71-22  
 Ms. Monika Elsik  
 WWW Site: <http://www2.telecom.at/ibw/ail:info@ibw.telecom.at>  
 e-mail: bacher@ibe.co.at (Marion Bacher - IBE)

**CICT** (Centro de Informação Científica e Técnica)  
 Praça de Londres, 2 - 2º Andar  
 P-1091 Lisboa Codex  
 Tel.: +351.1.849 66 28  
 Fax.: +351.1.840 61 71  
 Ms. Odete Lopes dos Santos  
 (Director)  
 Ms. Fátima Hora  
 (Documentation Department)  
 WWW Site: <http://www.telepac.pt/min-qemp/qemp/cict/cict.html>  
 e-mail: cict@mail.telepac.pt

**NBE** (National Board of Education)  
 Utbildningsstyrelsen/Opetushallitus  
 Hakaniemenkatu 2 Ms.  
 FI-00530 Helsinki  
 Tel.: +358.9.77 47 78 19 (L. Walls)  
 +358.9.77 47 72 43 (A. Mannila)  
 Fax.: +358.9.77 47 78 65  
 Ms. Leena Walls  
 Ms. Arja Mannila  
 WWW Site: <http://www.oph.fi>  
 e-mail: Arja.Mannila@oph.fi  
 e-mail: Raila.Paavilainen@oph.fi

**SEP** (The Swedish EU Programme Office for Education, Training and Competence Development)  
 Box 7785  
 S-10396 Stockholm  
 Tel.: +46.8.453 72 00  
 Fax.: +46.8.453 72 01  
 Mr. Torsten Thunberg  
 WWW Site: <http://www.eupro.se>  
 e-mail: torsten.thunberg@eupro.se  
 WWW Site: <http://www.niwl.se>  
 e-mail: Peter.Lindgren@niwl.se (Arbetslivsinstitutet)

**IPD** (Institute of Personnel and Development)  
 IPD House  
 35 Camp Road  
 UK-London SW19 4UX  
 Tel.: +44.181.971 90 00 (Doug Gummery)  
 Fax.: +44.181.263 33 33  
 Mr. Doug Gummery  
 Ms. Barbara Salmon  
 (Librarian)  
 WWW Site: <http://www.ipd.co.uk>  
 e-mail: g.doug@hp.ipd.co.uk

**Research Liaison Office**  
 University of Iceland  
 Technology Court  
 Dunhaga 5  
 Iceland-107 Reykjavik  
 Tel.: +354.525 49 00  
 Fax.: +354.525 49 05  
 Dr. Gudmundur Arnason  
 WWW Site: <http://www.rthj.hi.is/rthj/english.htm>  
 e-mail:  
[Gudmundur.Arnason@rhi.hi.is](mailto:Gudmundur.Arnason@rhi.hi.is)  
[rthj@rthj.hi.is](mailto:rthj@rthj.hi.is)

**NCU Leonardo Norge**  
 P.O. Box 2608 St. Hanshaugen  
 N-0131 Oslo  
 Tel.: +472.2.86 50 00  
 Fax.: +472.2.20 18 02  
 Mr. Halldan Farstad  
 Rolf Kristiansen (Director)  
 WWW Site: <http://www.teknologisk.no/leonardo/index.eng>  
 e-mail: Krir@teknologisk.no  
 e-mail: farh@ti.teknologisk.no

**Associated Organizations**  
**European Commission**  
 Directorate-General XXII/B/4  
 (Education, Training, Youth)  
 B 7, 04/67  
 Rue de la Loi, 200  
 B-1049 Brussels  
 Tel.: +32.2.296 24 21  
 Fax.: +32.2.295 57 23  
 WWW Site: <http://europa.eu.int/en/comm/dg22/dg22.html>

**EURYDICE** (The Education Information network in Europe, Le réseau d'information sur l'éducation en Europe)  
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 B-1050 Brussels  
 Tel.: +32.2.238 30 11  
 Fax.: +32.2.230 65 62  
 Ms. Luce Pepin (Director)  
 WWW Site: <http://europa.eu.int/en/comm/dg22/euryen.html>  
 e-mail:  
[EURYDICE.UEE@infoboard.be](mailto:EURYDICE.UEE@infoboard.be)

**ETF** (European Training Foundation)  
 Villa Gualino  
 Viale Settimio Severo 65  
 I-10133 Torino  
 Tel.: +39.11.630 22 22  
 Fax.: +39.11.630 22 00  
 Ms. Catherine Cieccko  
 (Information Officer)  
 WWW Site: <http://www.etf.it>  
 e-mail: info@etf.it

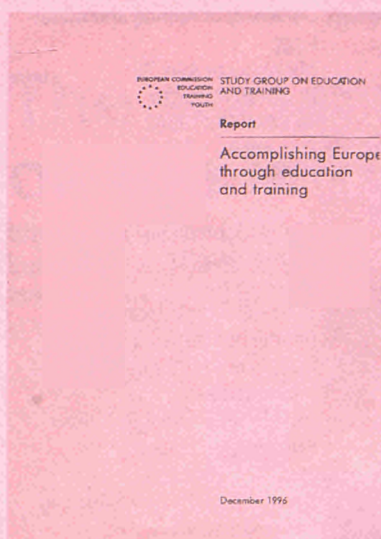
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**BIT** (Bureau International du Travail)  
 4, route des Morillons  
 CH-1211 Genève 22  
 Tel.: +41.22.799 69 55  
 Fax.: +41.22.799 76 50  
 Ms. Jaleh Berset  
 (Training Policy Branch)  
 WWW Site: <http://www.ilo.org>

**Centre international de formation de l'OIT**  
 125, Corso Unità d'Italia  
 I-10127 Torino  
 Tel.: +39.11.693 65 10  
 Fax.: +39.11.663 42 66  
 Ms. Krouch (Documentation)  
 WWW Site: <http://www.ilo.org>  
 e-mail: krouch@itcilo.it

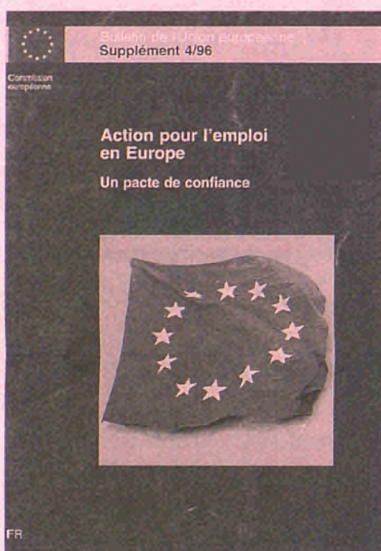
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 Avenida Uruguay 1238  
 Casilla de correo 1761  
 Uruguay - 11000 Montevideo  
 Tel.: +598.2.920557-920063-986023  
 Fax.: +598.2921305  
 Mr. Pedro Daniel Weinberg (Director)  
 Ms. Martha Piaggio (Head of Documentation)  
 e-mail: cinterfor@attmail.com

**Department for Education and Employment**  
 Moorfoot  
 UK-Sheffield S1 4PQ  
 Tel.: +44.114.275 32 75  
 Fax.: +44.114.275 83 16  
 Ms. Julia Reid (Librarian)  
 WWW Site: <http://www.open.gov.uk/index/.../dfee/dfeehome.htm>

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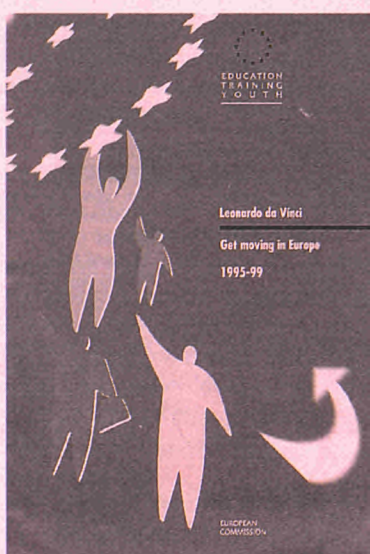
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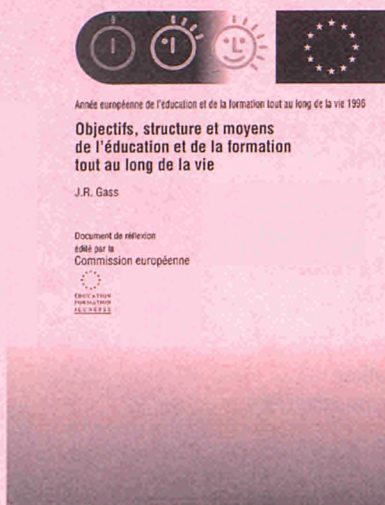
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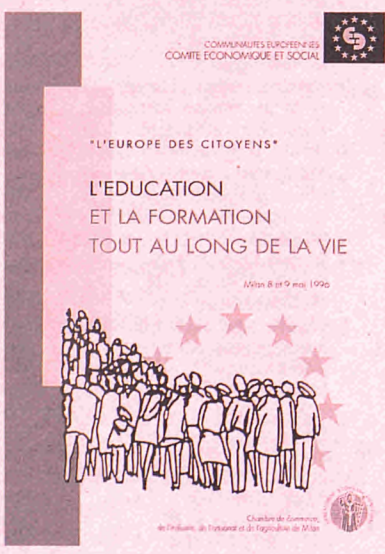
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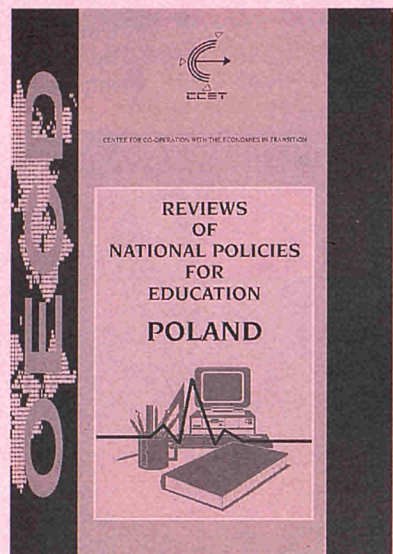
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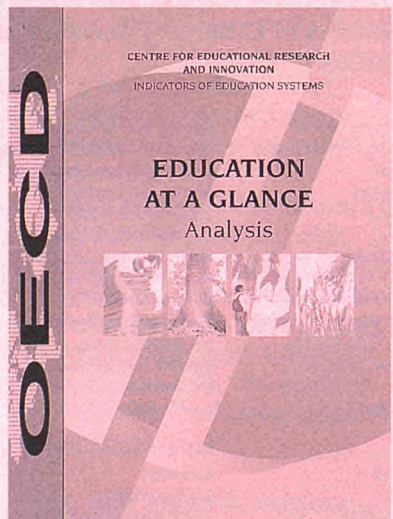


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EN, FR  
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Fax: 33-1-49 10 42 99

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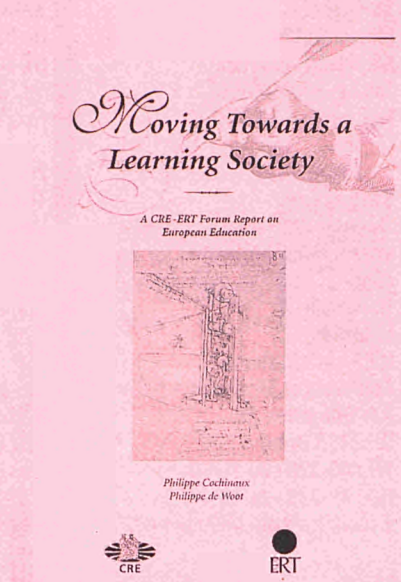


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OECD, 2, rue André Pascal, F-75775 Paris cedex 16  
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1001 Connecticut Avenue N.W. Suite 301, Washington D.C. 20036-5541





## Exchange/placement opportunities for young people

Readers will be aware that in 1996 the European Commission published a Green Paper, "Education training - research: the obstacles to transnational mobility"<sup>1</sup>. This paper underlines student's "lack of information" prior to going abroad, including lack of knowledge of training opportunities, as being one of the "practical obstacles" to mobility. One could add to this the more acute problem that many young people, and in particular young trainees and apprentices, are still unaware that opportunities are available which make it possible for them to experience part of their training in another Member State, while others, though conscious of the openings, do not know where to address themselves in order to apply.

<sup>1</sup> Available from: European Commission, Luxembourg, EUR-OP, 1996, 56p. (Document COM(96)462 final). ISBN92-78-09739-X, en. Catalogue No. CB-CO-96-491-EN-C

CEDEFOP has been asked by the Directorate General for Education Training and Youth of the European Commission to contribute to the establishment of an information mechanism on all exchange/placement opportunities for young people. As part of its 1997 Work Programme, CEDEFOP will explore what the structure and information needs of such a mechanism might be. It is in the spirit of launching this initiative, and in reaction to the Green Paper's line of action no. 9 which calls for "improving the information available", that the list of contact addresses below has been compiled.

European Union programmes are by far the greatest providers of training mobility opportunities, and therefore form the core of this list. The central contact points for the main EU initiatives and programmes are included in section I, as well as some multi and bilateral initiatives initiated by the Member States, e.g. SESAM. Section II gives details of the national contact points for four programmes in this domain: Leonardo da Vinci, Socrates, Youth for Europe and Eures. However, some countries have long established public and private bodies which help their young citizens find training placements and exchanges abroad, and a selection of these is also to be found in Section II. It is worth noting the tendency in some countries to create one or two centralised national agencies with a specific mandate to provide this type of service to young people, e.g. Denmark and Finland. In contrast, Austria has a well established network of regional offices providing a similar service.

Martina Ni Cheallaigh  
Head of Library and Documentation

### SECTION I European programmes:

#### co-ordination at European level:

**Leonardo da Vinci**  
Technical Assistance Office  
Av. De l'astronomie 9  
B- 1030 Bruxelles  
Tel: 32.2.227 01 00  
Fax: 32.2.227 01 01

**SOCRATES/ Youth for Europe III**  
Technical Assistance Office  
70 rue Montoyer  
B-1000 Bruxelles  
Tel: 322 233 01 11  
Fax: 32.2.233 01 50  
<http://www.fys.ruu.nl/~esn/>

**EUROPS, the European Office for Programme Support**, assists the European Commission in the Implementation of the Community Initiative YOUTHSTART (also ADAPT and EMPLOYMENT)  
2/3 Place du Luxembourg  
B - 1050 Bruxelles  
Tel: 32.2.511 15 10  
Fax: 32.2.511 19 60  
E-mail: [info@europs.be](mailto:info@europs.be)

**EURES**  
European Employment Services  
European Commission - Directorate General V  
EURES Unit  
200 rue de la Loi  
B - 1049 Bruxelles  
Tel: 32.2. 295 50 90  
Fax: 32.2.295 05 08  
<http://europa.eu.int/en/comm/dg05/eures/eures.htm>

**TMR**  
Training and mobility of researchers  
Promotion de la formation et de la mobilité des chercheurs  
Direction générale XII G3, (SDME 3/46)  
M. Alves-Pereira  
200 rue de la Loi  
B - 1049 Bruxelles  
Tel: 32.2.296 33 03  
Fax: 32.2.296 21 36

**Technical Assistance Office: STICS**  
Rue des Drapiers, 35  
B - 1050 BRUXELLES  
Contact: Ms Cl. Fitzsimons  
Tel: 32-2 512.48.07  
Fax: 32-2 513.72.87

#### Multilateral Initiatives:

**EURODESK Brussels Link**  
Scotland Europa Centre,  
Square de Meeus, 35,  
B-1000 Brussels  
Tel: 32 2 512 61 55  
Fax: 32 2 512 63 77  
E-mail: [brusselslink.eurodesk@pophost.eunet.be](mailto:brusselslink.eurodesk@pophost.eunet.be)

**EUROPEN**  
Europen practice enterprise network  
Berufsförderungszentrum  
Essen e.V.  
Postfach 120008  
D - 45311 Essen  
Tel: 49.201.320 44 50/44 49  
Fax: 49.201.320 44 51

**REFORME**  
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Eleanor Rooseveltlaan, 29  
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NL - 2700KG Zoetermeer  
Tel: 31.79.368 58 48  
Fax: 31.79.362 00 26

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Stages Européens en Alternance dans les Métiers  
6, rue de Braque  
F - 75003 Paris  
Tel: 33.1.44 54 36 36  
Fax: 33.1.44 54 36 39

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Headquarter:  
School of Engineering and Architecture, LAU  
P.O.Box 13-5053  
Beirut  
LEBANON  
or  
[christian.jordan@ic-vienna.iaeste.or.at](mailto:christian.jordan@ic-vienna.iaeste.or.at)

# SECTION II

## BELGIUM

**Leonardo da Vinci**  
Direction générale de la formation du Ministère de la Communauté française  
WTC Tour 1 - 14<sup>e</sup> étage  
boulevard Emile Jacqmain  
162, bte 16  
B - 1000 Bruxelles  
Tel: 32.2.207 75 16  
Fax: 32.2.203 03 45  
Contact: M. Denis Grand

**Vlaams Leonardo da Vinci Agentschap**  
Bischoffsheimlaan 27, bus 3  
B - 1000 Bruxelles  
Tel: 32.2.219 65 00  
Fax: 32.2.219 12 02  
Contact: Ms Trudi Clooten

**SOCRATES**  
Ministère de l'Éducation, de la Recherche et de la Formation  
Pl. Surlat de Chokier 15-17  
B - 1000 Bruxelles  
Tel: 32.2.221 89 38  
Fax: 32.2.221 89 23

**Vlaams SOCRATES - Agentschap**  
Ministerie van de Vlaamse Gemeenschap  
Departement Onderwijs  
RAC-Arcadengebouw  
lok.3099  
B-1010 Bruxelles  
Tel: 32.2.210 63 42  
Fax: 32.2.210 53 52  
Contact:  
Ms Renilde Reynders

**Youth for Europe III**  
Agence pour la promotion des activités internationales de jeunesse de la Communauté française\*  
Boulevard Adolphe Max 13-17  
B - 1000 Bruxelles  
Tel: 32.2.219 09 06  
Fax: 32.2.218 81 08  
Contact:  
M. Jean-Michel Heuskin

**Youth for Europe III**  
Jongeren Internationaal v.z.w. (JINT)\*  
Waterkrachtstraat 36  
B - 1040 Brussel  
Tel: 32 2 230.95.70  
Fax: 32 2 230.18.75  
Contact: Mr Koen Lambert

**Leonardo da Vinci, SOCRATES, and Youth for Europe III**  
Agentur für Europäische Programme des Ministeriums, der Deutschsprachigen Gemeinschaft\*  
Gasperstrasse 1-5  
B - 4700 Eupen  
Tel: 32.87.74 45 39  
Fax: 32.87.55 67 75  
Contact: M. Edgar Hungs

**EURES**  
Office communautaire et régional de la formation professionnelle et de l'emploi (FOREM)  
Bld Tirou 104  
6000 Charleroi  
Tel: 32.71. 20 65 30  
Fax: 32.71. 20 65 95  
Contact: M. Yves Mortier

Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (VDAB)  
Keizerslaan 11  
B - 1000 Bruxelles  
Tel: 32.2.506 15 11  
Fax: 32.2.512 24 74  
Contact:  
Mme Yvette Sterkendries

Office Régional Bruxellois de l'Emploi (ORBEM)  
Bld Anspach 65  
B - 1000 Bruxelles  
Tel: 32.2.505 16 59  
Fax: 32.2.513 16 26  
Contact:  
Mme Vivian Van Wetter

## DENMARK

**Leonardo da Vinci - SOCRATES**  
Arbejdsmarkedets Center for Internationale Uddannelsesaktiviteter (ACIU)  
Hesseløgade 16  
2100 København K  
Tel: 45.39.27 19 22  
Fax: 45.39.27 22 17

**Youth for Europe III**  
Information center for exchange (ICU)\*  
3 Vandkunsten  
DK- 1467 Copenhagen K  
Tel: 45.33.14 20 60  
Fax: 45.33. 14 36 40  
Contact: Mr. Lars Høgh Hansen

**EURES\*\*:**  
Arbejdsmarkedsstyrelsen  
Blegdamsvej 56  
DK - 2100 København  
Tel: 45.35 28 85 50  
Fax: 45.33 14 71 76  
National Level:

CEPU (covers the commercial and clerical trades)  
Gothersgade 103.3  
DK - 1123 København K  
Tel: 45.33.91 93 03  
Fax: 45.33.91 33 70

PIU Secretariat (covers the technical trades)  
Grundtvigs Allé 88  
DK - 6400 Sønderborg  
Tel: 45.74.12 44 62  
Fax: 45.74.12 42 04

## GERMANY

**Leonardo da Vinci**  
Bundesinstitut für Berufsbildung (BIBB)  
Herrn B. Paulsen  
Fehrbelliner Platz 3  
D-10707 BERLIN  
Tel: 49.30.86 43 23 35  
Fax: 49.30.86 43 26 37  
http://www.bibb.de

**SOCRATES**  
Deutscher Akademischer Austauschdienst (DAAD)  
Arbeitsstelle EU  
Kennedyallee 50  
D-53175 Bonn  
Tel: 49.228.88.22.77/  
88.23.27  
Fax: 49.228.88.24.44  
E-mail:  
arbeitsstelle.eu@daad.de  
DAAD WWW Home Page

**Youth for Europe III**  
IJAB e.V.\*  
20 Hochkreuzallee  
D-53175 Bonn  
Tel: 49.228.950 62 14  
Fax: 49.228.950 62 22

**EURES**  
Central Co-ordinating Unit:  
Bundesanstalt für Arbeit (BA)  
Regensburger Str 104  
D - 90327 Nürnberg  
Tel: 49.911.179 21 0  
Fax: 49.911.179 21 23  
http://www.arbeitsamt.de

**Public Employment Services with special responsibility for:**

Belgium:  
Arbeitsamt Aachen  
Roermonder Str. 51  
D - 52072 Aachen  
Tel: 49.241 897-0  
Fax: 49.241 897 158 9

Denmark:  
Arbeitsamt Flensburg  
Waldstr. 2  
D- 24939 Flensburg  
Tel: 49.461.819-0  
Fax: 49.461.819 345

Greece:  
Arbeitsamt Nürnberg  
Richard-Wagner-Platz 5  
D - 90443 Nürnberg  
Tel: 49.911.242-0  
Fax: 49.911.242 29 99

Spain:  
Arbeitsamt Frankfurt/M  
Fischerfeldstr.10-12 u. 13  
D-60311 Frankfurt/Main  
Tel: 49.69.21 71-0  
Fax: 49.69.21 71-24 30

France:  
Arbeitsamt Rastatt  
Karlstr. 18  
D - 76437 Rastatt  
Tel: 49.722.293 00  
Fax: 49.722.293 02 95

United Kingdom & Ireland:  
Arbeitsamt Bremen  
Doventorsteinweg 48-52  
D - 28195 Bremen  
Tel: 49.421.178-0  
Fax: 49.421 178 245 0

Italy:  
Arbeitsamt München  
Kapuzinerstr. 26  
D - 80337 München  
Tel: 49.89.515 4-0  
Fax: 49.89.515 466 69

Luxembourg:  
Arbeitsamt Trier  
Schönbornstr. 1  
D - 54295 Trier  
Tel: 49.651.205-0  
Fax: 49.651.205 60

The Netherlands:  
Arbeitsamt Rheine  
Dutmer Str. 5  
D - 48431 Rheine  
Tel: 49.59.719 30-0  
Fax: 49.59.719 309 00

Austria:  
Arbeitsamt Rosenheim  
Wittelsbacher Str. 57  
D - 83022 Rosenheim  
Tel: 49.8031.202-0  
Fax: 49.8031.202 400

Norway/Iceland:  
Arbeitsamt Stade  
Wiesenstr. 10  
D-21680 Stade  
Tel: 49.41.41 6260  
Fax: 49.41.41 626 391

Portugal:  
Arbeitsamt Hamburg  
Kurt-Schumacher-Allee 16  
D - 20097 Hamburg  
Tel: 49.40.248 5-0  
Fax: 49.40.248 525 03

Finland:  
Europäisches  
Berufsberatungszentrum  
Arbeitsamt Lübeck  
Hans-Böckler-Str.1  
D-23560 Lübeck  
Tel: 49.451 588427 - 291  
Fax: 49.451 588604 -500

Sweden:  
Europäisches  
Berufsberatungszentrum  
Arbeitsamt Kiel  
Adolph-Westphal-Str. 2  
D-24143 Kiel  
Tel: 49.431.7091204  
Fax: 49.431.7091291

Switzerland & Liechtenstein:  
Arbeitsamt Lörrach  
Brombacher Str. 2  
D - 79539 Lörrach  
Tel: 49.7621.178-0  
Fax: 49.7621 178 32 4

**National Level:**  
Deutscher Industrie- und Handelstag (DIHT)  
Adenauerallee 148  
D - 53175 Bonn  
Tel: 49.228.104-0  
Fax: 49.228.104 15 8  
(serves all Chambers of Industry and Commerce)

Zentralverband des Deutschen Handwerks (ZDH)  
Johanniterstr. 1  
D - 53175 Bonn  
Tel: 49.228.545-0  
Fax: 49.228.545 20 5  
(für alle Organisationen des Handwerks)

Deutscher Handwerkskammertag (DHKT)  
Johanniterstr. 1  
D - 53175 Bonn  
Tel: 49.228.545-0  
(serves all Chambers of Handicrafts)

**Institutions organising exchanges:**

Zentralstelle für Arbeitsvermittlung (ZAV)  
Auslandsabteilung  
Feuerbachstr. 42-46  
D - 60325 Frankfurt/Main  
Tel: 49.69.711 1-0  
Fax: 49.69.711 155 5

Carl Duisberg Gesellschaft (CDG)  
Hohenstaufenring 30-32  
D - 50674 Cologne  
Tel: 49.221.209 8-0  
Fax: 49.221.209 811 1

Carl Duisberg Centren  
Hansaring 49-51  
D - 50670 Cologne  
Tel: 49.221.162 6-0  
Fax: 49.221.162 622 2

Deutscher Akademischer Auslandsdienst (DAAD)  
Kennedyallee 50  
D - 53175 Bonn  
Tel: 49.228.882-0  
Fax: 49.228.882 444

Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)  
Pädagogischer Austauschdienst (PAD)  
Nassestraße 8  
D - 53113 Bonn  
Tel: 49.228.501 483  
Fax: 49.228.26 11 95

## GREECE

**Leonardo da Vinci**  
National Labour Institute (EIE)  
Patission 89  
GR - 10434 Athens  
Tel: 30.1.228 51 33  
Contact: Ms. Pitsioli

**SOCRATES**  
Department for European Programmes (IKY)  
Lysikratous 14  
GR - 10558 Athens  
Tel: 30.1.325 43 85  
Contact: Ms Maria Doxanaki

**Youth for Europe III**  
General Secretariat for Youth  
417 Acharon Street  
GR - Athens 11 1 43  
Contact:  
Ms Choula TOURALI  
Tel: 30 1 253.13.49  
Fax: 30 1 253.14.20

**EURES**  
Organization for the Employment of the Workforce (OAED)  
Mme Maroula Monoygiou  
Rue Ethnikis Antistasis 8,  
PO Box 70017  
GR - 16610 Athens  
Tel: 301 993 70 84  
Fax: 301 994 24 66

**National Level:**

7th Technical Vocational Lykeion of Thessaloniki  
(Technika Ekpedeftika Lykia - TEL)  
Alexandrou Papanastasiou 13  
GR - 54639 Thessaloniki  
Tel: 30.31.849 108  
Fax: 30.31.444 608

Instituto Technologikio Ekpaidefsis (Institute of Technological Education)  
56 Sygrou Ave  
Gr- 11742 Athens  
Tel: 30 1.922 10 00  
Fax: 30 1. 922 77 16

## SPAIN

**Leonardo da Vinci**  
Tecnología y Gestión de la Innovación (TIGI)  
C/ Velázquez, 134-bis  
E - 28006 Madrid  
Tel: 34.1.396 49 02  
Fax: 34.1.396 48 65  
Contact: Dña. Ana Zúñiga.

**SOCRATES**  
C/ Bravo Murillo, 38  
E - 28015 Madrid  
GR - 10558 Athens  
Tel: 34.1.594 46 22  
Fax: 34.1.594 32 86

**Youth for Europe III**  
Instituto de la Juventud.  
Servicio de Europa  
C/ Ortega y Gasset, 71  
E - 28006 Madrid  
Tel: 34.1.347 76 48  
Fax: 34.1.347 76 89  
Contact:  
D. Francisco García Pliego

**EURES**  
Instituto Nacional de Empleo (INEM)  
Subdirección General de Promoción de Empleo.  
C/ Condesa de Venadito, 9  
E - 28027 Madrid  
Tel: 34.1.585 97 84/585 98 88  
Fax: 34.1.585 97 53  
Contact: D. Ramón Izard

**National Level:**

Instituto de la Juventud.  
Servicio de Programas.  
C/ Ortega y Gasset, 71  
E - 28006 Madrid  
Tel: 34.1.347 76 97  
GR - 54639 Thessaloniki  
Tel: 30.31.849 108  
Fax: 30.31.444 608

Instituto Technologikio Ekpaidefsis (Institute of Technological Education)  
56 Sygrou Ave  
Gr- 11742 Athens  
Tel: 30 1.922 10 00  
Fax: 30 1. 922 77 16

## FRANCE

**Leonardo da Vinci:**  
(Young job seekers)  
Agence Leonardo da Vinci  
c/o Agence Nationale pour l'Emploi (ANPE)  
Immeuble le Galilée  
4, rue Galilée  
F - 93198 Noisy-le-Grand  
Cedex  
Tel: 33.1.49 31 75 11  
Fax: 33.1.43 03 13 47

(Youth attending educational establishments or training centres, or apprentices)  
Agence Leonardo da Vinci / o CNOUS  
(Centre national des oeuvres universitaires et scolaires)  
8, rue Jean Calvin  
F - 75116 Paris  
Tel: 33.1.40 79 91 49  
Fax: 33.1.45 39 72 48

(Students)  
Agence Leonardo da Vinci / o ACFCI  
(Assemblée des chambres françaises de commerce et d'industrie)  
45 avenue d'Iena  
F - 75116 Paris  
Tel: 33.1.40 69 37 35  
Fax: 33.1.47 20 61 28

**SOCRATES**  
CNOUS  
6-8 rue Jean-Calvin  
F - 75231 Paris cedex 5  
Tel: 33.1.40 79 91 31  
(ERASMUS)  
Tel: 33.1.45 35 72 48  
Tel: 33.1.49 55 05 86/87  
(COMENIUS)  
Fax: 33.1.49 55 29 22

**Youth for Europe III**  
Institut national de la Jeunesse et de l'Éducation populaire  
Parc du Val Flory  
9-11 rue Paul Leplat  
F - 78160 Marly-le-Roi  
Tel: 33 1 39.17.27.27  
Fax: 33 1 39.17.27.90  
Contact: M. Olivier Gagnier

**EURES**  
Agence nationale pour l'emploi (ANPE)  
Direction des relations internationales  
Immeuble le Galilée  
F - 93198 Noisy-le-Grand  
Cedex  
Tel: 33.1.49 31 74 00

**National Level:**

**EURODESK**  
Centre d'Information et de Documentation Jeunesse (CIDJ)  
101 Quai Branly  
F-75740 Paris  
CEDEX 15  
FRANCE  
Tel: 33 1 47 83 40 55  
Fax: 33 1 40 65 02 61

Office des Migrations Internationales (OMI)  
44 rue Barge  
F - 75732 Paris Cedex 15  
Tel: 33.1.53 69 53 29,-70  
Fax: 33.1.53 69 53 69

**EURDYSSÉE**  
Secrétariat  
Région Franche-Comté  
4 square Castan  
F - 25031 Besançon cedex  
Tel: 33.81 61 62 70

Conseil Régional des Pays de la Loire  
1 rue de la Loire  
F - 44066 Nantes Cedex 02  
Tel: 33.02.40 41 40 26  
Fax: 33.02.40 47 76 85

Conseil Régional d'Auvergne  
13 avenue de Fontmaure  
F - 63400 Chamalières  
Tel: 33.04.73 36 07  
Fax: 33.04.73 36 73 45

**National Level:**  
EURODESK  
c/o Euronet  
Via Ronzoni 91, C5  
I-00151 ROMA  
Tel: 39 6 5370332  
Fax: 39 6 58201442  
E-mail: eurodesk@cctr.it

EURIT (Centro Italia Europea)  
Via Ettore Stampini, 12  
I - 00167 Roma  
Tel: 39.6.39 73 46 91/  
39 72 46 34  
Fax: 39.6.39 73 46 94  
E-mail: eurit@eurit.it  
http://www.eurit.it

Ministero degli Affari Esteri  
Direzione generale  
"Relazioni culturali"  
P.le della Farnesina, 1  
I - 00194 Roma  
Tel: 39.6.36.91.40.41/45/47  
Fax: 39.6.32 36 210

## ITALY

**Leonardo da Vinci**  
Istituto per lo Sviluppo della Formazione Professionale (ISFOL)  
Via G.B. Morgagni 33  
I - 00161 Roma  
Tel: 39.6.44 59 01  
Fax: 39.6.44 29 18 71  
E-mail: isfol-leoprojet@iol.it  
Contact: Mrs. Marina Rozera

**SOCRATES**  
Ministero della Pubblica Istruzione  
Direzione generale degli scambi culturali  
Via Ippolito Nievo, 35  
I - 00153 Roma  
Tel: 39.6.58 49 58 29  
Fax: 39.6.58 49 58 35  
Contact: Mr.Giunta La Spada

Biblioteca documentazione pedagogica (BDP)  
Palazzo Gerini  
Viale buona rotti 10  
I - 50122 Firenze  
Tel: 39.55.238 03 26/03 87  
Fax: 39.55.228 03 99  
Contact: Mrs Laura Francesci

**Youth for Europe III**  
Ministero degli Affari Esteri  
Direzione generale  
"Relazioni culturali - Ufficio scambi giovanili"  
P.le della Farnesina, 1  
I - 00194 Roma  
Tel: 39.6.323.62 18  
Fax: 39.6.323. 35.52  
Contact:  
Mr.Daniele di Ceglie

**EURES\*\***  
Ministero del Lavoro  
Via Flavia 6  
I - 00187 Roma  
Tel: 39.6.47 88 72 63  
Fax: 39.6.47 88 71 74  
Contact: Mr Gino Fornari

**National Level:**

EURODESK  
c/o Euronet  
Via Ronzoni 91, C5  
I-00151 ROMA  
Tel: 39 6 5370332  
Fax: 39 6 58201442  
E-mail: eurodesk@cctr.it

EURIT (Centro Italia Europea)  
Via Ettore Stampini, 12  
I - 00167 Roma  
Tel: 39.6.39 73 46 91/  
39 72 46 34  
Fax: 39.6.39 73 46 94  
E-mail: eurit@eurit.it  
http://www.eurit.it

Ministero degli Affari Esteri  
Direzione generale  
"Relazioni culturali"  
P.le della Farnesina, 1  
I - 00194 Roma  
Tel: 39.6.36.91.40.41/45/47  
Fax: 39.6.32 36 210

## IRELAND

**Leonardo da Vinci**  
c/o LEARGAS\*  
Avoca House  
189-193 Parnell Street  
IRL - Dublin 1  
Tel: 353.1.873 14 11  
Fax: 353.1.873 13 16

**EU Affairs Department**  
Training and Employment Authority (FAS)  
27-33 Upper Baggot Street  
IRL - Dublin 4  
Tel: 353.1.668 57 77  
Fax: 353.1.668 26 91

**SOCRATES**  
Higher Education Authority  
Fitzwilliam Square 21  
IRL-Dublin 2  
Tel: 353.1.661.27.48  
Fax: 353.1.661.04.92

**Youth for Europe III**  
1st Floor, Avoca House 189/  
193 Parnell Street  
IRL - Dublin 1  
Tel: 353 1 873.14.11  
Fax: 353 1 873.13.16  
Contact:  
Ms. Mary Bigley Leargas

**EURES**  
FAS Programme Development Department  
see above address.  
Contact: Mr. Denis Rowan

**National Level:**

CERT-State Tourism Training Agency  
CERT House  
Amiens Street  
IRL - Dublin 1  
Tel: 353.1.874 25 55  
Fax: 353.1.874 28 21

Wider Horizons Programme  
Programme Development Department  
FAS-Training and Employment Authority  
27-33 Upper Baggot Street  
IRL - Dublin 4  
Tel: 353.1.668 57 77  
Fax: 353.1.660 00 71  
Contact: Ms. Mary Beggan

Programme Manager  
Macra na Feirme (for agricultural workers)  
Irish Farm Centre  
Bluebell  
IRL - Dublin 12  
Tel: 353.1.450 11 66  
Fax: 353.1.451 49 08  
Contact: Ms. Terry Cooke

## LUXEMBOURG

**Leonardo da Vinci**  
FOPROGEST asbl  
23 rue Aldringen BP 41  
L - 2011 Luxembourg  
Tel: 352.22 02 66  
Fax: 352.22 02 69

**SOCRATES**  
Ministère de l'Éducation Nationale et de la Formation Professionnelle  
Rue Aldringen 29  
L-2926 Luxembourg  
Tel: 352 478.52.16-478.52.19  
Fax: 352 478.51.10-46.09.27

**Youth for Europe III**  
Centre d'information et d'Echanges de Jeunes  
76 Boulevard de la Pétrusse  
L - 2320 Luxembourg  
Tel: 352 40.55.52  
Fax: 352 40.55.56  
Contact: M. Charles Müller

**EURES**  
Administration de l'Emploi  
c/o Monsieur Jean Hoffman  
10 rue Bender  
L - 1022 Luxembourg  
Tel: 352.478 53 00  
Fax: 352.464519

**National Level:**

EURODESK  
Service National de la Jeunesse  
1 rue de la Poste  
Boite Postale 707  
L-2017 LUXEMBOURG  
Tel: 352.40 51 19  
Fax: 352.40 55 56

LUXINOVAION  
7 Rue Alcide de Gasperi  
L - 1615 Luxembourg  
Tel: 352.43 62 63  
Fax: 352.43 83 26

**National Level:**

Center for Innovation of Education and Training (CINOP)  
P.O.Box 1585  
NL - 5200 BP 's-Hertogenbosch  
Tel: 31.73.680 08 00  
Fax: 31.73.612 34 25

EURODESK  
NIZIWIZW International Centre  
Catharijnesingel 47  
PO Box 19152  
NL-3501 DD Utrecht  
Tel: 31.30.230 65 50-43  
Fax: 31.30.230 65 40  
E-mail: IntCentre@nizw.nl

## THE NETHERLANDS

**Leonardo da Vinci - SOCRATES**  
Netherlands Organization for International Cooperation in Higher Education (NUFFIC)  
P.O.Box 29777  
NL - 2502 LT Den Haag  
Tel: 31.70.426 02 60  
31.70.426 02 42 (Leonardo da Vinci)  
Fax: 31.70.426 0259

Stichting Uitwisseling agrariculturel training within Leonardo da Vinci.  
Duinweg 7  
NL - 1800 AB Bergen (NH)  
Tel: 31.72.589 51 32  
Fax: 31.72.589 40 08

**SOCRATES**  
Europees Platform voor het Nederlands Onderwijs  
Nassauplein 8  
NL - 1815 GM Alkmaar  
Tel: 31.72.511 85 02  
Fax: 31.72.5

**NORWAY****Leonardo da Vinci**

c/o National Institute of Technology  
P.O. Box 2608 St. Hanshaugen  
N - 0131 Oslo  
Tel: 47.22.86 50 00  
Fax: 47.22.20 18 01  
E-mail:  
leonardo@teknologisk.no  
http://www.teknologisk.no/leonardo/

**SOCRATES**

c/o Center for Internasjonalt Universitetssamarbeid  
Det norske universitetsråd  
N - 5020 Bergen  
Tel: 47.55.54 67 00  
Fax: 47.55.54 67 20  
Email: siu@uib.no  
http://www.uib.no/siu/

**Jugend für Europa III**

Atlantis Youth Exchange \*  
Rolf Hofmos Gate 18  
N - 0655 Oslo  
Tel: 47.22.67 00 43  
Fax: 47.22.68 68 08  
Contact:  
Mr. Torgeir KNUITSEN

**EURES**

ADIR  
C.J. Hambros pl.  
PO BOX 8127  
Dep 2 D  
N - 0032 OSLO  
Tel: 47.229.424 92  
Fax: 47.229.427 52  
Contact: Ms. Hollander

**National Level:**

Association of Norwegian Students Abroad (ANSA)  
Storgata 3  
N - 0155 Oslo  
Tel: 47.22.47 76 00  
Fax: 47.22.33 51 77  
E-mail: sentralt@ansa.no  
http://www.ansa.no

**IAESTE**

International Association for the exchange of Students for Technical Experience  
Gamle Kjemt 3. etg. NTMU  
N - 7034 Trondheim  
Tel: 47.73.59 32 57  
Fax: 47.73.59 32 33  
http://www.stud.unit.no/studorg/iaeste/

**AUSTRIA****Leonardo da Vinci**

NCU  
Schreyvogelgasse 2, 2.st  
A - 1010 Wien  
Tel: 43.1.534 08 30  
Fax: 43.1.534 08 40

**SOCRATES**

NCU  
Schreyvogelgasse 2, 1.u. 3.st.  
A - 1010 Wien  
Tel: 43.1.534 08 10  
Fax: 43.1.534 08 20

**Jugend für Europa III**

Interkulturelles Zentrum  
Kettenbrückengasse 23  
A - 1050 Wien  
Tel: 43 1 586.75.440  
Fax: 43 1 586.75.449  
Contact: Mr Helmut Fennes

**EURES\*\***

Bundesgeschäftsstelle  
Treustraße 35-43  
A - 1200 Wien  
Tel: 43.1.33 178  
Fax: 34.1.33.178.130  
Contact: Mr R. Bauer

**National Level:**

EURODESK  
Bundesministerium für Jugend and Familie  
Jugend Info, Abt. I/8  
Franz Josefs Kai 51  
A-1010 Wien  
AUSTRIA  
Tel: 43.1.533 7030-314  
Fax: 43.1.533 7040

**Ausbildungspartnerschaft**

Hochschule Wirtschaft (APHW)  
APS Graz  
c/o Außeninstitut TU Wien  
Gulbhausstraße 28  
A - 1040 Wien  
Tel: 43.1.588 01/52 82

**Ausbildungspartnerschaft**

Hochschule Wirtschaft (APHW)  
CATT Linz  
Wiener Straße 131  
A - 4020 Linz  
Tel: 43.732.33 34 601

**Ausbildungspartnerschaft**

Hochschule Wirtschaft (APHW)  
APS Graz  
Schlögelgasse 9/3. Stock  
A - 8010 Graz  
Tel: 43.316.873 63 16

**Ausbildungspartnerschaft**

Hochschule Wirtschaft (APHW)  
ATTAC Innsbruck  
Anichstraße 17  
A - 6020 Innsbruck  
Tel: 43.512.58 26 61-3

**Ausbildungspartnerschaft**

Hochschule Wirtschaft (APHW)  
CATT Salzburg  
Technologiezentrum Salzburg  
Jakob-Haringer-Straße 1  
A - 5020 Salzburg  
Tel: 43.662.45 26 87

**Internationale**

Fachkräfteaustausch (IFA)  
Rainergasse 38, 2. Stock  
A - 1050 Wien  
Tel: 43.1.545 167 119  
Fax: 43.1. 545.167.122

**PORTUGAL****Leonardo da Vinci**

Rua Jacinto Marta no8 - 2of  
P - 1050 Lisboa  
Tel: 35.1.356 18 40/2  
Fax: 35.1.352 17 91  
Contact: Dr. Porfirio Silva

**SOCRATES**

Ministério da Educação  
Gabinete de Assuntos Europeus e Relações Internacionais  
Av. 5 de Outubro, no107 - 7o P - 1050 Lisboa  
Tel: 35.1.793 12 91  
Fax: 35.1.797 89 94  
Contact:

Mr Fernando Oliveira

**Jugend für Europa III**

Instituto Português da Juventude \*  
Avenida da Liberdade 194-6º  
P - 1200 Lisboa  
Tel: 351.1.315.19.61  
Fax: 351.1.315.19.59  
Contact  
Ms. Odete Bernardes

**EURES**

Istituto do Emprego e Formação Profissional (IEFP)  
Rua de Xabregas 56-2º  
P - 1900 Lisboa  
Tel: 35.1.868 05 75  
Fax: 35.1.868 68 46

**FINLAND****Leonardo da Vinci:**

National Board of Education, NBE  
Hakaniemenkatu 2  
FI - 00530 Helsinki  
Tel: 358.9.77 47 72 18/72 19  
Fax: 358.9.77 47 72 13  
E-mail: Leonardo@oph.fi  
http://  
www.leonardocentre.fi

**SOCRATES/Jugend für Europa III**

Centre for International Mobility (CIMO) \*  
Hakaniemenkatu 2 (P.O. Box 343)  
FI - 00531 Helsinki  
Tel: 358.9.77 47 70 33  
Fax: 358.9.77 47 70 64  
E-mail cimoinfo@cimo.fi  
http://www.cimo.fi  
Contact: Ms Ulla Naskali (Jugend für Europa III)

**EURES**

Ministry of Labour  
Fabianinkatu 32  
FIN - 00101 Helsinki  
Tel: 358.9.18 56 92 22  
Fax: 358.9.18 56 92 02

**National Level:**

National Board of Education, NBE  
Hakaniemenkatu 2  
FI - 00530 Helsinki  
International Unit  
Tel: 358.9.77 47 73 14 (Mr. Reijo Aholainen, Head of Unit)  
Fax: 358.9.77 47 72 47  
E-mail:  
reijo.aholainen@oph.fi  
http://www.edu.fi

**SWEDEN****Leonardo da Vinci / SOCRATES**

The Swedish EU Programme Office for Education, Training and Competence Development ( SEP)  
c/o Arbetslivsinstitutet  
Box 7785  
S - 10396 Stockholm  
Tel: 46.8.453 72 17  
Fax: 46.8.453 72 01  
http://www.eupro.se  
E-mail: info@eupro.se

**Jugend für Europa III**

Ungdomsstyrelsen  
Box 17801  
S - 118 94 Stockholm  
Tel: 46.8.462 53 50  
Fax: 46.8.644 88 54  
Contact: Mr Ulf Savboack

**EURES**

Arbetsmarknadsstyrelsen  
Sundbybergsvägen 9  
S - 17199 Solna  
Tel: 46.8.730 68 57  
Fax: 46.8.735 57 09  
Contact:  
Mrs. Lennartsson-Stahl

**National Level:**

EURODESK  
Centrum for Internationellt Ungdomsutbyte  
Kungsgatan 74  
S-111 22 Stockholm  
Tel: 46 8 20 19 80  
Fax: 46 8 20 35 30

**ESTIA**

Infoteket Lindholmen  
Lärdomsgatan 7  
S - 417 56 Göteborg  
http://www.estia.educ.goteborg.se  
Tel: 46.31.731 74 22  
Fax: 46.31.731 74 10  
Contact: Mr Mjörnhede

**Kommerskollegium**

Europainformation  
Box 1209  
S - 111 82 Stockholm  
Tel: 46.8.791 05 05  
Fax: 46.8.21 49 20

**Arbetsförmedlingen Utland**

Box 7763  
S - 103 96 Stockholm  
Tel: 46.8.20 03 50  
Fax: 46.8.20 27 80

**Landsrådet för Sveriges**

Ungdomsorganisaitoner (LSU)  
Kungsgatan 48  
S - 111 35 Stockholm  
Tel: 46.8.20 11 22  
Fax: 46.8.20 35 30

**Nordpraktik (Placements**

within the Nordic Countries)  
Föreningen Norden  
Box 12707  
S - 112 94 Stockholm  
Tel: 46.8.654 19 90  
Fax: 46.8.652 80 99

**UNITED KINGDOM****Leonardo da Vinci**

Department for Education and Employment (DfEE)  
EU Education and Employment Division  
Room 513 - Steel House  
Tothill Street  
UK - LONDON SW1H 9NF  
Tel: 44.171.273 5496  
Fax: 44.171.273 5475  
Contact: Ms. Helen Caldwell  
Contact for NCU-UK: Ms Jane Evans

**Department for Education**

and Employment (DfEE)  
Sanctuary Buildings  
Great Smith Street  
UK - London SW1P 3BT  
Tel: 44.171.925 5306 (1)  
Tel: 44.171.925 5254(2)  
Fax: 44.171.925 69 85  
Contact: Ms Jean Nichol, Mr Martin Piper

**SOCRATES**

Central Bureau for Educational Visits and Exchanges  
British Council  
10 Spring Gardens  
UK - London SW1A 2BN  
Tel: 44.1227. 76 27 12  
Fax: 44.1227.76 27 11

**Jugend für Europa III**

Youth Exchange Centre  
British Council,  
10 Spring Gardens  
UK - London SW1A 2BN  
Tel: 44.171.389 40 30  
Fax: 44.171.389 40 33  
Contact: Mr. Ian PAWLBY

**EURES**

Employment Service  
Rockingham House 123 West st.  
UK-S1 4ER Sheffield  
Tel: 44.114.259 63 06  
Fax: 44.114.259 60 40

**National Level:**

Eurodesk:  
9 Haymarket Terrace  
UK - Edinburgh EH12 5EZ  
Tel: 44.131.313 24 88  
Fax: 44.131.313 68 0  
Contact: Sara Thiam

**Eurodesk:**

EUCLID  
5-7 Museum Place  
UK - Cardiff CF1 3BD  
Tel: 44.1222.235885  
Contact: Katy Stevenson

**Eurodesk**

Central Bureau Northern Ireland  
1 Chlorine Gardens  
UK - Belfast BT9 5DJ  
Tel: 44.1222.238 85  
Fax: 44.1222.235 88 2  
Contact: Gráinne Mooney

**Eurodesk**

Central Bureau for Education Visits and Exchanges  
10 Spring Gardens  
UK - London SW1A 2BN  
Tel: 44.171.389 47 23  
Fax: 44.171.389 44 26

**Council on International**

Educational Exchange  
52 Poland Street  
UK - London W1V 4TQ  
Tel: 44.171.478 20 00  
Fax: 44.171.734 73 22  
Contact: Theresa Bowerman/  
Helen Durrant

**Commonwealth Youth Programme**

Commonwealth Secretariat  
Malborough House  
Pall Mall  
UK - London SW1Y 5HY  
Tel: 44.171.839 34 11  
Fax: 44.171.930 16 47  
Contact: Dr. D. Agochiga,  
Assistant Director

**ICELAND****Leonardo da Vinci**

Research Liaison Office  
Technology Court  
Dunhagi 5  
ICELAND - 107 Reykjavik  
Tel: 354.525 49 00  
Fax: 354.525 49 05  
Contact: Ms. Asta Erlingsdottir

**SOCRATES**

Office of International Education  
Neshaga 16  
ICELAND - 107 Reykjavik  
Tel: 354.525 4311  
Fax: 354.525 5850  
E-mail: ask@rhi.hi.is

**Jugend für Europa III**

Ungt fólk í Evrópu  
Hitt Husid \*  
A alstræti 2  
IS - 101 Reykjavik  
Tel: 354.552 22 20  
Fax: 354.562 43 41  
Contact:  
Ms. Margret Sverrisdottir  
E-mail: eurodesk@itn.is  
Tel: 354 551 5858

**EURES**

Ministry of Social Affairs  
Hafnarhusi v/Tryggvagotu  
3rd floor 17  
ICELAND - 150 Reykjavik  
Tel: 354.511 25 00  
Fax: 354.511 25 20

**National Level:**

Nordic Society  
Brattagata 3b  
ICELAND - 101 Reykjavik  
Tel: 354.551 01 65  
Fax: 354.562 82 66

\* also acts as the EURODESK contact point  
\*\* EURES has regional or county offices at national level