



# CEDEFOP

about Vocational Training in the European Union

## Letter from the Director

A major recent event was the visit to CEDEFOP by the President of the European Commission, Jacques Santer, and his wife, on 11 May. He was accompanied by Mr. Sivenas Nikiforos, a member of his cabinet, and Mr. Nikolaus van der Pas, the spokesman for the European Commission. The Chairman of the CEDEFOP Management Board, the Directorate, the staff of the Centre and their families and prominent representatives of Greek public life had the opportunity to meet the President at a small reception and to exchange views on the current situation. Mr. Santer unveiled a commemorative sculpture and signed the Centre's guest book. There is more detailed information on the visit on pages 1 and 2.

At the beginning of April, CEDEFOP and the European Training Foundation (ETF) in Turin were guests of the European Parliament. At an exhibition we displayed our publications and information brochures and our use of electronic media, such as the Internet and databases. The Commissioner responsible for Education, Training and Youth, Ms. Edith Cresson visited the stand.



## A vital

# EUROPE

## trains for the future



The President of the European Commission, Jacques Santer talking to CEDEFOP Director, Johan van Rens, to the left the Deputy Director, Stavros Stavrou;

and the Deputy Director, Stavros Stavrou, extended a warm welcome, expressing their pleasure at this the first visit of a President of the European Commission to the Centre since the move to Greece.

The President did not come empty handed. To the applause of the hosts and high-ranking guests including Filippos Petsalnikos, Minister for Macedonia and Thrace, his Secretary General, Chryssa Manolia, Greek Member of the European Parliament, Nikolaos Papakyriazas and the representation of the European Commission in Athens, headed by the Director, Marios Kamchis, President Santer unveiled a sculpture commemorating his visit. Santer's message "A vital Europe trains for the future" is inscribed upon the blue column which now greets the staff and guests of CEDEFOP in the entrance foyer.

important role to play in promoting European integration, President Santer stressed in his speech. In spite of the differences in the European vocational training systems, there reigns consensus on the importance of vocational training for qualifications, social promotion and exercising civil rights. The President went on to point out that vocational training has both a political and an economic dimension. The Commission gave high priority to this "strategically important area" in view of the current problems facing Europe such as unemployment, social exclusion and the need to remain competitive. President Santer stressed that in CEDEFOP the European Commission had an important instrument for compiling, analysing and disseminating Community experience and innovation in vocational training to specialists, politicians and social partners.

Please turn to page 2 for a translation of Presidents Santer's speech.

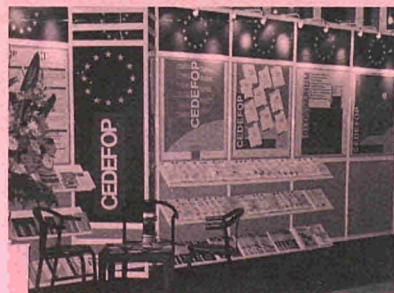
### Jacques Santer visits CEDEFOP / The President of the European Commission stresses the important role the Centre plays in European training

Prominent European personalities had a rendezvous in CEDEFOP at the beginning of May. Jacques Santer, President of the European Commission, and his wife, who had travelled to Athens for Europe Day, used the occasion to stop off in Thessaloniki. The President was accompanied by

Sivenas Nikiforos, a member of his cabinet and Nikolaus van der Pas, spokesman for the European Commission.

The Chairman of the CEDEFOP Management Board, Jean Tagliaferri, the Director of CEDEFOP, Johan van Rens,

The European Union is confronted today with great economic and social challenges, in which CEDEFOP has an



The members of the European Parliament and their assistants were particularly interested in the 1997 Work Programme, the medium-term priorities for the years 1997 - 2000, our involvement in the Leonardo da Vinci Programme and in areas of cooperation between CEDEFOP and the ETF.

During my stay in Strasbourg I also had contacts with some members of the Budgetary Committee and the Budgetary Control Committee, as well as the Committee for Social Affairs and Employment, and the Committee for Culture, Youth, Education and the Media. I answered their questions, some of which were critical, and reported on the good progress CEDEFOP is making in Thessaloniki. At the end of April the European Parliament formally granted discharge to CEDEFOP for 1994 and 1995. In this context I would like to express thanks to the rapporteurs, Mr. Kellet-Bowman, Mr. Tappin and Mr. MacMahon, for their constructive contributions. We regard this as recognition of our work during what was a difficult period.

On 14 March the CEDEFOP Management Board elected Mr. Jean Tagliaferri, spokesman for the government group, as chairman of the board. He succeeds Mr Tom O'Dwyer, Director-General of DG XXII in the European Commission who was chairman during the difficult

## European Parliament welcomes -and criticizes- the Commission's White Paper on Education and Training

The approval in December 1995 by the Commission of the White Paper, presented by Mme Edith Cresson and Mr Padraig Flynn, on education and training entitled "Teaching and Learning - towards the learning society" marked a major step forward in the development of policy and activities in this field at EU level. This was the most-wide ranging document covering the fields of both education and training ever produced by the Commission.

## Contents

Belgium 8; Denmark 9; Germany 6, 7, 8, 10, 11, 14; France 7, 8, 9; Greece 13; Ireland 11, 14; Italy 6; The Netherlands 11; Austria 7, 11; Portugal 10; Spain 8, 14; United Kingdom 13;

## CEDEFOP

1-4

Page 1 Letter from the Director; "A vital Europe trains for the future"; Page 3 CEDEFOP's-Management Board discusses progress on three projects; Page 4 Methods and perspectives in comparative vocational training research, CIRETOQ-Newsletter; A call for interest

## Policy/Practice

5-8

Page 5 European Parliament welcomes the Commission's White Paper on Education and Training. Page 6 Labour market and employment policy I: Towards building one's own workplace; D: Austerity measures in the continuing vocational training of unemployed persons; Page 7 New training organizations and programmes AT: Greater funding transparency; D: Young workers take advantage of state financial support; D: Pilot project launched "Telecoaching"; D: A newcomer in qualifications: Technical auditor for education; D: New international training courses; F: Social partners agree on guidance, but not on stays abroad; Page 8 Continuing education and training B: Guidelines for the Flemish plan for permanent learning; E: The 2nd National Agreement on Continuing Training; F: Excellence prize for continuing training; D: Good advice sought not only by beginners.

## Policy

9-12

Page 9 Vocational training policy DK: Internationalisation must be strengthened; DK: Implementation of the 1991 reform; F: Administrative re-organization; Page 10 P: Integration of young people; D: 1997 vocational training report sparks sharp controversy; D: Storm warnings on Germany's apprenticeship market; Impressum; Page 11 NL: New policy document; D: Social partners join forces; AT: Apprenticeship reform starts; IRL: Social partners and government again reach agreement; Page 12 CEDEFOP publications

## Practice

13-16

Page 13 Financing UK: How much training? How much does it cost?; Initial training GR: Project to establish an observatory to monitor secondary education graduates; Page 14 IRL: Preventing early school leaving and social exclusion; Certification IRL: More details of new certification arrangements; D: Trilingual "business card" gives a stronger profile; E: New certificates of professional proficiency; Page 15 Conferences - Seminars - Exhibitions; Sources; Page 16 Selected bibliography.

Continued on page 2

Continued on page 5

# IN CEDEFOP

## Letter from the Director

Continued from page 1

period of relocation from Berlin to Thessaloniki. We thanked him warmly for his personal commitment, openness and expertise. He played a major part in making the move a success.

We continued with the tradition of presenting and discussing in detail some projects from the work programme during a seminar. The pro-

jects on this occasion were "Description of the vocational training systems in the Member States", "Training of trainers" and "The Study Visits Programme for Vocational Training Specialists". You can read about this on page 3.

The Management Board approved the 1996 Annual Report, the statement of revenue and expenditure for 1996 and the estimate for 1998. The 1996 Annual Report is available free of charge in all official languages on request from CEDEFOP.

The groups represented on the Management Board have already made initial proposals for the 1998

Work Programme. It will pursue the guidelines set in the Medium-term priorities 1997-2000 and will follow on from the 1997 Work Programme.

My proposals on a future communication and information strategy for the Centre were received positively. The Management Board members, however, differed in their opinions on what languages CEDEFOP products should be made available in future.

During the first six months of this year I had the opportunity for the first time, as Director, to visit two new Member States (Austria and Finland), following their accession to

the Union and their becoming active partners for CEDEFOP. The working meeting in the Austrian Ministry of Education opened interesting perspectives for further cooperation with CEDEFOP in specific areas. I visited Finland in connection with the TAKOMO conference (the first major conference on apprentice training and workplace-related learning) organised by the Finnish National Board of Education. Following the conference I had a busy programme and had the opportunity to exchange views with the Finnish Ministry of Education, the social partners and various national contract partners

involved in a number of CEDEFOP projects.

I also have to report on some changes of staff in CEDEFOP. We say goodbye to Alexander Kohler (A). For two years he was coordinator of the project "Funding continuing training". We welcome a German translator, Ms. Corinna Frey, and Ms. Synnøve Aga, who has been seconded from the Norwegian government to work on the project "Social Partners" for a seven month period.

Johan van Rens  
Director  
May 1997

## A vital EUROPE trains for the future

Translation of the speech delivered by President Santer in Thessaloniki on 11 May (see also page 1).

### Your Excellency, Madam Secretary-General Mr President Ladies and Gentlemen

This is the first occasion on which a President of the European Commission has visited CEDEFOP since your move from Berlin to Thessaloniki.

I would like to use this opportunity to congratulate the Management Board, the Directorate and all of you for making the transfer a success and I wish to express thanks to the Greek authorities for their support.

This year we are celebrating the 40<sup>th</sup> anniversary of the signing of the Treaty of Rome, the founding of the European Economic Community. Over these forty years the progress achieved is impressive:

- our countries are enjoying the longest period of peace in their history. This is certainly the principal aim, the deeper meaning of the European project,
- progress continues in integrating our economies - and we are preoccupied with ensuring that this is done in a spirit of solidarity,
- we have seen four enlargements without placing in question the initial plan.

Today the European Union is also facing three major challenges:

- the reform of the Treaty of Maastricht,
- the introduction of a single currency,
- enlargement.



But besides these institutional challenges, there is an ongoing challenge to be faced. We must ensure that each of our fellow citizens finds a place in the society of today and tomorrow. Each individual must be given the means to participate not only in the economic but also the political life of our countries, both as a worker and a citizen.

It is in this context that I see the mission of CEDEFOP.

Education and vocational training, the issues the Centre addresses, have a twofold economic and political dimension. This is an essential feature in order that Europe remains true to the aims of the European plan.

Certainly, the European training systems differ. But beyond these differences are the joint analyses which are features of our continent:

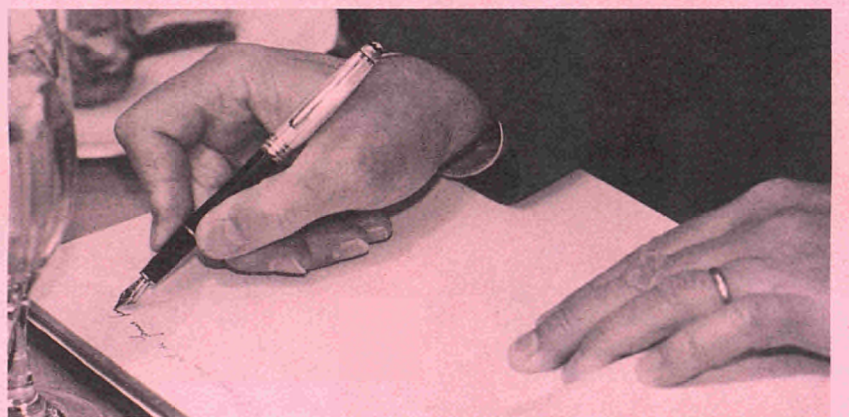
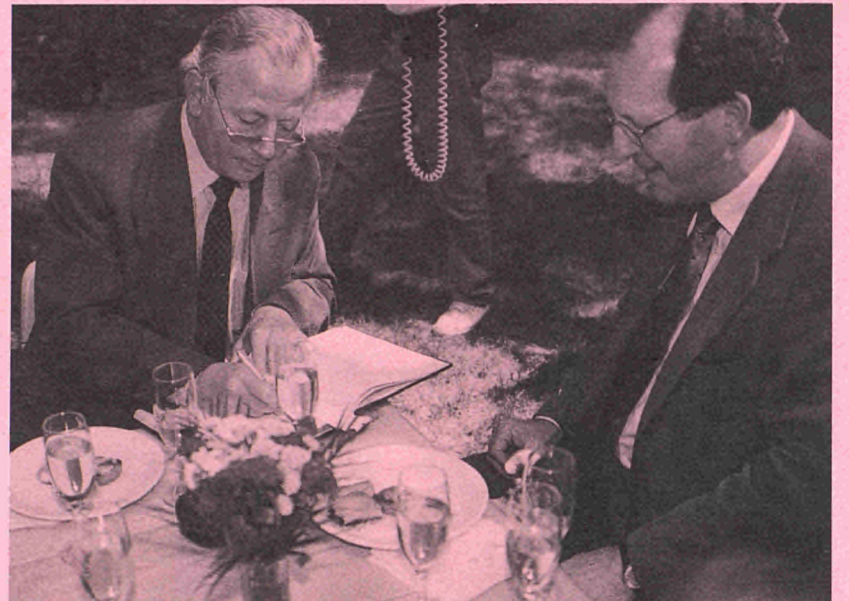
- the importance of acquiring and disseminating knowledge;
- the importance of education and training for preserving freedom and the ability to exercise civil rights;
- their role in promoting equal opportunities and social advancement.

In this Community based on principles there is increasing preoccupation with and questioning of the role of training in responding to current problems and changes which are felt throughout Europe - employment and social exclusion, the need to be competitive, the acceleration in tech-

nical progress and the overall ageing of the population.

All of these challenges, as you know, make for an ambitious task for the Commission in the area of vocational training. Such ambitions are fully justified when one considers the importance of training for the competitiveness of the European economy and for employment, as stressed emphatically by all European summits since Essen. An ambitious approach is called for in this strategic area. Everyone involved and every possible means must be activated. This is one of the basic convictions underpinning the Confidence Pact for Employment in Europe which I launched last year. This responds to the real expectations of the citizens of the Union. This expectation must be fulfilled as it proves that Europe continues to embody hope and is interested in the daily concerns of its citizens.

In such a sensitive area care must be taken to avoid any possible misunderstanding. Education and training do not fall within the competence of the Community. The aim, therefore, is not to create a uniform, centralized system of education. Training in Europe, on the contrary, should be the result of cooperation, exchange, a sharing of experiences and practices in order to enrich reflection, and the ability to act for everyone. We have a lot to learn from each other. As the White Paper on Education and Training underlines, the diversity of our cultures and our



practice in these areas is conducive to mutual enrichment.

It is from this perspective that the Commission attaches great importance to the activities of CEDEFOP.

It is my conviction and also that of Ms Cresson that with CEDEFOP, which has realigned its activities, we have a valuable instrument for the

Union as a centre of observation and analysis, a tool for disseminating and promoting innovation and bringing together the wealth of experience throughout the Community to support policy makers and the social partners.

It is my wish that you progress along this path with rigour and determination.

The President of the European Commission, Jacques Santer - visiting CEDEFOP in Thessaloniki; - signing the honorary guest book; - unveiling a commemorative sculpture entitled "A vital Europe trains for the future". Photos: Laurent Tchedy



# Seminar of CEDEFOP's Management Board discusses progress on three projects

At its meeting on 13/14 March in Thessaloniki, CEDEFOP's Management Board continued the practice established at its November 1997 meeting (see CEDEFOP Info 1/97) of discussing some projects from the work programme in more detail and in an informal framework. At this seminar three on-going projects were briefly presented and then commented on:

## A. the monographs describing the vocational education and training systems in the Member States

## B. the training of trainers

## C. the study visit programme for vocational training experts

### A. Describing the vocational education and training systems

Michael Adams, presently responsible within CEDEFOP for this project, pointed out that ever since CEDEFOP had been established a priority had been given to producing descriptions of the vocational education and training systems in the Member States and that the series published in the period 1993 to 1996 is already the third generation of monographs of this type. 55 volumes describing the systems in the, at that time 12, Member States had been produced. The intention had been to translate and publish the report on each of the countries in its original language and in German, English and French, and, where appropriate, in some other languages.

The objective of the series is to provide to a wide range of target groups, including policy-makers at EU and national level, researchers, directors of training institutions and departments, and teachers and trainers, whether they work in public, social partner or private organisations, a summary of the total VET provision in the country concerned. The reports should be of particular interest and use to those involved in cross-frontier activities, whether this might be simple participation in a study-visit or the preparation of a joint project for presentation at EU level.

CEDEFOP provided the authors of all the monographs with a detailed note on the scope and structure which should be followed, so as to facilitate comparison by readers between systems. Thus the reports should be about 100 printed pages long and cover initial and continuing VET, including provision for the employed and unemployed, irrespective of whether it is provided by schools or training centres run by Ministries of Education or Employment/Social Affairs, by other public bodies, by companies or by private training organisations.

The choice of authors had been made by CEDEFOP following consultation with the members of CEDEFOP's Management Board in the country concerned. The person chosen should be an 'insider' of the system, but capable of presenting it authoritatively and clearly to an 'outsider'.

In the light of the experience gained, the structure and scope which CEDEFOP wished authors to follow has been slightly changed and during 1997 reports covering Finland, Sweden and Austria will be published in a number of languages, while those on Norway and Iceland will also be available at least in English. Updated and revised versions of the reports on France and the United Kingdom should also be available and work on up-dating and revising reports on a number of other Member States will also be launched. Attention is being given to the possibility of putting all or part of the reports on CEDEFOP's Internet site and how to make links between the information contained in these reports and that made available through other projects and services of CEDEFOP.

In the ensuing discussion, a number of participants emphasised the necessity for up-dating the monographs more frequently and in accelerating the process of translation and publication. Many drew attention to the possibilities of doing this using various electronic publishing methods. Some social partner representatives considered that they should be more involved in the choice of authors and the editing of the texts. Questions were asked about links between this and other EU level activities involving descriptions of, and information about, education and training systems. Overall participants indicated that they did use the monographs and that the general reaction to them was favourable.

### B. Training of trainers

The presentation concerning "Training of Trainers" was made by Mr. Peter van Engelshoven of the national college for technical and vocational teacher education (PTH) Eindhoven and was based on a paper prepared by a steering group. Mr van Engelshoven emphasized that teachers and trainers fulfil a multiplier role in the collection and distribution of information concerning new learning concepts and the implementation of innovation. CEDEFOP has become aware of the key role institutes for the training of teachers and trainers in VET can play. In its work on the training of teachers and trainers CEDEFOP has concentrated primarily on the link between the organizational framework and the quality of results.

Basic problems relating to the terminology of education and training and of trainers had to be solved in order to facilitate multilateral European communication. A general consensus was reached to concentrate on the training functions of persons engaged in initial and continuing VET.

#### Training functions

The steering group analysed 6 training functions:

1. The tutoring function of tutor, coach, supervisor in a 1 to 1 relation between learner and trainer.
2. The teaching function of teacher, trainer or instructor: in a classical plural to 1 relation between learners and trainer

3. The counselling function as counsellor, consultant or advisor for education and training advising in the range from 1 single trainee up to a human resources development plan for an enterprise.

4. The developing function for authors, designers, developers, programmers and producers of multimedia learning materials and teaching aids.

5. The management function of training managers in enterprises and of principals and headmasters of schools and of training managers in enterprises.

6. The policy making function on national, regional or local (political) level or at top level in enterprises

These functions exist in every national system independent of the institutional framework. However national VET systems result in trainers having very specific mixtures of training functions. These may in some situations be combined in one person, but in others they are divided between several persons.

#### 'Cartography' studies

Studies on "Teachers and Trainers in Vocational Education and Training" are being produced for 17 European countries:

Volume 1; 1994, for England, France, Germany and Spain (published in English and French)

Volume 2; 1995, for Ireland, Italy and Portugal (published in English and French)

Volume 3; 1997, for Austria Belgium, Greece, Luxembourg and The Netherlands (to be published shortly in English)

Volume 4, 1997, for Denmark Finland, Iceland, Norway and Sweden (to be published before the end of 1997 in English)

These studies describe extensively (50-100 pages per country) the background developments, institutional and legal frameworks, policy and pedagogic issues in the initial and continuing education and training of teachers and trainers in VET. In addition a summary and brief guide is being prepared and will be published shortly, initially in English and then in French, German and Spanish.

#### Network

These activities have led to an exchange of information and cooperation between the participating institutes and CEDEFOP organizes every year a conference for their representatives. In 1997 the conference is being held in Dublin on the topic: "Networking for the Future", when a structured CEDEFOP network for horizontal communication between the institutes and for vertical policy-making information exchange is to be established.

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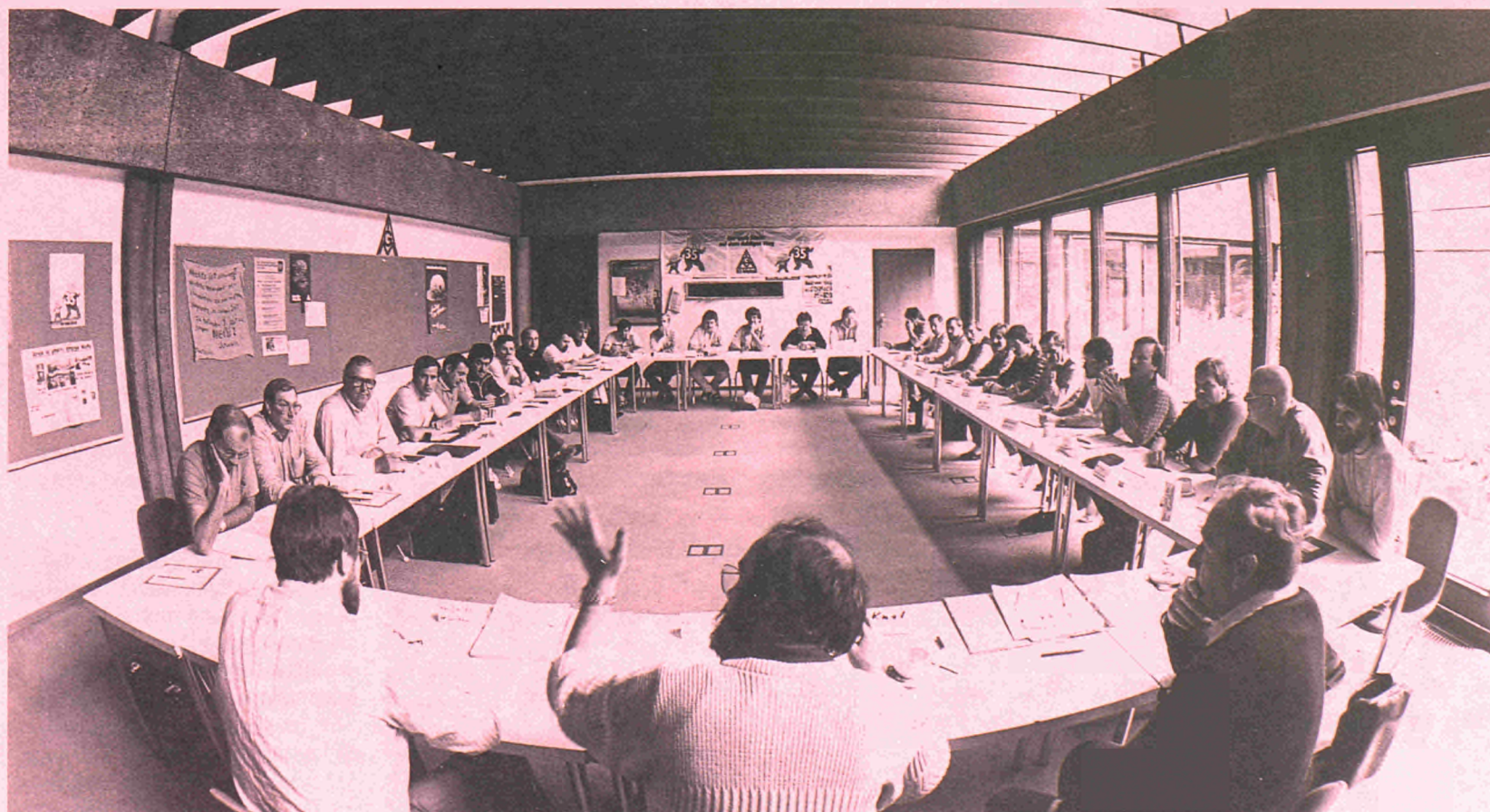


Photo: Manfred Vollmer



### C. Study Visit Programme

Mme Marie-Jeanne Maurage pointed out that the Community Study Visits' Programme is entering its twelfth year. The main aim of this programme is to stimulate exchange and reflection between colleagues working at various levels in planning and implementing vocational training policies in the Member States of the European Union or other countries associated to the programme (29 countries). It aims to promote mutual understanding of how vocational training systems and measures operate, to provide insight for political decision making and to promote the exchange of experience. In relation to other information exchange networks, this programme gives priority to political decision-makers, to training specialists working in public administrations or bodies belonging to the social partners and to researchers. This target group is one of the specific characteristics of the programme.

She pointed out that implementation of the programme is based on three pillars:

- the Member States for nominating candidates, and organising and hosting the groups
- the Study Visits' Unit within CEDEFOP for planning and coordina-

tion - providing information, organising the call for applications and their processing (890 dossiers in 1997), allocating groups to the countries, follow-up and support to implementation of the visits

- CEDEFOP's administration, for payments of grants in two installments (1400 payments per year)

She indicated that in the short- and medium-term (97/98) the challenges to be faced are:

- managing the change in the dimension of the programme (120 grants for 12 countries in 1985; 540 grants for 15 countries in 1995; and 775 grants for more than 26 countries in 1997) in EU Member States, EFTA countries and, pursuant to Article 9 of the Leonardo da Vinci Decision, associated Central and East European countries, Cyprus and Malta - Slovenia and the three Baltic countries are the most recent to be invited to participate;
- coping with an overtaxed computer capacity and difficult language constraints;
- restoring the original interaction with the CEDEFOP Work Programme.

In 1997, shorter visits on in-depth subjects will be initiated in the ma-

majority of Member States, requiring careful follow-up.

Mme Maurage requested members of the Management Board, in particular, to make known their interests in topics to be examined in the medium-term, and during the Management Board meeting, to adopt the guidelines for the call for applications in 1998.

NB. More detailed information on this programme can be found in the dossier section of CEDEFOP Info No. 2/96, pages 17-20

Further information on the projects presented can be obtained from:

**for A.** Michael Adams at CEDEFOP's Brussels office, ave. d'Auderghem 20, B-1040 Brussels. Tel.: 32-2+2301978, Fax 32-2+2305824, e-mail jma@cedefop.be

**for B.** Duccio Guerra, project coordinator, CEDEFOP, Thessaloniki, Tel.: 30-31+490 025, Fax 30-31+490 174, e-mail: mzo@cedefop.gr

**for C.** Marie-Jeanne Maurage, Study Visit Programme coordinator, CEDEFOP, Thessaloniki, Tel.: 30-31+490 111; Fax 30-31+490 044

## Methods and perspectives in comparative vocational training research

A conference on the above theme will be organised in Bonn on 30 and 31 October 1997 by CEDEFOP, in cooperation with the Deutsche Institut für Internationale Pädagogische Forschung - DIPF (German Institute for International Educational Research), and with support from the Bundesministerium für Bildung, Forschung und Technologie (Federal Ministry for Education, Research and Technology). The conference is designed particularly for researchers with an established involvement in international comparative VET research, studies and analysis with a focus on the European

Union. However those involved in transnational and multi-lateral activities in Central and Eastern Europe and with partners in other areas, such as the USA and Japan, who are interested could also participate, and should contact either Mr. Burkart Sellin in CEDEFOP in Thessaloniki or Mr. Uwe Lauterbach in the DIPF in Frankfurt-am-Main. About half the participants will be nominated directly from the organising bodies.

More information will be made available on CEDEFOP's Internet site (<http://www.cedefop.gr>) This activity is part of CEDEFOP's

continuing work on vocational training research, which has included the publication of a European Research Directory (see CEDEFOP Info No.1/1996, page 2) the organisation of a research seminar (see CEDEFOP Info No. 1/1997, page 1) and the preparation of a European level report on vocational training research, which will be published later this year.

Contacts :  
Mr. Burkart Sellin, CEDEFOP Thessaloniki , tel. 30-31+490121, fax 30-31+490 117, E-mail: bs@cedefop.gr  
and  
Mr. Uwe Lauterbach, DIPF, tel. 49-69+24708230 or 107, fax 49-69+24708444, E-mail: lauterbach@dipf.de

## CIRETOQ Newsletter

In April, CEDEFOP published the third issue of the CIRETOQ (Circle on Trends in Occupations and Qualifications in the EU) Newsletter. It is available on CEDEFOP's Internet site (<http://www.cedefop.gr>) and in paper form on request from CEDEFOP.

This issue includes a progress report on the work of the CIRETOQ network, which covers widely-discussed issues such as:

- the trend towards polarisation of workforces between the skilled and unskilled;
- the increasing demand from employers for a wide range of skills rather than solely for initial qualifications;
- increasing participation of women in the employed workforce; and
- the difficulties faced by young people, whether qualified or not, in gaining employment.

In most cases, the findings apply to workforces across the Community, underlining the importance of pan-European analysis of trends and transnational comparisons of vocational training and labour market research in different countries. Facilitating such studies is the essential role of the CIRETOQ network with a view to helping identify any necessity for change in national vocational training structures by providing an international and European perspective.

Despite the difficulty of forecasting trends at the European level, both policy-makers and specialists (teachers, career guidance counsellors, etc.) are increasingly demanding this information.

This issue also contains two articles from members of the network, each concerned with forecasting labour market trends:

- a national report from the Netherlands presenting the results of the latest survey of the Researchcentrum voor Onderwijs en Arbeidsmarkt (ROA);
- a description of a forecasting model for the construction industry developed at Ireland's employment authority (Foras Áiseanna Saothair - FAS);

A further article concerned with the implications of information technology developments for education/training and the labour market has been prepared by Mara Brugia, coordinator of CIRETOQ's working group on socio-economic aspects of labour market/qualification trends.

In the Bits & Bytes section, national reports on employment trends from the French and German press are noted.

The Extracts section includes the text of the European Commission statement on eliminating obstacles to mobility of students, teachers, researchers and training volunteers in the Community, following adoption of its Green Paper on the subject last October.

CIRETOQ Newsletter and further information from Burkart Sellin, CIRETOQ project co-ordinator, CEDEFOP, tel.: 30-31+490 121, E-mail: bs@cedefop.gr

## CEDEFOP: A call for interest

In the Official Journal of the European Communities Nr. S 10 of 5.6.1997 CEDEFOP published "A call for interest in participation in networks and conducting study contracts in the areas of initial and continuing vocational training". A similar call for interest will be published in July 1997 in the "C Series" of the Official Journal which means that the deadline for stating interest will be further extended.

You can receive further information on the procedure from Dr. Stavros Stavrou, Deputy Director of CEDEFOP, Tel. 30-31+490 111, fax 30-31+490 102; e-mail: sts@cedefop.gr.

The text of the call for interest is also available at the Internet address, <http://www.cedefop.gr> on the Home Page and in the chapter "What's new?".



**Page 5** European Parliament welcomes - and criticizes - the Commission's White Paper on Education and Training. **Page 6** Labour market and employment policy I: Towards building one's own workplace; D: Austerity measures in the continuing vocational training of unemployed persons; **Page 7** New training organizations and programmes AT: Greater funding transparency; D: Young workers take advantage of state financial support; D: Pilot project launched "Telecoaching"; D: A newcomer in qualifications: Technical auditor for education; D: New international training courses; F: Social partners agree on guidance, but not on stays abroad; **Page 8** Continuing education and training B: Guidelines of the Flemish plan for permanent learning; E: The 2nd National Agreement on Continuing Training; F: Excellence Prize for continuing training; D: Good advice sought not only by beginners.

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

## European Parliament welcomes - and criticizes - the Commission's White Paper on Education and Training

The approval in December 1995 by the Commission of the White Paper, presented by Mme Edith Cresson and Mr Pdraig Flynn, on education and training entitled "Teaching and Learning - towards the learning society" marked a major step forward in the development of policy and activities in this field at EU level. This was the most-wide ranging document covering the fields of both education and training ever produced by the Commission. In a similar way the Resolution and Report on the White Paper adopted unanimously by the European Parliament at its March 1997 plenary session is the Parliament's most comprehensive policy statement on this subject to date.

The report was prepared on behalf of the Committee on Employment and Social Affairs by Ms Susan Waddington. There were also opinions from the Committee on Research, Technological Development and Energy drafted by Mr. Antonios Trakatellis and from the Committee on Culture, Youth, Education and the Media drafted by Ms Hilde Hawlicek. The following are the parts of the Resolution most concerned with vocational training.

### Lifelong learning: the beneficiaries

Basically the Parliament welcomes the fact that the White Paper has highlighted some key issues, such as the need for a broad knowledge base, the increased importance of learning foreign languages, the objective of bringing schools and business closer together, the significance of apprenticeship schemes, the concept of a European Voluntary Service

and the need to increase investment in education and training; although it is critical of the Commission approach which focuses almost exclusively on young people; takes the view that the debate should be expanded to encompass lifelong learning and widened to include the following target groups:

- children
- adult workers
- women
- people excluded or marginalized from the society, including the long-term unemployed, and those who have not had the benefit of general education or basic vocational training
- the enterprises

### Young people

Parliament also criticizes the White Paper for underemphasizing the role of education and training in preparing young people for social, egalitarian, democratic as well as working roles in adult life and emphasizes that the education and training systems cannot be revitalized by simply establishing closer links with business but also by

- striving for a more balanced mix between theoretical knowledge and practical skills in all educational curricula,
- delaying streaming decisions between general and vocational routes,
- providing greater cooperation and mobility both within and between general and vocational education, thus improving education provision and allowing progression from vocational education into higher education,

- providing counselling and career advice services during the period of transition between initial training (e.g. for those leaving compulsory schooling, vocational training and other studies) and work,
- encouraging young people to participate in opportunities for active citizenship, work experience, entrepreneurial and voluntary action;
- avoiding the creation of courses which lead to educational dead ends and therefore constitute obstacles to continuing education.

### Disadvantaged groups

In relation to disadvantaged groups the European Parliament believes that increased opportunities are required for particular groups whose access to lifelong learning is currently very limited, including the long-term unemployed, those in unskilled or part time jobs, and those who have periods out of the labour market, ethnic minorities, the elderly and disabled people and those with little initial education and training and calls upon the public authorities to provide a structure for education and training opportunities for these vulnerable groups, including systems of 'continual chances', flexible pathways and accreditation routes bringing them into the mainstream of economic, social and democratic life.

In this connection Parliament suggests that a strategy to combat social exclusion should include attention to the barriers that inhibit learning, more 'active' employment measures, labour market intelligence, literacy, access to information and communication technologies, personal learn-

ing and activity programmes and other locally targeted provision and stresses the marginalizing effects of long-term unemployment, which can be combatted particularly by means of general education projects, for example those designed to provide basic all-round education and develop informatics skills, and long-term vocational training.

### The teaching environment and teachers

In relation to languages, Parliament considers that the teaching and learning of languages in addition to the mother tongue increases the scope for mobility, contact, development of knowledge and employment and calls therefore for the following objectives to be pursued:

- proficiency in the mother tongue;
- attainment of a good functional level in at least one foreign language;
- a passive knowledge of one or more other foreign languages, particularly languages related to the mother tongue and the languages of neighbouring countries and of countries with historical links, irrespective of whether or not these are Member States of the EU;
- specific teacher training to take account of modern methods of language teaching.

### The employed/ The enterprise

As far as training for the employed and the role of the enterprise are concerned, Parliament is convinced that

business has a major responsibility for promoting continuing training but that market forces alone are not sufficient to meet the qualification and skill needs of a market undergoing rapid and dramatic change, especially with regard to Information Communication Technologies (ICT);

believes that national governments should give a lead in mobilizing partnerships and providing incentives for increased investment in and commitment to lifelong learning;

notes in this respect the role public employment services and the European Social Fund can play;

also takes the view that workers' participation in continuing education and training has to be encouraged by

- ensuring every workers' right to training commensurate with their needs and the needs of the enterprise,
- finding ways of accrediting newly acquired skills and achievements and recognizing them in terms of wages and career opportunities,
- targeting action on the so-called peripheral workforce, i.e. low-skilled, part-time and temporary workers who are less likely to be given training opportunities,
- addressing the difficulties experienced especially by workers in micro-enterprises and SMEs and the self-employed.

### Partnerships and resources

In relation to partnerships and resources, the resolution suggests that the Social Partners have a crucial role to play in providing motivation and access to lifelong learning, by, for

example, reaching agreements to meet the needs not only of the employed and employers but also creating work and training placement opportunities for young job seekers, the unemployed and other disadvantaged groups; believes that education and training institutions should work with other partners to provide new methods of pedagogy, active learning, and the recognition of skills and achievements.

### EU role

In discussing the role of the European Union, Parliament expects the Council and the Commission to take greater account, when establishing the annual budgets, of the fact that the EU accords priority to general vocational training as a means of improving the employment situation; calls therefore on the budgetary authority to increase funding for the Leonardo and Socrates programmes in order to be able to finance the new policy objectives identified in relation to the establishment of the learning society; points out that the recognition of qualifications obtained outside mainstream education and training poses great difficulties; calls, therefore, for greater

transparency as regards the substance of vocational certificates and the recognition of qualifications at the European level; also considers that an effort should be made to mainstream education and training measures in all relevant EU policies and programmes (e.g. Structural Funds and Fourth R&D Framework Programme); points out that measures aimed at promoting general education and training should be geared more towards eliminating gender-specific disparities; calls on CEDEFOP, in compliance with its policy guidelines for medium-term priorities (1997-2000), specifically to pursue research into the feasibility, effectiveness and transferability of projects relating to

- accreditation of skills and
  - a European apprenticeship scheme;
- invites the Commission, in the light of the outcome of the above research, to submit, in consultation with the Social Partners, a detailed proposal for the setting up of a European apprenticeship scheme.

### Explanatory statement

In the explanatory statement to the Resolution, the rapporteur lays considerable emphasis on the problems

raised by the ageing population pointing out that in ten years' time 80 % of the technology we use today will be outdated, while at the same time 80% of the workforce will be working on the basis of knowledge acquired at least ten years before. In the year 2005 population aged 20-30 (i.e. people with updated education and training) will decrease by 17% while workers with experience but obsolete knowledge will increase (by 7% for people aged 30-50 and 12% for those aged 50-60).

She also quotes empirical studies which confirm that a high level of education and/or training has direct positive effects on the 'employability' of people.

Drawing on a number of sources, Ms Waddington emphasises the economic return for individuals, companies and the economy generally, of investment in education and training.

She points out that one third of all young Europeans fail to make the crucial transition between school and work. Furthermore the interrelation between study and work is and can no longer be a linear one. Interactions should take place at different stages, not least at the initial stage.

She comes to the conclusion that the artificial barriers between the general educational and vocational educational systems should therefore be knocked down and the status of vocational education should be enhanced. This can be achieved in particular by establishing flexible pathways between general and vocational education, e.g. by

- facilitating progression from vocational education into higher education;
- expanding vocational education provision and basing it on a 'triadic' structure (continuous general education; theoretical knowledge in a chosen vocational field and work experience);
- delaying streaming decisions between general and vocational routes;
- promoting work experience for all;
- providing counselling and career advice services within schools.

In reviewing training for the employed, while accepting that responsibility tends to fall on the private sector she argues that market forces alone are not in a position to guarantee a sufficient level of investment and that public authorities have the task of providing the most suitable

(fiscal, legislative and social) environment.

In introducing the report at the plenary session of the Parliament the rapporteur concluded that this report, with its critical evaluation of the issues and its suggestions for improvement, will be a positive contribution to the creation of a European learning society. The significance of education and training, both for work and for democratic life, requires this European Union to take fundamental steps to invest in the future of all our people, young and old, and to ensure that all our programmes and all our resources are devoted towards creating a society in which all individuals have the opportunity to learn to skill and to reskill at all ages.

The full report (Doc A4-0056/97) containing the motion for a resolution and explanatory statement can be obtained (in all Community languages) free of charge from the European Parliament (97-113 rue Belliard, B-1047 Brussels, Fax: 32-2+230 75 55) or the offices of the Parliament located in each member state.

Source: European Parliament/JMA

The report was prepared on behalf of the Committee on Employment and Social Affairs by Ms Susan Waddington.



Photos: European Parliament

# Labour market and employment policy

## Italy Towards building one's own workplace

Analysis of the last 30 years of Italian society in a new CENSIS publication. To mark the 30<sup>th</sup> anniversary of the founding of the institute, the Centro Studi Investimenti Sociali - CENSIS (Centre for Social Investment Studies) has published a book entitled "Se trent' anni vi sembran pochi" (If 30 years seem a little), which traces the recent history of Italy through the wealth of data compiled on various aspects of society.

In the part on the labour market, the economic indicators drawn up by the institute show a constant drop in employment: while it increased up to 1991 there has been a decrease of 1 and a half million jobs in the following four years. The average time spent looking for employment has increased from 9 months in 1970 to 27 months in 1994. Funding for research, while increasing briefly in the mid 80s, has decreased since 1992 and per capita for each student is now at the level of the early 70s. The picture drawn by the report shows a chance in the occupational behaviour of Italians in the wake of economic and cultural de-

velopments which call for increasing autonomy and decentralisation. There is a trend from employee status to self-employment, from normal paid workers to those creating their own places of work. There is a transition from employed status towards abandoning hope of finding the dream job, in the estimation of Giuseppe De Rita, the Director of CENSIS. "The 60s were marked by state intervention, public enterprises and schools. Now people want to go it alone, to work without a boss, the skilled worker is becoming a manager and the unskilled worker a dishwasher".

Source: ISFOL

## Germany Austerity measures in the continuing vocational training of unemployed persons

The Federal Association of German Private Schools deplores the drastic drop in the number of continuing training and re-training participants.

The Federal Association of German Private Schools (Bundesverband Deutscher Privatschulen - VDP) deplores the drastic decrease in the continuing vocational training of unemployed persons. Austerity measures now reign in the Bundesanstalt für Arbeit (Federal Labour Office) and unemployed persons who wish to acquire qualifications for new tasks through continuing training and re-training, are now starting to feel the pinch. In February 1997 the number of unemployed persons supported by the German Labour Offices was 63,000 less than in the same month in 1996. Adult education establishments observed a decline of 58,000 participants in the period from Decem-

ber 1996 to February 1997 alone, a fall of 9 percent. A glance at the new entrants confirms this downward trend. In the first two months of this year 82,000 women and men started continuing vocational training, re-training or induction training in a company, 28,500 less than one year earlier. In Germany, says the VDP, an unprecedented disaster is threatening vocational education and training. For the unemployed, the educational establishments and the national economy, this will mean a loss of skills, know-how and human resources which cannot be remedied for years to come.

VDP, Bundesverband Deutscher Privatschulen, Pressestelle, Darmstädter Landstr. 85 A, D-60598 Frankfurt am Main

Source: VDP/CEDEFOP/ISK

France

## Social partners agree on guidance, but not on stays abroad

**In February 1997 the social partners signed an amendment to the national interprofessional agreement of 3 July 1991.**

This amendment mainly related to the guidance contract, one of the measures for the job integration of youth. Established in 1991 on the initiative of the social partners, the guidance contract has the aim of promoting the active guidance of young persons who have difficulties in entering the labour market by combining an initial experience in-company with sessions providing guidance and job-seeking assistance. Reserved at first for young persons aged 22 and below who had not completed the second cycle of secondary education and had no vocational diploma, the guidance contract is now open to young people below the age of 25 who may have a higher level of general education but do not

possess a vocational qualification, because they discontinued their university studies.

On the other hand, the social partners did not succeed in reaching an agreement on the adaptation contract drawn up for a stay in other countries. This project had the aim of offering young persons aged 18-30 occupational experience in a French company in a foreign country. The trade union organizations felt that the guarantees relating to housing conditions and other problems arising through a stay abroad were not adequate.

Source: INFFO Flash n° 472, March 1997, Centre Inffo

Germany

## A newcomer in qualifications: Technical auditor for education

**CERTQUA meets the emerging need of German educational establishments with the first course for auditors in education.**

A new qualification is being offered for the first time in Germany this year: "QM-technical auditor/management of education". The provider is CERTQUA (the Society of German Commerce and Industry for the Promotion and Certification of Quality Management Systems in Vocational Education and Training). With this 4-day course the society is reacting to the emerging need of educational establishments. Many of them are

building up quality management (QM) systems based on ISO 9000, whose efficiency has to be monitored regularly through so-called "technical audits". However, up to now in Germany, there was no training course for technical auditor in the field of education.

The new course qualifies persons for the professional implementation of complex audit programmes in educa-

tional institutions. It imparts technical know-how for the application of the standards series ISO 9000 ff. in the field of education and training, the examination of quality management documentation, the planning and implementation of quality audits in educational establishments and the writing of audit reports.

Further information may be obtained from: CERTQUA, Adenauerallee 12-14, D-53113 Bonn, Tel. 0049-228+10 40 80, Fax 0049-228+1044 82.

Source: CERTQUA/CEDEFOP/ISK

Germany

## Young workers take advantage of state financial support

**More than 55,000 women and men have applied for "Meister-BAföG" / Many wish to set up their own business.**

The "Meister-BAföG", the continuing training advancement promotion law, is becoming a striking success. Since the proclamation of the law in April 1996 more than 55,000 women and men have applied for this financial support. The Federal Government, the Federal Länder and the Deutsche

Ausgleichsbank (German Equalization Bank) have paid some 143 million ECU to aspiring Meister, technicians and others interested in career advancement. In the meantime 85 % of the applicants have already received a reply. In almost 90 % of the cases support was granted. The share of journeymen in the crafts sector is particularly high at 60%. This shows that it is mostly young workers who take advantage of this

legal financial aid and often intend to use it to set up their own business. The Federal Ministry of Education, Science, Research and Technology believes that this will have positive medium-term effects on the supply of jobs and training places.

Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie, Pressereferat, Heinemannstraße 2, D-53175 Bonn, tel.: 49-228+57-20 40/30 37, fax: 49-228+57-25 48, E-mail: presse@bmbf.bund400.de, Internet: http://www.bmbf.de

Source: Federal Ministry of Education, Science, Research and Technology/ CEDEFOP/ISK

Germany

## New international training courses

**At the beginning of the 1997/98 school year the European Academy for Economics and Languages in Cologne will offer two new areas of study at its "International Campus".**

A three-year training course in European corporate economics supplemented with specialisations in Asian affairs or tourism making for a total of four years including periods of study abroad. For entry in 1997/98, a

working knowledge of German is necessary, but it is planned, possibly from 1998, to provide the programme in English. An international team of lecturers provide the tuition in small groups. Prominent compa-

nies in the Cologne area are supporting this initiative as an alternative to the traditional course of study in Germany. Successful students are awarded the Bachelor of Arts (BA) by the University of Hertfordshire, England.

Information: International Campus, Hardefuststraße 1, D-50677 Cologne Tel.: 49-221+93 18 09-0, Fax: 49-221+93 18 09-20.

Source: Bundesverband Deutscher Privatschulen (VDP)

Germany

## Pilot project launched 'Telecoaching'

**Both sides in in-company practical training can benefit from computer-assisted learning.**

Under the title "Telecoaching" a pilot project has been launched by the Federal Labour Office (Bundesanstalt für Arbeit) and the Federal Association of German Private Schools (Bundesverband Deutscher Privatschulen - VDP). Through this, the initiators want to find out how people wishing to acquire continuing training through practical training in a com-

pany can be prepared more effectively for their new tasks.

Three adult education establishments of the VDP in Mühlhausen, Magdeburg and Saalfeld and the Land Labour Office of Sachsen-Anhalt/Thüringen will, for one year, test whether the use of modern communication media - above all, the Internet - can improve the conditions for practical training. On the one hand, the trainees will benefit, as they can approach the teachers in the educa-

tional establishments at all times. On the other hand, the companies will have less guidance work and can at the same time recruit trainees with a high level of competence.

Computer-assisted learning during practical training in a company is not confined to certain groups of participants or occupations. It can also be used in other forms of initial and continuing training which include a period of practical training.

Source: Federal Labour Office /CEDEFOP/ISK



Photo: Manfred Volmer

Austria

## Greater funding transparency

**An advisory board will assist the Education Minister, Ms. Elisabeth Gehrler, by making proposals for grants to be awarded in the area of adult education.**

The new committee will deal with grants totalling 130 million schilling (ECU 9.5 million) per year to be awarded by the Education Ministry, which also supports other activities in connection with adult education.

The advisory board will consist of representatives of the Social Partners and of the major adult education and continuing training organizations in Austria. A number of special projects will be funded, such as continuing

training for special target groups, and basic subsidies will be granted to particular institutions. The advisory board will seek a balanced distribution of funds between vocational training and general education projects.

The establishment of this advisory board is intended as a sign of the importance of adult education. It will ensure that the distribution of funds is more transparent, more objective and more customer-friendly. The

advisory board is also expected to decide what type of project should be emphasized, and to consider measures for evaluation, quality assurance and quality control in adult education and continuing training.

Wiener Zeitung, abf Austria

# Continuing education and training

Belgium

## Guidelines for the Flemish plan for permanent learning

**The Flemish Government has just proposed some guidelines for a policy plan for permanent learning which will be finalized in the coming months.**

The government and the social partners are already discussing - in the Flemish Committee for Socio-economic Concertation (VESOC) - the implementation of a budget of BEF 750 millions (about ECU 18.6 million) to be used for re-training schemes. Parallel to the implementation of the 1996-97 agreement, some thought is being given to the preparation of a new agreement for 1997-98.

By introducing the plan for "permanent learning", the Flemish government wishes to accentuate the principle of life-long learning. In concrete terms, the Minister President is trying to strengthen coherence between the different types of training offered by

the Flemish Office for Employment and Vocational Training (VDAB), by Education for Social Advancement (OSP) and the organization for the Middle Classes (VIZO). These training schemes will be harmonized through an initial protocol, to be signed by these organizations, which will later be replaced by a global decree on permanent learning. The government will also offer support for sub-regional collaboration which may prove to be necessary for the coordination of training provision.

From the financial point of view, the government has already earmarked BEF 750 million for innovative projects offering training to job-

seekers and workers. Companies may submit an application and VDAB and VIZO will organize these projects through their regional centres. This training will also cover the 'social profit' sector, which, for example, includes the caring professions.

Finally, the activities of VESOC should lead to a regulation for the financing of these training programmes in the companies. This regulation will be a financial lever which, in turn, will have a snowball effect. The Government is prepared to allocate funds for this type of training, but it demands sectoral or European co-financing. Once the subsidy principle has been given a concrete form through a practical regulation, applications will be accepted.

Source: Financieel Economische Tijd, 19/03/1997, ICODOC

Germany

## Good advice sought - not only by beginners

**Guidance counsellors in the labour offices are being consulted more and more during and after training**

Career guidance is no longer something required only for young people beginning to seek a training place. As reported by the Federal Labour Office, a growing number of workers who wish to get competent advice for their career advancement during or after training, are drawing on the expertise of the German Labour Offices. Although the number of training place applicants has risen sharply as a whole, young people seeking a training place only accounted for one-third of all career guidance clients last year.

The experts are consulted most frequently for the clarification of career notions, interests and abilities, the pre-requisites for and the perspectives of various occupations and the fulfilment of career aspirations. Last year guidance counsellors held 2.2 million consultations and gave an additional 1.6 million people advice and information in schools, universities and in the labour offices. Almost half the clients who sought advice were either employed, undergoing vocational training or unemployed.

Source: Federal Labour Office/CEDEFOP/SK



Spain

## The 2nd National Agreement on Continuing Training

**Continuing training within the framework of the National Vocational Training Programme has been the subject of two amendments to the 2nd Bipartite National Agreement on Continuing Training. One of them deals with the technical and organizational management of the system, while the other is an amendment of tripartite character on continuing training which lays down the structure and financing of the system.**

The 2nd National Agreement on Continuing Training which will be in force for four years (1.1.97 - 31.12.2000), has the aim of integrating continuing training as an essential part of vocational training, coordinating its development with Formación Profesional Reglada (regulated vocational training) provided by the education administration and Formación Ocupacional (occupational vocational training) provided by the labour administration.

The agreement defines continuing training as "the aggregate of training activities undertaken by companies, workers or their respective organizations, using the prevailing provisions, which aim at the improvement of competencies and qualification and re-qualification of employed workers in order to bring about the greatest competitiveness of companies through individual training for the worker".

The new agreement gives new groups of workers who were excluded in the past, access to continuing training and lays down the following provisions for training or for activities which are eligible for financing:

**In-company training plans:** Companies with 100 or more workers may present their own training plans.

**Group training plans:** intended for companies with less than 100 workers.

The elaboration of the training plans in both cases will be based on the guideline criteria set out in the public sector collective agreements and will exclusively affect the following issues:

- ❑ continuing training priorities ;
- ❑ orientation to the needs of the target group;
- ❑ enumeration of the available training centres;
- ❑ system of individual training leave;
- ❑ establishment of matching criteria to ascertain the levels of continuing training certification in the sector.

These guidelines will be applied in training plans in sectors which have no public collective agreement or specific agreement in this area.

**Intersectoral training plans:** The most representative employer and trade union organizations may present training plans which transcend sectoral limits and relate to training activities which, by their nature, have a common component in various branches of activity. Thus, they may also be applied to the area covered by the autonomous regions.

**Individual training leave:** The Agreement states that workers may have access to this leave when such training activities are not included in the company or group training plans, when their objective is the development or adaptation of voca-

tional qualifications; when they include a recognized official title; and when the training requires the physical presence of the worker.

Finally, the agreement also envisages the financing of activities which are complementary or accompany training and which help to identify training needs and action which can improve the efficiency of the system.

Source: INEM

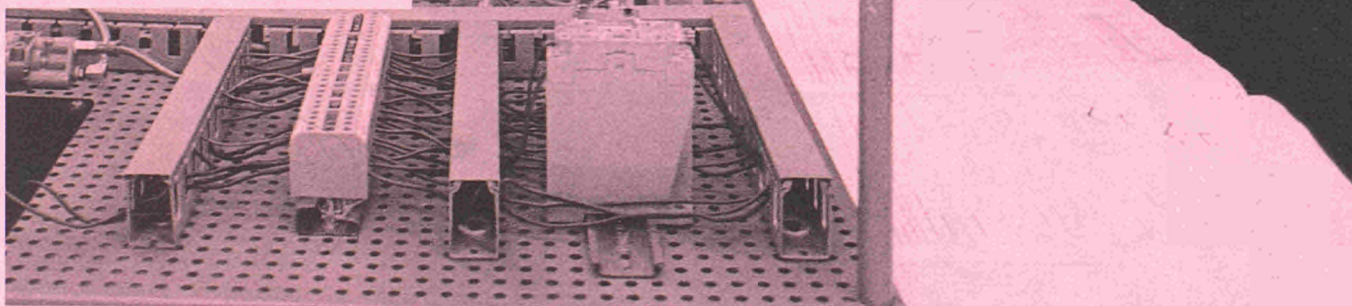


Photo: Manfred Vo

France

## Excellence prize for continuing training

To raise productivity together with skills, to train employees on the job and to integrate young school drop-outs - this is the challenge assumed by a steel-making firm in the Paris region which has seen its efforts crowned by the award of the Excellence Prize for continuing training conferred every year by the Paris Chamber of Industry and Commerce.

With a total of 267 employees, 16 low-qualified workers and eight young persons who dropped out from school obtained a technical education diploma in three years, the Certificate of Professional Aptitude for production process plant operator. According to the company, the outcome of this training was a 20% rise in steel production, an ISO

9002 certificate, a better social climate and a new motivation of the workers. The key to success: alternance training, given partly by an external training organization and partly by company tutors, which accompanies practical work at the workplace. A pedagogical gain: alternance training also ensures the continuity of production.

Source: Entreprises formation n° 98, March 1997/ Centre INFFO





**Page 9 Vocational training policy** DK: Internationalisation of educational programmes must be strengthened - a statement to parliament by the Minister of Education; DK: Implementation of the 1991 reform by the Vocational Education and Training Council; F: Administrative re-organization; **Page 10 P:** Integration of young people into working life; D: 1997 vocational training report sparks sharp controversy; D: Storm warnings on Germany's apprenticeship market; **Page 11 NL:** New policy document entitled 'Onbegrensde Talent' (Boundless Talent); D: Social partners join forces to set new course for career opportunities; AT: Apprenticeship reform starts from July 1997; IRL: Social partners and government again reach agreement

## Vocational training policy

Denmark

### Internationalisation of educational programmes must be strengthened - a statement to parliament by the Minister of Education

**In 1996 the Minister of Education promised to give the Folketinget (parliament) an account of the development of the international dimension in the educational system and put forward a strategy in this important field.**

The Minister has now presented a review\* of the present situation and a strategy plan based on four cross-sectoral focal areas:

- teaching and the content of learning,
- teachers,
- study and placements abroad and in Denmark, and
- use of information technology.

#### Compulsory school

At this level (7-16 years old) it is intended to make a survey of existing activities and to assess the quality of what goes on. The international elements of curricula as well as the descriptions of central knowledge

and skills areas must be gathered. Furthermore, the question is raised whether all pupils should be offered a study tour abroad or be taught together with a foreign pupil in his or her own school.

#### Youth education programmes

At the post-16 level it is asked whether a common European dimension should be integrated in all educational programmes or different school profiles should be promoted. In 1996 the international activities within vocational education and training were described and analysed, while a survey of international activities at upper-secondary schools

and at adult education centres is currently being undertaken. A development project has been started to create new teaching and learning materials which can strengthen the technical vocational programmes. The regulations governing a number of relevant vocational courses will be changed so that they integrate international elements in their aims and objectives. The Minister of Education will earmark resources for the expansion of international collaborative projects and an information campaign will be launched to induce vocational schools, trade committees and companies to see placements abroad as an integral part of voca-

tional education in the coming years. In fact, more than 900 young people took part in their vocational education and training in a foreign country in 1995.

#### Higher education

At this level it is pointed out that the mobility of researchers has been stimulated through extra funding. In order to increase the mobility of students, special support has been given since 1996 to study periods abroad and to foreign students wanting to take a study period in Denmark. To overcome the language barrier more teaching of various subjects in a foreign language is foreseen.

#### Adult and continuing education

In adult education, general as well as vocational, the folk high-school tradition and experience is emphasised by the Minister of Education as a means of creating more cooperation across national borders. Here an increased effort to make pedagogical and inno-

vative use of information technology is viewed as a good means of promoting trans-border activities. The establishment of master and diploma programmes within the open education programme may also contribute to the development of international dimensions in adult education.

#### A national strategy

Although the statement and the report by the Minister of Education documents an impressive and rich volume of international activities, a coherent and over-arching strategy still seems to be lacking. It may be argued that besides strategies covering the individual educational areas or institutions, which are clearly discernible, an overall national strategy covering all educational activities would be worthwhile.

\*\*Strategier for udvikling af den internationale dimension i uddannelserne", Undervisningsministerens redegørelse til Folketinget, Udgivet af Undervisningsministeriet 1997.

Available: Undervisningsministeriets forlag, Frederiksholms Kanal 25, F, DK-1220 København K., Tel. +45-33925220, Fax +45-33925219

Source: DEL

Denmark

### Implementation of the 1991 reform by the Vocational Education and Training Council

**Improved information, more practical training and better educational and vocational guidance are some of the elements needed to make vocational education programmes more attractive for young people in Denmark. These recommendations are put forward in an important report\* prepared by the Vocational Education and Training Council at the request of the Danish Minister of Education, Mr Ole Vig Jensen.**

The Council is an advisory body and makes recommendations to the Minister of Education. It can comment on its own initiative on all issues concerning education and training. The Council is composed of representatives from the social partners, vocational schools and the Ministry of Education. In spite of the broad representation of interests, the Council has unanimously formulated 42 proposals and recommendations on how to improve vocational education and training programmes.

The vocational schools have had a difficult time since the implementation of the VET reform in 1991. At the start of the 90's the number of students fell drastically, mainly due to demographic factors. There now

seems to be a better balance between the demand for, and supply of, places. But the vocational programmes will face major challenges in the coming years when youth cohorts will be falling. The VET programmes need to be made more visible and be seen as more attractive alternatives compared to the upper-secondary schools.

Targeted guidance initiatives are highlighted as important instruments to secure the future recruitment of students. Pupils in the 9th and 10th forms of compulsory school must be given better balanced educational guidance than today. The Council finds that guidance teachers are not up-to-date with the many new offers in VET.

At the same time the report points out that the admission routes to the various strands of Danish VET provision are too complicated, due to the many temporary measures elaborated in recent years, and says that they should be simplified.

A conference held in February 1997, organised by the Minister of Education marked the start of a dialogue based on the report's recommendations.

\* "Erhvervsuddannelsesrådets statusrapport 1996", Erhvervsuddannelsesrådets Sekretariat, januar 1997, Undervisningsministeriets Forlag (tel. +45-33925220, fax +45-33925219)

Source: DEL

France

### Administrative re-organization

**A re-organization in the Ministry of Labour and Social Affairs has brought about a merger of the Delegation for Vocational Training and the Delegation for Employment.**

The new Délégation Générale à l'Emploi et à la Formation professionnelle - DETFP (General Delegation for Employment and Vocational Training) has the task of promoting and coordinating employment, vocational training and social advancement policies, and of monitoring the implementation of these policies.

This re-organization is the logical consequence of the re-grouping of the departments and regions which led in 1992 to the creation of the Directions Départementales de l'emploi et de la formation professionnelle - DDEFP (Departmental Directorates of Employment and Vocational Training) and in 1995 to the Direc-

tions Régionales de l'emploi et de la formation professionnelle - DREFP (Regional Directorates of Employment and Vocational Training).

The General Delegate for Employment and Vocational Training exercises authority over the Agence nationale pour l'emploi - ANPE (National Employment Agency), the Association nationale pour la formation professionnelle des adultes - AFPA (National Association for Adult Vocational Training) and the Centre pour le développement de l'information sur la formation - Centre INFFO (Centre for the development of information on training).

Source: INFFO Flash n° 473, April 1997

# Integration of young people into working life

**The Programme for the Integration of young people into Working Life was presented to the public on 27 February 1997 by the Minister of Qualification and Employment in the presence of the Minister of Education and the State Secretary for Youth. It is the first step in the implementation of the Agreement on Strategic Concertation and is evidence of the priority given by the government to the control and prevention of youth unemployment.**

The programme will cover almost 1 million young people and the cost of its implementation is estimated at 120 billion escudos (610 million ECU) for the period 1997-1999; it envisages **new measures in four fundamental areas:** educational and vocational guidance, vocational education and training, assistance for integration in the world of work and access to employment.

The measures in the **field of guidance** have the aim of providing all young persons with updated infor-

mation and personalized support so that they can chart their educational and vocational routes. In this context a database providing information on education/training provision which can be accessed through the Internet will be set up. Another measure is directed at schools located in less-favoured regions or in the interior of the country and has the aim of preventing dropout from school and premature entry into the world of work. From this year onwards regional educational and vocational guidance fairs will also be organized.

In the **field of education/training** there are two principal objectives, i.e. to ensure that all young persons complete their 9-year compulsory schooling and have access to qualifying training before they enter working life. In this field the programmes envisaged are, inter alia:

- the organization of courses linking schooling with vocational training which will be administered jointly by the Ministry of Qualification and Employment and the Ministry of Education;
- financing of training, on individual initiative, within the framework of the PESSOA programme - Operational Programme for Vocational Training and Employment (Decree 2/MQE/97 of 3 April 1997);
- use of the mobile units of the Institute for Employment and Vocational Training (IEFP) in those areas

where access to training is difficult; and finally,

- the reinforcement of some existing schemes such as the extension of training workshops in regions with a strong crafts tradition.

The support measures for **integration in the world of work** which have the aim of facilitating transition to working life, include the establishment of a national plan for in-company training (stages) addressed primarily to persons who have completed higher education programmes - licenciés et bacheliers (approximately 3 000 young persons), and training in enterprises (stages) for the integration of IEFP trainees.

In order to encourage **the recruitment of young people and to stimulate creation of self-em-**

**ployment**, the programme contains measures such as

- a new aid system for the recruitment of youth in innovative areas or areas in which priority is given to the promotion of new occupational profiles;
- awareness meetings on the subject of business start-up;
- the creation of a national prize for young entrepreneurs.

An inter-ministerial committee will monitor the implementation of this programme. This implementation requires the active participation of the Ministry of Qualification and Employment, whose local and regional services will act in close cooperation with the Ministry of Education and the State Secretary for Youth.

Source: CICT/MQE

## Germany

# 1997 vocational training report sparks sharp controversy

**BIBB Board's statement agreed with great difficulty - dissenting opinion expressed by both employers and employees.**

The Board of the German Federal Institute for Vocational Training (BIBB) expects a significant shortage of apprenticeships into the next millennium. This is the conclusion of its statement in connection with the draft of the 1997 Berufsbildungsbericht (Vocational Training Report), which was recently published by the Federal Ministry for Education, Science, Research and Technology.

The BIBB Board, which assists the federal government in basic issues of vocational training, is a quadripartite body of representatives of state and federal governments, employers and employees. The Board had great difficulty in agreeing on a joint position, and its final statement was passed by 21 votes to 16, with 11 abstentions. Employer and employee representatives submitted separate dissenting statements.

The Board has come to the conclusion that the gap between training and employment systems is widening. While the dual training system remains basically a training instrument for the manufacturing sector, it is quite clear that since the early 1990s far more jobs have been lost in this sector than in the service industry. The Board exhorts the government and the social partners to join forces in pushing for the modernization of existing occupational profiles and the creation of new ones.

One of the points made by the BIBB Board is that "trade and industry bear the main responsibility for vocational training in the dual system". It repeats its 1996 recommendations with relation to tax incentives and self-commitment by the umbrella organizations to the federal government.

In its statement, the BIBB Board rejects the overall shortening of the school based elements of vocational training. It suggests a system of block teaching and a weekly rotation of teaching times as alternatives which could satisfy the demands of employers for apprentices to spend more time on the job.

In order to increase the number of apprenticeships being offered, the

Board recommends the quick implementation of more flexible training regulations (both updated and new ones) and closer links between initial and ongoing training.

The dissenting opinions of employer and employee representatives show that with regard to vocational training, these two camps are at times diametrically opposed to each other. Whereas employers speak of a "turnaround" on the German training market, employees complain of a "dramatically worsened situation".

The employers' statement acknowledges the "shared responsibility of employers for training opportunities", but views criticism of the training practices of companies as being "totally out of place". Indeed, they believe emphasis should be placed on making better use of available apprenticeship opportunities. For instance, young people should be encouraged to take up apprenticeships away from their home areas or in fields other than those corresponding to their ideal occupational choices. Employers believe that modernizing old occupational profiles and developing new two-year apprenticeships will open up "a significant number" of additional apprenticeship opportunities. Both processes - modernization and development of new apprenticeships - should be further simplified.

Lower training costs and the increased presence of apprentices on the job would, in the opinion of employer representatives, constitute a significant improvement of apprenticeship conditions. They suggest one, instead of two, days of vocational school per week in the second apprenticeship year, an increase of training time to 40 hours, the limitation of leave to the legal minimum and a reduction or freeze of apprentices' wages.

Employers stress that continuing training is an essential component of their vocational activities, and that government regulatory intervention in this area should be avoided. Continuing training should be regulated by agreements reached between the organizations involved.

"Deregulation is tantamount to a dismantling of the dual system". With this warning, employee representatives refer to the reorganization carried out until now and the reduction in school-based time, which, in their opinion, has not led to an increase in apprenticeships available. Employee representatives believe that giving preference to businesses which take on apprentices when awarding government orders is a more effective instrument, and they call for the government to implement this measure.

Employee representatives consider apprentices' wages as an "irrelevant factor" for apprenticeship numbers. In 1996, they claim, wages went up less than in previous years or not at all, and nevertheless no additional apprenticeships were offered. In their opinion, quite the opposite was true: in occupations where apprentices' wages are higher, there tended to be more apprenticeships offered than in occupations with lower wage levels.

Initial and continuing vocational training need set structures, say employee representatives. Training should reflect the requirements of an occupation as a whole, and not of its individual activities. "Narrow-gauge training" - for instance two-year apprenticeships - does not lead to a modern qualification system. The same applies to continuing vocational training. What is needed is framework legislation setting the basic prerequisites for generally recognized and transparent continuing training structures.

Employee representatives also call for a "federal law for equalization of burdens between companies offering apprenticeships and others not involved in training. It can no longer be accepted that 70 % of all companies in Germany are not offering apprenticeships, while the remaining 30 % are expected to ensure and finance the training of the next generation of skilled workers for the entire employment market.

Source: BIBB/CEDEFOP/SK

## Germany

# Storm warnings on Germany's apprenticeship market

**The federal government joins forces with trade and industry in an initiative against imminent shortages in apprenticeship opportunities.**

Problems surrounding the situation of vocational training in Germany are back at the top of the political agenda. It is quite obvious that the number of applicants for apprenticeships will continue to rise steadily by one or two percent a year until the year 2007, while the number of apprenticeships offered will not be able to keep pace with this increase. Currently, two thirds of all German businesses do not take on any apprenticeships.

The Bundesanstalt für Arbeit (Federal Labour Office) has published alarming figures regarding the situation on the German apprenticeship market. With the normal apprenticeship year beginning in October, there were still some 160,000 apprenticeships needed by late March: 605,000 applicants for 444,000 apprenticeships. The aim of the federal government for 1997 is to create 13,000 apprenticeships more than last year. By late March, however, there were still 30,000 less than last year.

With the imminent threat of this gap in training opportunities, the federal government has joined German trade and industry to launch an initiative called "Ausbilden - Wir machen mit" (Training - we're in on it). Trade unions, which have accused the employer side of breaking the promises it had made in 1996 with regard to offering more apprentice-

ships, are not participating in the campaign.

The initiators of the new campaign want to encourage businesses and government departments to increase the numbers of apprenticeships they offer. Companies are given the possibility of advertising their training activities in an effort to increase public awareness of the apprenticeship system as a guarantor of future employment. The initiators also want to see more regional "alliances for training", and strongly recommend that the social partners include a commitment to increasing apprenticeships in their collective bargaining negotiations. Growth branches in the service sector should take it upon themselves to create new occupations in order to expand training opportunities in these fields.

The concept for the reform of vocational education put forward by the German Federal Minister of Education, Jürgen Rüttgers, shares the aims of the campaign. Moreover, Mr. Rüttgers is particularly interested in motivating the 250,000 or so self-employed business people in Germany. In his view, they represent a large untapped potential for the creation of new training possibilities.

Source: Federal Ministry for Education, Science, Research and Technology/ Board of German Industry for Vocational Training/Federal Labour Office/Agency/dpa/CEDEFOP/SK

## Impressum

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# New policy document entitled 'Onbegrensd Talent' (Boundless Talent)

On 2 April 1997, the Dutch Ministry of Education, Culture and Science published a new policy document\* on educational internationalization entitled 'Boundless Talent'. In the coming years, the government wants to give Dutch education the scope to become more internationally oriented.

One consequence is that increasing attention will be paid to the learning of modern foreign languages. In addition, efforts will be made to remove any hindrances to students' mobility, and the government will therefore be investigating possibilities for students to continue receiving their grants if they decide to study abroad. The policy document includes this and other policy plans.

The basic assumption behind the document is that young people, both in the Netherlands and abroad, are functioning in an increasingly international environment. It treats the internationalization of education on the basis of four geographic categories: the Netherlands, the countries bordering the Netherlands, the countries of the European Union, and the rest of the world, in that order. Particular attention will be paid to Asian countries such as Indonesia and Japan.

Funds varying between HFL 54 million (ca. 24.6 million ECU) in 1997 and HFL 46 million (ca. 21 million ECU) in 2001 will be made available for measures and programmes in the context of educational internationalization. In the coming months, three

meetings will be held at locations across the Netherlands to provide opportunities for reactions to the policy plans. Formal governmental consultations will also be held on the policy document, on the basis of which, a plan of action will be established in the autumn of 1997.

The Boundless Talent policy document succeeds the 1991 Extending Frontiers one. The national internationalization programmes proposed in the latter policy document will be continued, although there will be a

number of clear adjustments. One such change is that mobility on a loose, individual basis will have to be replaced by sustainable cooperation between institutes. In addition, cooperation will be more geared towards the border regions, with an emphasis on neighbouring countries and contributions by native speakers.

\*Copies can be ordered at HFL 20 from SDU Service-centrum, P.O. Box 20014, NL-2500 EA 's-Gravenhage. Language: NL; ISBN 90 346 3406 X

Source: CINOP

## Germany

# Social Partners join forces to set new course for career opportunities

Agreement on continuing vocational training for improved employment opportunities: The German Social Partners see their cooperation as a sign for the rest of Europe.

The constantly changing world of careers and employment presents growing challenges, but also new career opportunities. An important key to succeed is a system of ongoing vocational training for improved employment chances. This requires well established, transparent rules that allow participants to achieve their aims quickly and effectively. German employer organizations and trade unions have been discussing a system of this type for years. The result is a comprehensive agreement between the Kuratorium der Deutschen Wirtschaft für Berufsbildung (Board of German Industry for Vocational Training), the Deutschen Gewerkschaftsbund (German Trade

Union Confederation) and the Deutschen Angestellten-Gewerkschaft (German Employees' Trade Union).

The intention of the parties to this agreement was to make optimal use of the leeway given by the Vocational Training Act and by the Handicrafts Regulation Act. They want to strengthen the freedom of action of the Chambers of Industry and Commerce and the Chambers of Handicrafts, while also paving the way for the establishment of nationwide training regulations.

The agreement sets the course for need-oriented new examination regulations in the Chambers of Commerce or Chambers of Handicrafts. These can now pragmatically and

quickly transform innovative continuing training concepts into examination regulations. Furthermore, the Social Partners make recommendations with regard to training courses, centralized examinations and information on quality control and new training regulations. The joint paper's proposal for a good beginning would be the transformation of the regulations for continuing training aimed at improved employment chances for 15 occupations into federal statutory instruments.

Employer organizations and trade unions want to meet at least once a year in the future in order to discuss current developments on the basis of their agreement and take any necessary follow-up decisions. After three years they want to draw an interim conclusion.

They view their cooperation as a particularly effective signal for change in the rest of Europe, where the social partners are currently seeking increased involvement in decisions on vocational training policy.

Source: DGB - German Trade Union Confederation / Deutsche Angestellten-Gewerkschaft - German Employees' Trade Union / Kuratorium der Deutschen Wirtschaft - Board of German Industry for Vocational Training / BIBB / CEDEFOP / SK

## Austria

# Apprenticeship reform starts as of July 1997

Social partners agree on reform package.

Ms. Lore Hostasch, the Austrian Minister for Social Affairs, and her colleague in the Ministry of the Economy, Mr. Hannes Farnleitner, have reached an agreement with the presidents of the social partner associations on a comprehensive package for the reform of the apprenticeship system. The aim of the intended measures is to increase immediately and in the next few years the numbers of young people undergoing training in the 'dual' system, and to encourage more businesses to offer apprenticeships. The representatives of trade and industry have pledged to increase their efforts to motivate businesses to raise the numbers of apprenticeships offered to young people in the future.

This will be financed by an increase of 0.1 % in employer contributions

for regular employees' health insurance. Should this not provide sufficient cover, the Ministry of the Economy will take on contingent liability on the strength of subsidy funds.

Vocational training will offer persons who complete apprenticeships for occupations not falling within the scope of the Vocational Training Act better opportunities to change to other training directions. The reform also covers the following points:

- possibility of registering for the final examination during the entire final year of the apprenticeship
- lowering to 20 the minimum permissible age at which the final apprenticeship examination can be taken without an apprenticeship having been completed
- special provisions for young school-leavers

- support for in-company training of apprentices and graduates of apprenticeships provided by the Ministry of the Economy
- training time guarantee on the job and at school
- swift and non-bureaucratic acceptance procedures for businesses offering apprenticeships
- possibility of replacing trainer examination by recognised courses
- support for training institutions by the Ministry of the Economy
- transfer of the "high-tech professions" model to regular teaching.

In addition, the agreement covers points relating to

- regulations for the protection of children and young people,
- measures to provide closer contacts between vocational training and the regular school system,
- opening up the dead-end situation in education, and
- broad vocational fields for occupations accessed through apprenticeships.

Source: WZ of 1 March 1997/ibw

## Ireland

# Social partners and government again reach agreement

A new national programme agreed as a result of discussions between the Government and Social Partners on the challenges facing the Irish economy and society over the next three years has now been ratified by the Irish Congress of Trade Unions (ICTU) and the Irish Business and Employers' Confederation (IBEC).

It identifies the challenges as follows:

- maintaining an effective and consistent policy approach in a period of high economic growth;
- significantly reducing social disparities and exclusion, especially by reducing long-term unemployment; and
- responding effectively, at both national, sectoral and enterprise level, to global competition and the information society.

The programme aims to build on the economic and social progress that has been achieved under the three previous agreements and to ensure an equitable distribution of future benefits across society. In addition to the pay and tax elements, the new programme contains a number of provisions including

- an agreement to pursue partnership at enterprise level;
- the modernisation of the public service;
- a specific programme of action for greater social inclusion and new forms of equity.

All of these proposals involve a training element.

The need for higher levels of skills and a recognition of the importance of life-long learning in responding to the challenge of global competition is recognised and a number of proposals are advanced as follows:

- the development of new business-led approaches to enterprise training which would have strong business, trade union and education/training sector input
- the requirement that training be fully integrated into all companies' programmes for development and into business plans and applications for all forms of state aid

- a commitment by the government and the Social Partners to life-long learning, particularly in the light of rapid technological change, and to support for individuals investing in their own training
- the introduction of "a National Traineeship Programme and Certification. An authorised system of certification under TEASTAS is required to ensure that training bodies have effective quality awareness procedures."
- monitoring the effectiveness of the existing apprenticeship system.

The specific training needs of small businesses, the tourist industry and agriculture also receive attention. A Review Group proposed in the Programme to examine the existing training system for agriculture, has already been established and increased resources are being devoted to rural development and adult training, with particular reference to women. To enhance the competitiveness of firms a national centre for partnership will be established to develop this concept and to provide the necessary encouragement, training, information and support. It will work with IBEC and ICTU in developing suitable training programmes, including pilot programmes of joint employee/management training.

\*Partnership 2000 for inclusion, employment and competitiveness. ISBN 0-7076-3762-7, € IRL 5.- (ECU 3.8). Available: Government Publications, Postal Trade Section, 4-5 Harcourt Road, IRL-Dublin 2. Tel: 353-1+661 31 11 Fax: 353-1+475 27 60

Source: FAS

Competencies in two sectors in which information technology (IT) exerts a strong influence: Telecommunications and Administration/offices

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**Identification and Validation of Prior and Informal Learning**

Languages: DE/EN/FR  
free of charge on request from CEDEFOP

This study is part of the CEDEFOP work programme which envisages formulation of a reference framework which the European Commission could use as one component of a periodic report on the development of vocational training in the Member States.

The study, which was conducted in three countries (Spain, France and Italy), aims to identify new professional competencies in which information technologies have a particularly strong impact: telecommunications, a sector which plays a vital role in the evolution of IT, and administration and office work which make general use of IT and which, while not a productive sector, is a transversal and intersectoral area processing data and information.

The study envisages the description of certain functional activities and definition of the required competencies in order to provide a reference framework for training curricula.

After being chairperson and vice-chairperson of the CEDEFOP Management Board and then closely involved in the Social Dialogue, Anne-Françoise Theunissen has given her experience in producing a study on CEDEFOP and the social partners.

The aim of the study, which strives to provide information and fire debate, is to facilitate a better understanding of the needs and expectations of the social partners vis-a-vis the Centre and to gauge the current position these assume.

Based on discussions launched in 1992 and on the revitalisation process in the Centre and interviews with social partners, the author analyses the role of the Centre, the priorities of the social partners in vocational training, their needs regarding the sectors and means of intervention of CEDEFOP and the relations between the Management Board and the social partner organisations.

This analysis reveals many possible lines of actions which could be a source of inspiration and launch debate on the tasks and aims of the Centre in the coming years.

The links between education and training on the one hand, and work, economic growth and new technologies on the other were the subject of a seminar organized by CEDEFOP in November 1996.

Although the contribution of education and training to economic growth and productivity is widely confirmed by research results, numerous questions remain open. They concern the nature of skills needed, problems of unemployment and of the transition of young people into working life, the emergence of new jobs, and the role of education and training policies.

The papers presented at the seminar discussed some recent research work carried out in these fields and give an overview of on-going activities. The conclusions drawn indicate that a single policy is not expected to substantially increase economic growth and employment, and to decrease unemployment. What is more, a policy-mix and a package of strategies is necessary to achieve these goals.

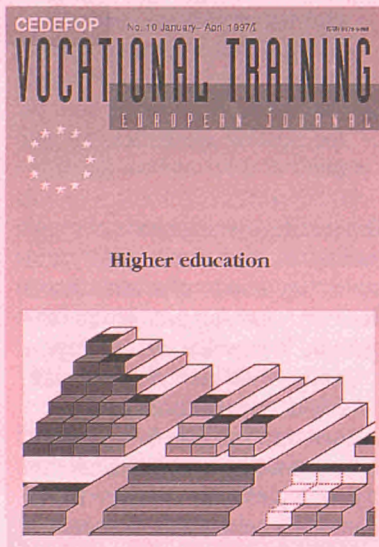
During the last 5-10 years, a number of countries, in and outside Europe, have introduced methodologies and systems for the identification, validation and recognition of prior and informal learning. On the European level, several suggestions related to a European skills Accreditation System and a Personal Skills Card have been made. It is believed that the validation and recognition of prior and informal learning will improve the transparency and transfer of skills, making it easier for individuals and enterprises to make use of a broader range of skills than today.

But as most of the existing methodologies and systems have been operational for a comparatively short period of time, it is difficult to decide whether this expectation is justified or not. Existing information on experiences so far is incoherent and of a limited scope in most countries. With some exceptions, descriptions of the different methodologies and systems are based on assumptions of certain potentials, not on independent evaluations of experiences.

The aim of the CEDEFOP panorama on "Identification and Validation of Prior and Informal Learning" is to present and discuss some of the experiences and dilemmas related to these tendencies. In addition to short presentations of the development in seven (European as well as non-European) countries, the European initiatives (the Personal Skills Card and the European Skills accreditation system) are presented and discussed. Finally, questions related to social legitimacy and new methodologies and systems are raised.

The CEDEFOP panorama on "Identification and Validation of Prior and Informal Learning" is the first publication in the project "Identification, Validation and Accreditation of Prior and Informal Learning".

This project was started in 1997 (national reports presenting experiences from Germany, Ireland, France and the UK will be concluded during the summer of 1997) but will, if agreed by the Management Board of CEDEFOP, be extended to other EU-countries during 1998.



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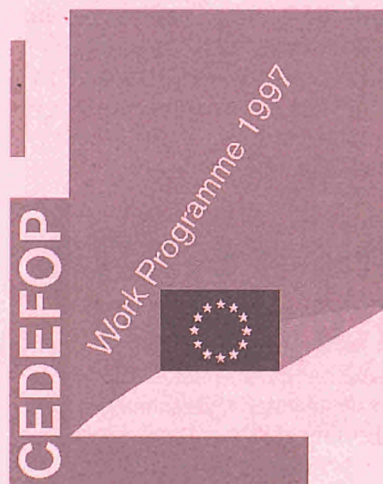
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- Technological Development p. 3
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- Occupational Profiles p. 3
- Compatibility of Vocational Training Qualifications p. 4
- Exchange of Information and Experience p. 4
- Certification and Validation of Occupational Qualifications p. 4
- About CEDEFOP p. 4
- CEDEFOP info p. 4

Regional Development p. 5

Migrant Workers p. 5

Continuing Education and Training p. 5

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**Page13 Financing** UK: How much training? How much does it cost?; **Initial training** GR: Project to establish an observatory to monitor secondary education graduates in the labour market; **Page14** IRL: Preventing early school leaving and social exclusion; **Certification** IRL: More details of new certification arrangements; D: Trilingual "business card" gives dual vocational training graduates a stronger profile; E: New certificates of professional proficiency for 9 occupations; **Page15** Conferences – Seminars – Exhibitions; Sources; **Page16** Selected bibliography.

# Financing/Initial training/Certification

United Kingdom

## How much training? How much does it cost?

**The decentralisation and deregulation of training since the abolition of most industrial training boards makes it difficult to obtain hard evidence about expenditure on training in the UK. So, two recent initiatives by the Industrial Society and IFF (Industrial Facts and Forecasting) Research are particularly welcome and fill some gaps in our knowledge about what is going on in training in the UK.**

The IFF Research initiative is the first large scale research carried out since 1987 on employers' training activities, whilst the Industrial Society's work was a survey of its members. **Survey by Industrial Society** Some 400 organisations responded to the Industrial Society's survey which took place in October 1996. The Society sent out a questionnaire to a random sample of 3754 training and personnel professionals drawn from its database. The survey found that the average training spending per employee in the UK is just under UK £ 370 (ECU 521) per annum. The manufacturing sector spends most - UK £ 406 (ECU 572) per employee on average, compared to UK £ 283 (ECU 399) in the service sector.

Since the last survey in 1994, spending per head has fallen but as a percentage of turnover it has risen by nearly 1%. Why is there such an apparent contradiction? The Society explains this by suggesting that it is

evidence that organisations are being more effective and efficient in managing training. They are spending "smarter" through better targeting, lower training management costs and investment in new ways of delivering training. For instance, the use of information technology has increased in the delivery of training output, the intranet in particular.

However, there is also evidence from the survey that employers are concentrating their training investment on key employees. This means that part time and non-permanent staff are not able to update their skills and prompts the Society to warn employers against undervaluing these workers. On a national scale an increasing number of atypical workers not improving their skills can have a long-term effect on the UK's knowledge portfolio and competitiveness.

The Industrial Society survey reinforces the findings of the much more

detailed IFF Research work which is over three years old and relates to training undertaken in 1993.

### IFF Survey

The IFF Research survey provides a breakdown of its major findings by employer size and broad business sector. 72% of employers provided on-the-job training, 70% off-the-job training, not including correspondence courses, open learning and conferences and seminars, whilst 28% had used open learning.

100% of employers with more than 2500 employees, provided some form of training to their employees ranging from 100% on training courses and 94% on on-the-job training, to 88% using open learning. In medium to large companies training is almost universal, 94% providing training courses, 92% providing on-the-job training and nearly 60% open learning. Open learning is particularly popular with medium-sized and large

employers, nearly three times as many providing it as the smallest employers, 20%. However, 94% of small employers provide some form of training.

The survey found that 47% of all employees receive on-the-job training, 45% attend training courses and the number of days supervised training per employee was 3.7 per annum.

Training costs included trainee labour costs (pay and benefits), training contractors' fees, training centre costs, training management costs, cost of materials and equipment, travelling and subsistence expenses and any training levies (less grants). Using this rigorous approach the survey calculated a UK total expenditure training of UK £ 10.6 billion (ECU 15 billion) of which off-the-job training accounted for UK £ 8 billion (ECU 11 billion). Training management and contractors accounted for 14% of the bill. The trainee labour cost was a third of the total (UK £3.5 billion - ECU 5 billion). These figures averaged out, tell us that for all organisations, supervised training per employee per annum cost UK £ 589 (ECU 830).

The economies of scale for larger organisations meant that the average cost for them, UK £ 503 (ECU 708), was much less than the overall average, whilst the cost to the smallest employer was UK £ 749 (ECU 1055). Employers with between 200 and 499 employees spent UK £ 544 (ECU 766) which may reflect the relative stability of organisations at this level.

Commenting on this survey, the Department of Education and Employment highlighted the Investors in People initiative as a way of encouraging employers to ensure that training budgets are used efficiently and that training is focused on business needs, pointing out that organisations interested in bench marking their training need to consider quality and effectiveness as well as quantity and cost.

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Industrial Society's Training Trends No 21, Nov/Dec 1996  
Training in Britain, A study of funding, activity and attitudes, IFF Research, 1996, London, ISBN 011361280-X  
Labour Force Survey Quarterly Bulletin, Spring 1996, Office of National Statistics, 1996

Source: IPD

## Initial training

Greece

## Project to establish an observatory to monitor secondary education graduates in the labour market

**A new project has been approved as part of the Community Framework Support operational plan "Education and Initial Vocational Training".**

It will explore a data collection model on the relationship between education and employment. The project is assigned to the Pedagogical Institute of the Ministry of Education and will

be completed in two years. Its aim is to develop a permanent mechanism, which would monitor, register and evaluate on a regular basis, at national and regional level the career

patterns of secondary education graduates (general lyceums, technical/vocational lyceums, unified integrated lyceums, technical/vocational schools, apprenticeship schools). The

development of the appropriate data collection model will be based on :

- a systematic survey of corresponding models which have already been implemented in other European countries;
- the identification and classification of the Greek context;

a pilot application of the proposed final model.

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e-mail: prouse@compulink.gr

Source: Pedagogical Institute

# Preventing early school leaving and social exclusion

Although the number of early school leavers has been falling in recent years in Ireland, 3,200 young people left school in 1995 without sitting the lower secondary level Junior Certificate (taken at age 14/15).

The unemployment rate for young people aged 15-24 with no educational qualifications in the same year was around 46% and the long-term unemployment rate for this group was almost 30%, compared with around 10% for those with qualifications. The problem is intensified by the fall in some traditional employment opportunities combined with a process of "qualifications inflation" as more and more young people stay on in education. As a result, the problem of marginalisation and social exclusion for early school leavers is becoming more acute.

The National Economic and Social Forum (NESF) in a recent report\*

makes a number of recommendations to tackle more effectively early school leaving and youth unemployment. It suggests that early school leaving can be eliminated within the next five years by the adoption of a broad strategy, encompassing education and training, income adequacy and the development of an area-based response to local needs. The Forum's proposals are as follows:

- targeted measures for children from disadvantaged backgrounds, together with curricular reform and tracking of early school leavers
- an increase of 1,000 places on the Youthreach programme (a two-year programme of education, train-

ing and work experience/placement for 15-17 year olds) and 100 places on the Specific Skills Training programme for those who have already left without qualifications. Progression, certification and provision for child care costs are key elements of these proposals

- a new pilot scheme to increase the number of places on the Community Employment and the Vocational Training Opportunities Scheme programmes for 18-21 year old leavers without qualifications

- the targeting of second-chance education at those from very disadvantaged backgrounds, especially single parents, people with a disabil-

ity and the long-term unemployed. The emphasis will be on literacy and numeracy programmes and the provision of childcare costs;

- the establishment of a high level inter-departmental group, including representatives of FAS-Training and Employment Authority, to monitor and oversee the implementation of the Forum's recommendations
- new institutional mechanisms and initiatives by the Department of Education, in co-operation with other relevant departments, FAS and youth organisations to tackle the wider socio-economic problems impeding educational progress. This should be on a partnership basis with the active involvement of parents, schools, community groups and employers in a "Whole Community" approach to educational disadvantage.

The NESF estimates the total cost of its recommendations at around IR £12m. (9 million ECU). It will require, the report says, changes in government spending priorities and suggests savings made because of declining pupil numbers could be diverted to fund its proposals.

\*National Economic and Social Forum: Early school leavers and youth unemployment. 1997. ISBN 1-899276-10-6, IR £ 5.00 (Ecu 7.00) (Available: NESF, Government Buildings, Centre Block, Upper Merrion Street, IRL-Dublin 2). Tel: 353-1+678 55 77 Fax: 353-1+662 10 95

Source: FAS

## Certification

### Ireland

# More details of new certification arrangements

TEASTAS, the Irish National Certification Authority, has presented its first report\* to the Minister for Education.

The authority, as detailed in CEDEFOP Info 1/96, was established to undertake responsibility for certifying third level courses outside the universities and all further and continuing education courses. This report, following consultation with interested parties, presents the initial proposals and recommendations of the Board on the proposed qualifications framework and the organisational structure for TEASTAS.

It proposes that the TEASTAS structure will act as

- a certifying authority and
- the supervisor and regulator of the overall framework.

As a certifying authority, it will have full responsibility for all state certification of qualifications outside university education and training (other than the Junior and Leaving Certificates taken as part of general secondary education), with the exception of the Dublin Institute of Technology and the Regional Technical Colleges which will maintain their

own awards under the umbrella of TEASTAS. The report recommends the establishment of a separate Board of Studies for each of an agreed number of broad based areas of learning. These Boards will be "the principal mechanism by which TEASTAS defines, promotes and maintains standards, and facilitates access, progression and mobility". They will be composed of representatives of the social partners, providers, learners and other interested parties.

As regulator of the overall system, the authority will, it is proposed, establish the general structure of the qualifications framework, define standards, promote access, progression and mobility, and provide recognition and accreditation of work-based, informal, community-based and experiential learning for the purposes of certification. The current certifying bodies, the National Council for Educational Awards (at third-level outside the universities) and the National Council for Vocational Awards (at second level) will be

reconstituted as sub-boards of TEASTAS. This is proposed as a temporary arrangement in an effort to eliminate distinctions between educational sectors, which is essential, the report says, if progression through a lifelong learning system is to be achieved. For the same reason, there should be a two-way transfer

of students between universities and institutions within the TEASTAS framework and it recommends that universities be represented at Board level and in the various Boards of Studies.

The proposals in the report, which are being considered by the Minister,

have received a mixed reaction. Legislation to establish TEASTAS on a statutory basis is not expected until late this year or early 1998.

\*TEASTAS: First report, January 1997.

Available from: TEASTAS, Marino Institute of Education, Griffith Avenue, IRL-Dublin 9. Tel: 353-1+837 69 69 Fax: 353-1+837 6301)

Source: FAS

### Spain

# New certificates of professional proficiency for 9 occupations

On the proposal of the Ministry of Labour and Social Affairs, the Council of Ministers has passed 9 Royal Decrees which establish certificates of professional proficiency for the occupations of hairdresser; household help; electronic fitter; electro-mechanic; maintenance electrician and mechanic; maintenance fitter for air conditioning and fluids; maintenance

fitter for metal structures and operator in waste water treatment plants.

With the approval of these certificates, the register of professional proficiency certificates now amounts to 95. It is estimated that the total number of professional proficiency certificates will reach the figure of 136.

The certificates of professional proficiency, which testify to qualifications for each one of the occupations in the different occupational groups, are one of the principal objectives of the national vocational training programme. They enable workers to get certification of their training and professional qualification which they can then present on the labour market.

Source: INEM

### Germany

# Trilingual "business card" gives dual vocational training graduates a stronger profile

With the new supplement to the final certificate, the German government and the social partners create a greater degree of transparency

Graduates of the German (apprentice) dual vocational training system will be receiving their final certificates in German, English and French. Certificates will be issued together with a trilingual description of the occupation recipients have qualified for. In the context of the current reorganization of occupations involving apprenticeship training, the German government and the social

partners have agreed to draw up these new descriptions of vocational qualifications.

The initiators of the idea want to increase the transparency of vocational qualifications - a major step towards European integration. The vocational "profile" will provide information on the name of the occupation, the duration of the training,

the occupational skills involved as well as the fields of activity of the graduates.

The German Federal Institute for Vocational Training (BIBB) is currently preparing new training regulations for 46 occupations. These regulations are expected to take effect in August. The new trilingual "business cards" are being prepared at the same time.

The new system has already had its première: when the new regulations for the vocational training of forwarding clerks came into force in the autumn of 1996, the description of the occupation was published along with the regulations.

Descriptions have also been prepared for the 20 apprenticeship-based occupations that have been reorgan-

ized since August 1996. BIBB would like to see such descriptions developed for all state-recognized apprenticeship occupations, although the institute acknowledges that the actual reorganization, which is urgently needed, must be given priority. Nevertheless, BIBB experts believe that the descriptions could be drawn up in a relatively simple procedure retroactively from year to year.

Source: BIBB/CEDEFOP/SK

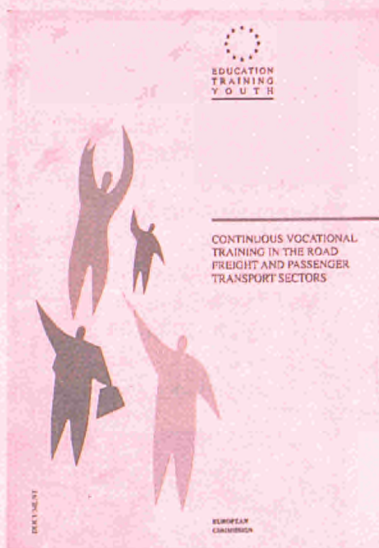


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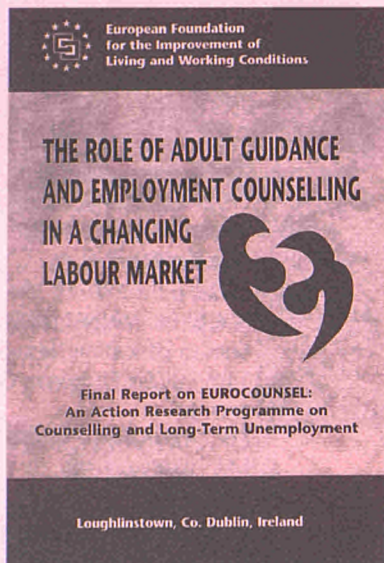
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ÉDUCATION DANS L'UNION EUROPÉENNE  
STATISTIQUES ET INDICATEURS  
1996



### Education across the European Union statistics and indicators 1996.

European Commission Luxembourg, EUR-OP, 1997, 349 p. (Theme 3 series A) ISBN 92-827-9631-0 EN FR DE

The documents mentioned above may be obtained from EU national sales offices or the Office for Official Publications of the European Communities (EUR-OP):  
2, rue Mercier, L-2985 Luxembourg  
Tel. 352+2929-1  
Fax 352+49 57 19

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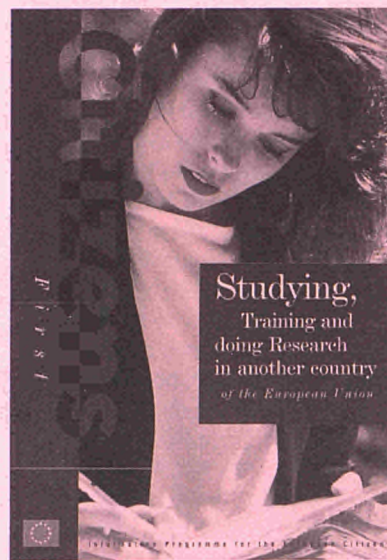
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European Unit of EURYDICE,  
Rue d'Arlon 15, B-1050 Brussels,  
EURYDICE.UEE@infoboard.be

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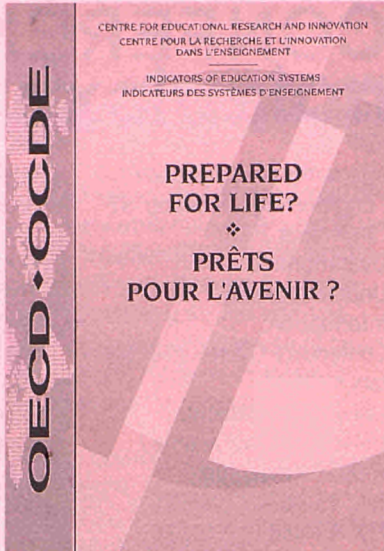
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Living in another country of the European Union.  
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DG XV, Rue de la loi 200,  
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Viale Settimio Severo 65,  
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Organisation for Economic Co-operation and Development, OECD. Centre for Educational Research and Innovation, CERI (Indicators of education systems) ISBN 92-64-05259-3, en/fr EN FR  
OECD, 2 Rue André Pascal,  
F-75775 Paris Cedex 16

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### L'insertion des jeunes et les politiques d'emploi-formation.

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### The challenge of the future, future trends in adult and continuing technical and vocational education.

UNESCO. International Project on Technical and Vocational Education, UNEVOC Berlin, 1996, 108 p. EN  
UNEVOC Implementation Unit in Berlin, Fehrbelliner Platz 3,  
D-10707 Berlin,  
[uhber@unesco.org](mailto:uhber@unesco.org)

## "Moments" with stimulating insights

### Study takes a look behind the scenes of transnational exchange projects

"This exchange has brought a positive change in my life", says Thomas Schulz. The 24-year old cook from Germany describes - in the book "Moments, more than time, change us" - his impressions and experiences gained in a 3-month continuing vocational training course in Italy. In the study conducted by the BBJ Italy young persons and male and female trainers from Italy and Germany got a chance to present their experiences and their personal development in the transnational exchange projects of the European PETRA Programme. BBJ, with its seat in Brussels, is an internationally active agency for counselling and studies in the field of youth, social and employment policy.

Instead of getting entangled in scientific/theoretical observations, the authors of the book have done the most natural thing. They interviewed the persons directly involved in the two countries selected as examples, Italy and Germany. What do young persons and trainers gain from participating in transnational exchange projects for continuing vocational training? What role do key qualifications play and what doors can young people open with them later? Does vocational experience in other countries help to reduce prejudice and intolerance, does it strengthen the urge for mobility?

The study confronts the preconceived notion prevailing in many training

bodies, that participation in such projects is nothing more than a glorified vacation for these young people and has little impact on their vocational development, with the assessment obtained from talks with and reports from experts, and individual and group interviews with young people and trainers. The authors are particularly successful in doing this because they have the courage to put the accent on the "side effects" and to take a look behind the scenes. They refrain from categorizing and interpreting the multifaceted individual experiences and allow the reader to derive his own insights and draw his own conclusions. The study tries, in an unconventional and stimulating way, to show that

intercultural curiosity, constructive outlooks and tolerance should be encouraged in order to make young people think and act European.

The study, supported by the European Commission, is intended to be an aid for the staff of private and public vocational training institutions. It has now been issued in book form in English, German and Italian, and may be purchased for LIT 10.000 (ECU 5,15) from: BBJ Bruxelles, Sede Italiana, Mercatello 95, I-06044 Castel Ritaldi (PG), Tel. 39-743+252001, Fax 39-743+252003, e-mail: [bbjmail@bbjnet.it](mailto:bbjmail@bbjnet.it).

Source: "Moments, more than time, change us", BBJ Studies, Vol. 1, Brussels 1996/CEDEFOP/SK

## Erratum

Our apologies to readers for the omission of the EU programme office in LIECHTENSTEIN from our youth exchange/placement supplement in Info 1/97:

LEONARDO DA VINCI - Büro  
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Mr Dieter GUNZ

# SELECTED BIBLIOGRAPHY