



IN CEDEFOP

about Vocational Training in the European Union

Key data on Vocational Training in the European Union: a premiere

Letter from the Director

The most important event in the last four months was the laying of the foundation stone for the new CEDEFOP building on 6 September. CEDEFOP was honoured that Mr Pangalos, the Greek Minister for Foreign Affairs, performed this ceremony in the presence of representatives of European Institutions - Mr Papoutsis, Member of the European Commission, Ms Nikolaou, Member of the Court of Auditors, and Mr Papakyriazis (MEP) - and officials from a number of national ministries and regional and local authorities, as well as CEDEFOP staff and their families.

Construction work will commence very shortly and it is expected that the building will be ready in spring 1999. It will not only provide us with much needed additional office space, but also adequate conference and meeting rooms, and much better library and documentation facilities.

Continued on page 2

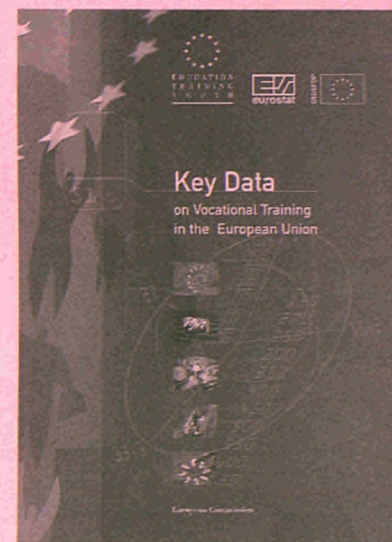
A new publication entitled *Key Data on Vocational Training in the European Union* has been on sale from October 1997. It is the result of cooperation between the **European Commission (Directorate-General XXII - Education, Training and Youth)**, **EUROSTAT** (the Statistical Office of the European Union), and **CEDEFOP**. This publication presents

key data on vocational training in the EU, in a similar way to an earlier publication in the field of education.

The novel feature of *Key Data on Vocational Training in the European Union* is that it presents comparable statistical data on vocational training for the first time, including data from two new sources: a new data

collection* on initial vocational training covering 167 training programmes in the 15 Member States, and a survey** of in-company continuing vocational training, which has gathered information from a representative sample of 50 000 enterprises.

Continued on page 3



Lifelong learning needs firm guidelines and targeted information

In conversation with CEDEFOP the Social partners set priorities for achieving the common goal

CEDEFOP Info No 1/97 contained a joint statement by the European Trade Union Confederation (ETUC), the Union of Industrial and Employers' Confederations of Europe

(UNICE) and the European Centre of Enterprises with Public Participation (CEEP) on the subject of lifelong learning. The European umbrella organizations of the social partners

made the statement towards the end of 1996 as a contribution to the 'Confidence Pact for Employment' proposed by the President of the European Commission, Jacques Santer. The statement underlines the key importance of lifelong learning to economic and social progress in Europe and formulates core demands and objectives for the promotion of lifelong vocational training. CEDEFOP Info has now talked to UNICE Secretary-General Zygmunt Tyszkiewicz and ETUC General-Secretary Emilio Gabaglio about the outlook and options for making lifelong learning a reality for all workers within the European Union,

what the social partners can contribute towards achieving that goal, and what CEDEFOP's role is in this area.

Interviewed by the journalist Simone Kops, Tyszkiewicz emphasizes the dissemination of model initiatives by employers, tax incentives for commitment to vocational training, and increased public provision of continuing vocational training. Gabaglio, in the interview with the journalist Anne François, calls for more commitment from employers, clear impetuses from the European Commission and a 'training budget' in every Member State based on a proportion of their gross domestic product.

Continued on page 5

Contents

Belgium 11; 12; 13; 17; **Denmark** 7; 8; 11; 17; **Germany** 7; 10; 14; 18; **Finland** 11; **France** 11; 14; 16; **Ireland** 8; 9; 18; **The Netherlands** 10; 18; **Austria** 11; 14; **Portugal** 8; **Sweden** 15; **Spain** 10; 14; **United Kingdom** 12; 15; 16.

CEDEFOP

1-4

Page 1 Letter from the Director; **Key Data on Vocational Training in the European Union**; **In conversation with CEDEFOP the Social partners set priorities for achieving the common goal**; **Page 2** Death of Helmut Brumhard; CEDEFOP on Internet; CIRETOQ - Network; **Page 3** **Key Data on Vocational Training in the European Union**; **Page 4** IVETA-Conference on "Challenges for VET in the 21st century"; General education and vocational training - a collective challenge for the twenty-first century; CEDEFOP publications.

Europe

5-8

Page 5 and 6 Interviews with Zygmunt Tyszkiewicz, UNICE Secretary General and Emilio Gabaglio, ETUC Secretary General; **Page 7 Europe D:** Practice will make perfect; DK: EU-Jobrotation; **Page 8 IRL:** The ESF and mobility; **Bi- and multilateral cooperation DK:** "Erasmus Apprentices" - A Danish pilot project; P: A Portuguese-German vocational training project; P: Training on the Internet.

Policy/Practice

9-12

Page 9 Vocational training policy IRL: White Paper; **Page 10 D:** Training incentive or obstacle course?; E: Labour reform; D: The German apprenticeship market appears to be falling apart; NL: Socio-Economic Council calls for broad vocational training; Impressum; **Page 11 Initial training and vocational training systems B:** New decree on the tasks of schools; DK: Improving the alternance principle; AT: New occupations to combat stagnation; F: Apprenticeship; FIN: Apprenticeships increasing; **Page 12 Continuing training B:** New training in health regulations; UK: Further and higher education; UK: Training in SMEs.

Practice

13-16

Page 13 New training organizations and programmes B: Tailor-made training; B: Practical training for pupils in the construction sector; B: Training for groups at risk; **Page 14 D:** New avenue to higher education; AT: Vocational proficiency examination opens university gates to apprentices; E: General council for vocational training draws up the 2nd vocational training programme; F: Private training agencies; **Page 15 S:** Advanced vocational training; UK: National Training Organisations; UK: Welfare to work scheme; UK: Return to Learn; **Page 16 Quality F:** Vocational training quality; UK: Training Institutions; **Contacts UK:** Assistance for SMEs.

Practice

17-20

Page 17 Certification B: Moves towards a consistent certification policy for training schemes; DK: Developing a new parallel competence system; **Page 18 D:** Skills ID card to prevent non-recognition of skills; **Funding IRL:** How effectively has EU money been used?; NL: Millions for Information and Communication Technology; **Page 19 Conferences - Seminars - Exhibitions; Sources; Page 20 Selected bibliography.**



UNICE-Secretary-General Zygmunt Tyszkiewicz



ETUC Secretary-General Emilio Gabaglio

Letter from the Director

Continued from page 1

An important step in the realisation of CEDEFOP's work programme has been the joint publication by the European Commission (DG XXII), Eurostat and CEDEFOP of "Key Data in Vocational Training in the European Union". This publication resulted from co-operation among the three bodies over a number of years, in which Africa Melis, who until recently worked for CEDEFOP, played a leading role.

The publication can be seen as parallel to "Key data on Education in the European Union" also published by the Office for Official Publications of the European Communities. As will be seen from the article on pages 1 and 3 of this CEDEFOP Info, trying to establish up-to-date, reliable and comparable statistics in the area of vocational training is a much more complex process.

Considerable progress has also been made in preparing the major CEDEFOP publication on vocational training research. Following a seminar in July a further one was held in November to consider the draft report, which will be published in DE, EN, ES and FR. The EN version should be available early in 1998. It is also planned to publish it on the Internet.

I am also pleased to announce that we have achieved our goal of having our 1998 Work Programme adopted by the Management Board at its November meeting. Two meetings of the Bureau of the Management Board in June and September discussed the outlines of the programme and, as a result, it met with widespread approval in the Board meeting. It follows the framework established by the 1997 to 2000 medium-term policy guidelines and the 1997 work programme but also introduces some new activities. It will now be published in English, French and German and will be available in the Internet site. CEDEFOP Info will have more details in its next issue.

We continue to recruit new colleagues, often as detached national experts and have recently welcomed Mr Reinhard Nöbauer from Austria and Mr Sven-Age Westphalen from Denmark who will work on projects relating to VET systems and innovation and the financing of training respectively, and Mr David Crabbe as English translator.

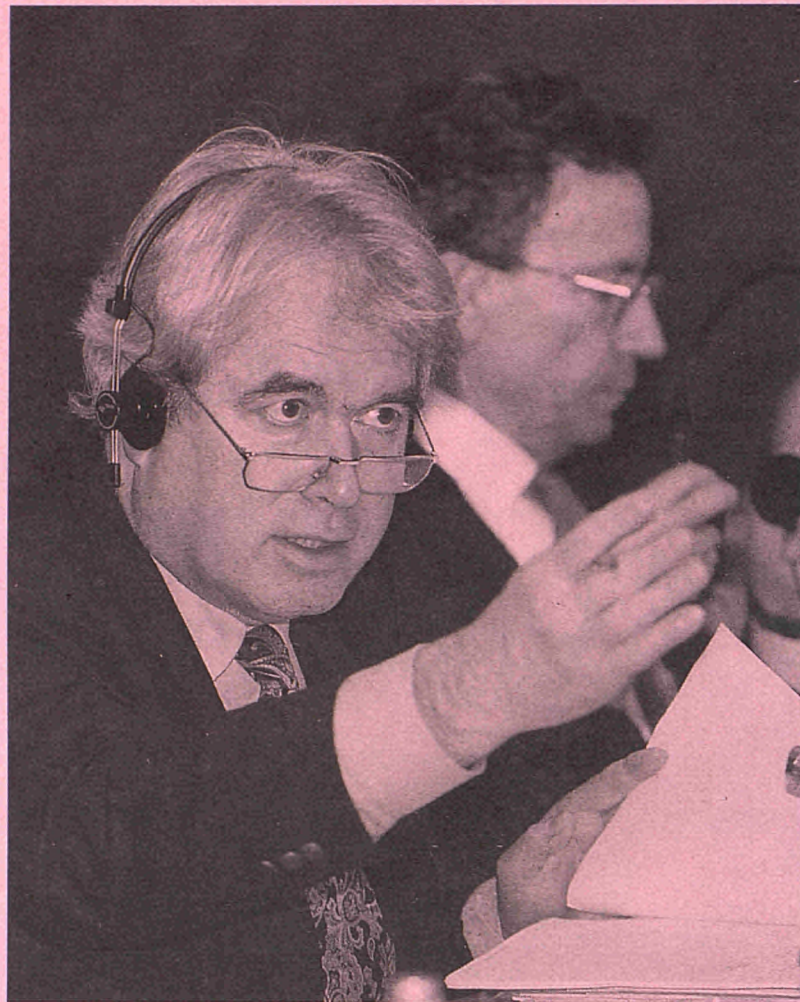
Johan van Rens
Director
November 1997



Laying of the foundation stone of the new Cedefop office building, which is due to be ready in March 1999. From left to right: S. Perrakis - Secretary-General of the Foreign Ministry; Johan van Rens - Director of CEDEFOP; A. Hanakoulas - President of OEK; T. Pangalos - Greek Foreign Minister; S. Stavrou - Deputy Director of CEDEFOP; N. Papakyriazis - Member of the European Parliament.

Death of Helmut Brumhard

CEDEFOP is part of the legacy left by the dedicated advocate of vocational education and training in Europe.



Helmut Brumhard, CEDEFOP pioneer and Director of the Kuratorium der Deutschen Wirtschaft für Berufsbildung for many years, died suddenly on 3 July 1997 at the age of 59 after a brief illness.

For almost 25 years Helmut Brumhard relentlessly promoted the cause of vocational education and training in Europe. All who helped lay the foundation for a better, more secure occupational future for the citizens of Europe saw the Helmut Brumhard as a spokesman and team-mate whose eminent legal expertise was complemented by an open, democratic attitude and an extraordinary political and social commitment.

Helmut Brumhard, who began his career in industry in 1966, was particularly involved in vocational education and training practice. The lawyer was appointed director of the Kuratorium der Deutschen Wirtschaft für Berufsbildung in 1973 and built a multisectoral network of German vocational training providers.

At the European level, he made a major contribution to establishing and developing the European Centre for the Development of Vocational Training (CEDEFOP). He continued to take an active interest in this organisation and to support its efforts wholeheartedly. Helmut Brumhard was a member of the CEDEFOP Management Board from its founding in 1975 and served several times as its chairman.

Source: Kuratorium der Deutschen Wirtschaft/CEDEFOP/SK

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CIRETOQ - Network on trends in occupations and qualifications, Newsletter n° 4

The proceedings of the network's third plenary meeting in June are the main focus of this issue. This includes highlights of the formal presentations and some of the discussion points. At the end of the report there is a full list of speakers with the titles of supporting documentation. Other sections deal with recently published official documents and individual views on labour market developments and the impact of new information and communication technologies on trends.

"Macroeconomic obstacles were the primary causes of poor growth and

employment performance in the EU during the early 1990s", according to the Commission of the European Community's (CEC) annual economic report for 1996, "not factors such as globalisation or the introduction of new technologies." Nevertheless, many are convinced that these factors do indeed pose the greatest threats to full employment in the future. In this issue several items in the BITS & BYTES section are concerned with this subject: reports from the European Parliament and Economic and Social Committee, and two recent books - one published in France, the other in the USA - whose

authors are strongly of the opinion that new technology and liberalised labour markets are a threat. They propose a more robust response to the re-orientation and rationalisation of labour markets which is taking place world-wide.

The newsletter (available in English) can be ordered from CEDEFOP or be consulted on CEDEFOP's Internet site (<http://www.cedefop.gr>)

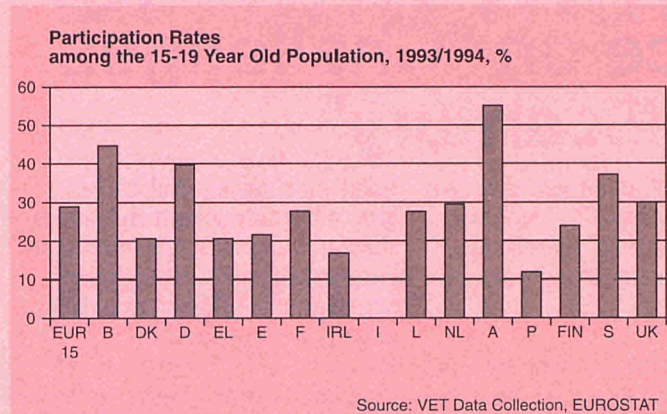
Source: Burkart Sellin, Ciretoq Co-ordinator, CEDEFOP, tel. 30-31+490 121, fax. 30-31+490 117, e-mail: bs@cedefop.gr

Key Data on Vocational Training in the European Union: a premiere

Continued from page 1

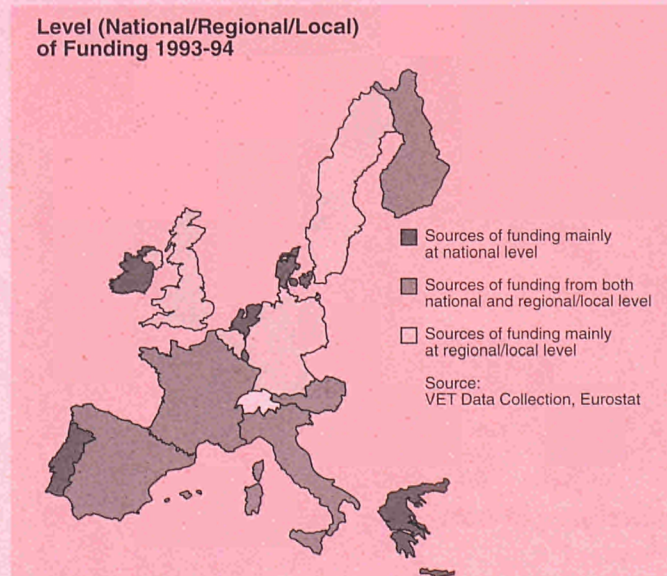
The publication is divided into five chapters: Demographic Trends, Educational Attainment and the Labour Market; Initial Vocational Education and Training Programmes; Continuing Vocational Training in Enterprises; Self-Employed: Participation in Training in the Past Four Weeks; the European Community Programmes and Initiatives. Chapter by chapter, the main trends in vocational training in the European Union and each Member State are charted with the aid of 66 graphs and tables.

Nearly a third (29%) of young Europeans between the ages of 15 and 19 take part in an initial vocational training programme. Yet there are considerable variations between countries: the rate of participation is very high in Austria (55%) and Belgium (45%) but lower in Ireland (17%) and Portugal (12%). The rate in the other Member States is between 20% and 40%.



These differences mirror the Member States' different traditions in the field of vocational training. The different traditions emerge from the various diagrams contained in the publication, which enable the reader to comprehend at a glance the structure of the initial vocational training system in each country of the European Union. They present the various initial vocational training programmes by minimum age of entry, location of training, and relative importance within the initial vocational training system.

In addition, various subjects are illustrated and discussed, for example: alternance training, decentralization of funding and certification, possible access to general education at the end of the period of vocational training, the level of the programmes, etc. We also learn, among other things, that in most Member States the regions are involved in the funding of initial vocational training programmes. Only Denmark, Greece, Portugal, Ireland and The Netherlands retain centralized funding of initial vocational training programmes.

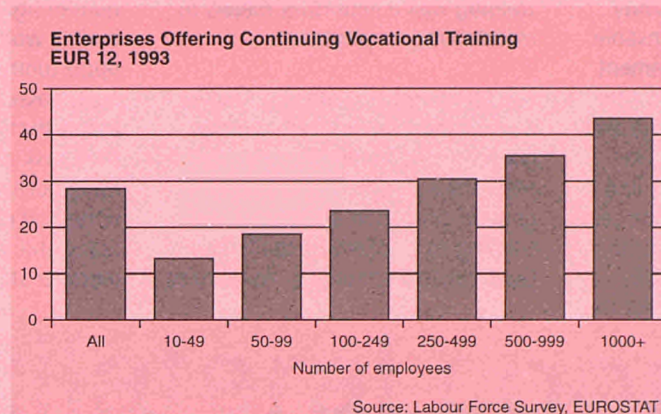


Continuing vocational training has not been left out. It is tackled first of all from the point of view of training organized in enterprises. The many questions tackled include: Which enterprises train most, by size and by sector? Which are the most common training subjects? How long does training last? How much does it cost? Is there sexual equality in continuing vocational training?

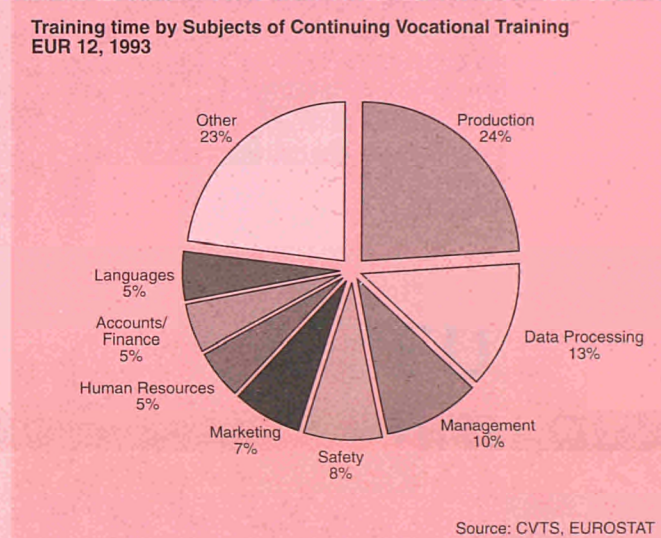
Continuing vocational training of the self-employed is then compared with that of employees in general and an overview of the main characteristics of each group is given, in particular the level of education, sex, age, etc.

Over half (57%) of enterprises with more than 10 employees organize continuing vocational training courses for their employees, which represents a participation rate of about one third (28%). However, there are considerable variations between enterprises. In those with more than 1 000 employees, nearly one in two attend a vocational training course during

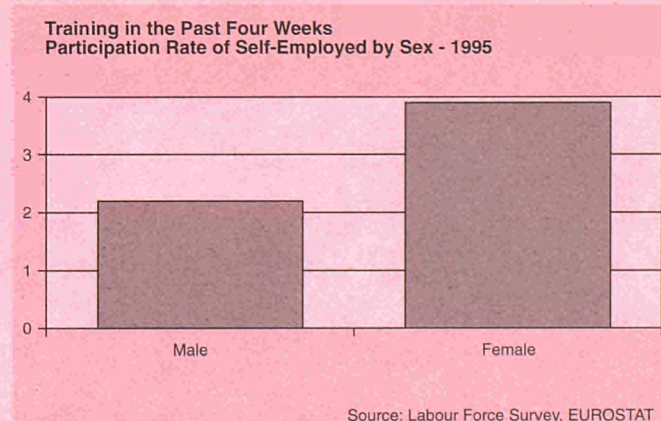
the year. However, in smaller enterprises (10-50 employees), only one in ten have an opportunity to do so.



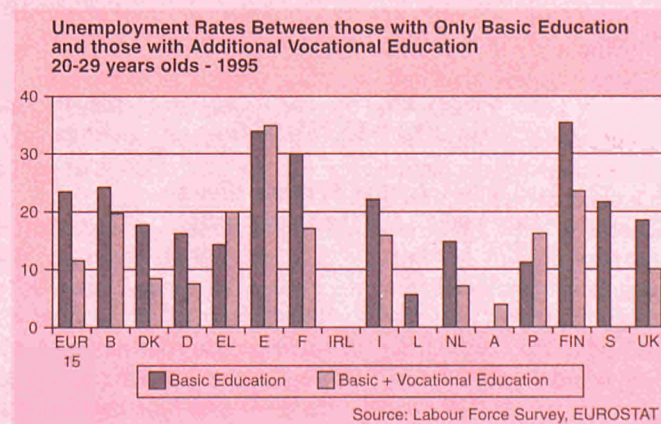
We can also see that overall, and in nearly all sectors, the main subject in which enterprises provide training for their employees is techniques for the production of goods and services, which accounts for 24% of total continuing vocational training time. Computer courses are most important in the services sector, representing 13% of total continuing training time. The proportion of computer courses is also high in the paper, publishing and printing sector, which is an indication of the importance of computer technologies in the sector.



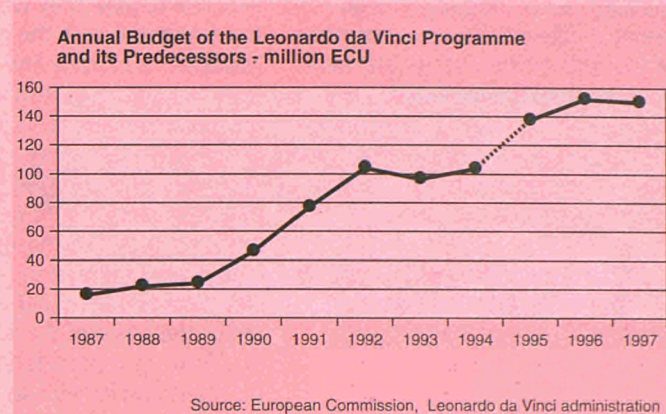
Among the self-employed (without employees), it is women who do more vocational training, with nearly 4% of women undertaking continuing vocational training compared with only slightly more than 2% of men.



The basic framework into which vocational training fits is complex, especially with regard to the relationship between education and training on the one hand and employment on the other. One section deals in particular with the young people who are most vulnerable on the employment market, namely the less qualified, and with the role which additional vocational training can play in helping them to enter the labour market. Young people with a low level of education (less than or equal to lower secondary education) are most at risk of being unemployed. However, those with additional vocational training are twice as unlikely to be unemployed.



It is impossible to portray vocational training in Europe without assessing the initiatives taken at the European Union level to foster and develop vocational training in the Member States. The amount of funds earmarked for Community and national vocational training initiatives has grown steadily since 1987. In 1995, with enlargement of the Community to include 15 Member States, the Leonardo da Vinci programme was launched and ECU 150 million earmarked by the European Union for development of vocational training up to 1997.



Key Data on Vocational Training in the European Union is a first in the field of information on vocational training since it combines quantitative and qualitative data with a view to comparability. It will undoubtedly constitute a useful reference tool for researchers, policy and decision-makers, enterprises and training institutions seeking reliable, detailed and objective information.

This publication highlights not only the strengths of our system of statistical information on vocational training but also the weaknesses. There is still a lot to be done in this area in order to obtain comparable information in fields such as the training of the unemployed, training providers (training institutions, schools, independent trainers, etc.) and the funding of vocational training.

This first exercise in presenting statistical information on vocational training at the European level will therefore be followed by a series of publications concentrating on particular topics such as in-house company training, initial vocational training, the transition from school to work, etc.

It should be pointed out that, in addition to the cooperation between the three organizations (DG XXII, Eurostat and CEDEFOP), a large number of independent experts made a vital contribution to this publication as did working parties composed of experts from each Member State and representatives from the various fields of training statistics.

It is hoped that the effort invested in the use of statistical information systems to provide access to valid and reliable information on vocational training in the European Union will help to enrich the debate surrounding the development of vocational training in Europe.

Pascaline Descy - CEDEFOP

Key Data on Vocational Training in the European Union, Cat.-no.: C2-05-97-252-EN-C is available in French, English and German from the EU-sales Offices and the Office for Official Publications of the European Communities, rue Mercier 2, L-2920 Luxembourg, price ECU 19,50; IRL 15,00; UKL 13,50; USD 22,50.

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* Vocational Education and Training Data Collection - Eurostat, 1995
 ** Continuing Vocational Training Survey in Enterprises (CVTS) - Eurostat, 1994

General education and vocational training - a collective challenge for the twenty-first century

Fifth UNESCO International Conference on Adult Education adopts an 'Agenda for the future'

The Fifth International Conference on Adult Education, held in Hamburg/D, ended with a 'Declaration on Adult Education' and an 'Agenda for the future'. The agenda identifies life-long learning as a key to the twenty-first century and as an essential means of solving social problems.

More than 1800 delegates attended the conference, including 160 government delegations, representatives of UNESCO member states and non-governmental organizations. Over five days (from 14 to 18 July 1997) they looked at various aspects of adult education in ten working parties which met concurrently.

CEDEFOP expert Mara Brugia was an observer in the working party on 'Adult learning and the changing world of work'. The discussion focused on the link between adult learning and economic development, vocational mobility, the upgrading of skills in the light of technological change, and the segmentation of labour markets. Mara Brugia has summarized the main conclusions of the working party for CEDEFOP Info.

Experts noted enormous changes over the last decade in the field of

adult learning, including rapid growth in terms of both quality and quantity. In the information society emerging throughout the world, continuing vocational training in the workplace and in the community was now considered indispensable. Society and the work environment obliged each and everyone to constantly update their knowledge and skills throughout their lives. National governments therefore had a new role to play: they were the central authorities with the power to establish - politically and legally - a right to training, particularly for the weakest members of society.

The UNESCO working party appealed to governments not to be content merely to provide services in the field of adult education; they should also provide advice and supervision, define the scope of the labour market, draw up standards, ensure that providers and individuals have equal access to the training market, provide special assistance for specific target groups such as women in developing countries, and involve the social partners.

The experts took the view that the role of the social partners was too passive. According to the working party, the unions should champion

vocational training and development much more actively in collective bargaining. Not enough was being done to convince the public that general education and vocational training was an important means of maintaining employment.

The working party called on political parties and other players, such as governments, businesses, the social partners and individuals, to look on general education and vocational training as a collective challenge. Governments should lay down rules

facilitating dialogue between those players.

The experts pointed out that the ability to read and write was a basic human right. Yet millions of people - mainly women - had never had an opportunity to learn and did not even possess enough knowledge to assert that right. The experts saw their task as providing everyone with an opportunity to learn to read and write and creating a culture of literacy and learning in all UNESCO member states.

The working party wanted more attention to be focused on women in particular. Adult education policies should give priority to enhancing training opportunities for them and removing the obstacles which prevent them from entering and taking full advantage of training.

Moreover, adult education should also reflect cultural diversity and respect traditional and indigenous systems of knowledge and learning.

Source: CEDEFOP / MB-5K

IVETA-Conference on "Challenges for VET in the 21st century"

This conference held in Helsinki in August focused on VET and particularly higher VET and its development in an international perspective. It was the first time the IVETA-conference had taken place in Europe. Previous conferences were held in South-Africa and in Taiwan.

The International Vocational Education and Training Association (IVETA) is a network of teachers and trainers

and of their institutions and is based in the United States. Its objective is to develop international exchange and cooperation on issues linked to VET-policies.

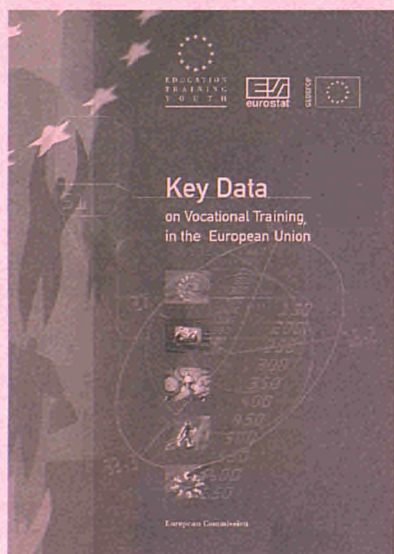
The Finnish Ministry and the National Board of Education hosted the conference which had more than 200 participants. CEDEFOP was invited and was represented by project leaders Burkart Sellin and

Pekka Kämäräinen. Burkart Sellin gave a key note speech on European standards and recognition/transparency and chaired working group meetings at which Leonardo da Vinci projects were presented.

More information on the proceedings and results of the conference can be obtained from University of Jyväskylä, Institute for Educational Research, PO Box 35, FIN-40351 Jyväskylä, tel. 358-14+603307, fax +358-14-603201, e-mail: lasonen@piaget.jyu.fi, http://www.jyu.fi/kti/johalaso.htm

Source: CEDEFOP/BS

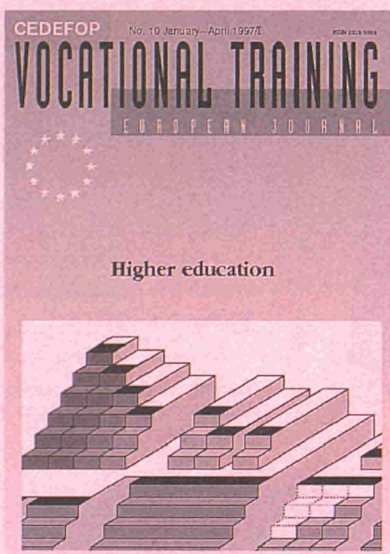
CEDEFOP publications



Key data on vocational training in the European Union

European Commission- DG XXII
Luxembourg : EUR-OP
1997, 132 p.
Languages: EN, FR, DE
Price: ECU 19,50; IRL 15,00;
UKL 13,50; USD 22,50.
Cat.-no.: C2-05-97-252-DE-C
ISBN 92-828-1322-3, en

This publication is a result of co-operation between the European Commissions – Directorate-General XXII, responsible for Education, Training and Youth –, EUROSTAT – the Statistical Office of the European Union – and CEDEFOP (European Centre for the Development of Vocational Training).
See also pages 1 and 3.



European Journal "Vocational training"

has been published in DA, DE, EL, EN, ES, FR, IT NL and PT.
From 1997 it is published in DE, EN, ES and FR.
(ISSN 0378-5068)

Single copy ECU 7 Annual subscription ECU 15 (3 issues)

No. 10/1997 Higher education
Cat.-No.: HX-AA-97-001-EN-C



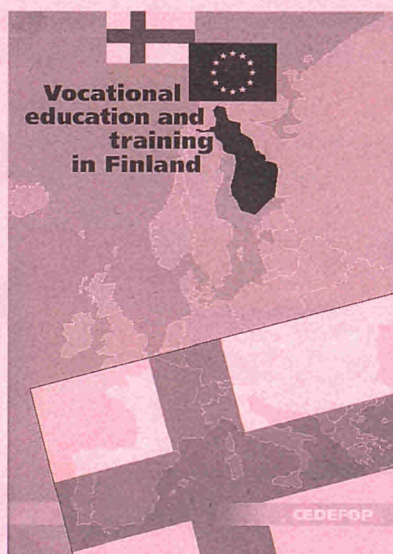
Teachers and trainers in vocational training

Volume 1: Germany, Spain, France and the United Kingdom
1995, 190 p.
Languages: EN, FR
Cat.-No.: HX-88-95-961-EN-C

Volume 2: Italy, Ireland and Portugal
1996, 139 p.
Languages: EN, FR
Cat.-No.: HX-90-95-235-EN-C

Volume 3: Austria, Belgium, Greece, Luxembourg and The Netherlands
1997, 225 p.
Language: EN
Cat.-No.: HX-06-97-060-EN-C

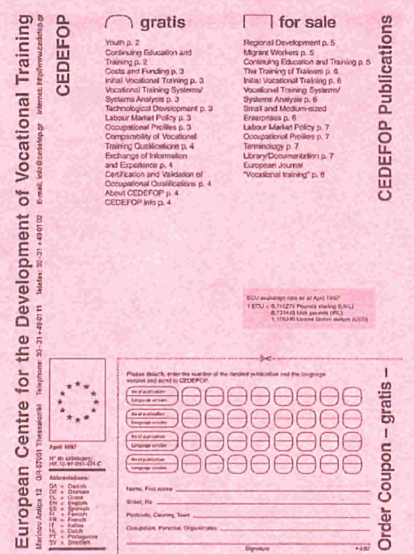
Price: ECU 10,50 each
May be obtained from the EU sales offices



Vocational education and training in Finland

Luxembourg : EUR-OP
1997, 135 p.
Language: EN
Price: ECU 18,50; IRL 14,10;
UKL 12,70; USD 21,20.
Cat.-no.: HX-06-97-577-EN-C
ISBN 92-828-1912-4

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Europe Bi- and multilateral cooperation

Interview on the joint statement of UNICE, CEEP and ETUC on the topic "Lifelong Learning" in connection with their contribution to the "Confidence Pact for Employment":

Interviewed by the journalist Simone Kops, Tyszkiewicz emphasizes the dissemination of model initiatives by employers, tax incentives for commitment to vocational training, and increased public provision of continuing vocational training. Gabaglio, in the interview with the journalist Anne François, calls for more commitment from employers, clear impetuses from the European Commission and a 'training budget' in every Member State based on a proportion of their gross domestic product.

"Dissemination of relevant information must be a crucial aspect"

Questions put to Zygmunt Tyszkiewicz, Secretary General of the Union of Industrial and Employers' Confederations of Europe, Brussels, compiled by Simone Kops on behalf of CEDEFOP.



taking place in the Union, such as the job rotation scheme in Denmark. I believe that 'good practice' such as this should be spread around the Member States as much as possible. The social partners must therefore be better informed so they can play an active part in this.

CEDEFOP: The European labour market is undergoing radical change and a wide span of knowledge and skills are required. To respond to these needs, you say in your joint statement, that the attitude to lifelong learning must change. Does this also apply to employers' attitudes?

Tyszkiewicz: Many employers attach great importance to continuing training. This will help in responding to increasing competitive pressures and rapid technological advances. The rise of the global economy and the implications for business mean that all companies must adapt and make the most of the resources available. However, it is difficult, if not impossible, for small companies to provide continuing training, which is why public training facilities must be made more readily available.

CEDEFOP: The umbrella organisations of the social partners are calling for improved access to vocational training throughout working life. What is hampering such access at present?

Tyszkiewicz: Undoubtedly, access to vocational training is improving significantly, as was shown in the latest Commission report and in recent examples from Member States. We, of course, accept that such access must increase, which is why greater dissemination of good practice and increased awareness of the benefits to the individual employee will

Continued on page 6

"EU should provide firm guidelines and specific objectives"

Questions put to Emilio Gabaglio, Secretary General of the European Trade Union Confederation (ETUC), Brussels, compiled by Anne François on behalf of CEDEFOP.



reintegrating the unemployed, integrating young people and adapting workers to industrial change and evolving tasks. Training, like other active labour-market policies, cannot resolve job-creation problems on its own; there also has to be stronger and more sustained growth in the jobs market.

Today we are confronted with a major innovation in European employment policy. The Treaties of Amsterdam - thanks mainly to the efforts of the unions - have taken a step forward by declaring that employment should be a policy of common interest to the Member States. We have also managed to have an employment chapter included in the same Treaties. The important thing now is to put into practice guidelines for really promoting this employment strategy. Of course, this is still largely a matter for the Member States, or even for regional authorities and the social partners.

In this regard, we believe that the role of the European Union is to provide direction, create convergence and develop pilot projects using available Community funds. Its role in providing direction complements the endeavours which should be made by Member State national or regional public authorities. The EU should also provide firm guidelines for the coming years and specific objectives in the fields of employment and training. For the moment, the EU states that one in ten unemployed persons is entitled to training. That percentage must grow rapidly. What is needed therefore is resources, political will, projects, and policy-style instruments of the kind which the Commission provides the Council. Unfortunately, there has been no strong impetus at the European level to introduce a training strategy.

Continued on page 6



UNICE-Secretary-General
Zygmunt Tyszkiewicz

been very successful primarily by focusing on the real needs of employers and employees. In order to respond to training needs, a crucial aspect for the future must be the gathering and dissemination of all relevant information on these initiatives.

The Commission is, I believe, in a unique position to serve as a catalyst/ central organiser to help the development of these training initiatives.

CEDEFOP: UNICE, CEEP and ETUC jointly point out that the majority of those who will be in employment until the end of the century are now on the labour market. This is a clear call for urgency in improving qualifications and, thus, the employment situation. To whom is this call addressed primarily?

Tyszkiewicz: It is addressed to the Member States, to those organisations that work in conjunction with them and to individuals who also have a responsibility to improve their skills. We would like to ensure that vocational education and training lead to relevant and recognised qualifications which will enable employees to adapt to the rapidly changing work environment and further improve their employability.

CEDEFOP: You call for thorough basic training in order to "learn to learn", citing reading, writing, comprehension, arithmetic, the ability to communicate and to work in a team. What, in your opinion, are the main deficits in current basic training?

Tyszkiewicz: The deficits begin in the education systems which produce too many failures. But I would like to stress the areas where in my view the greatest advances can be made. Individuals can be encouraged to recognise the merits of career development through vocational training and education. In order to achieve this, access to up-to-date and relevant careers guidance must be improved, as well as continuing the good work done by companies in many Member States, where employers are forming partnerships with education and training establishments.

CEDEFOP: You stress that apprenticeship training and forms of alternance training are the best way to acquire those qualifications which facilitate entry to the labour market. Can you be more specific about these qualifications?

Tyszkiewicz: It is not possible to generalise. Qualifications will vary from country to country and sector

to sector. However, employers need proof of a worker's basic education and professional skills. For this, recognised diplomas are required which are valid throughout the European Union.

CEDEFOP: Recently, tax incentives to promote training have been called for repeatedly. Are you in favour of such a model?

Tyszkiewicz: I believe that any incentive for employers and employees to undertake more training is always of interest, and this is an area that UNICE would be keen to explore. In my view, training expenditure should be fully tax deductible for companies, but also, individuals meeting their own training expenses should be rewarded through the fiscal system.

CEDEFOP: You call upon the European Union to promote the "European added value" of vocational training through the exchange of information and experience, through facilitating geographical mobility and supporting innovative projects at a transnational level. The European Centre for the Development of Vocational Training assists the Union in this and offers the social partners a platform to exchange views and experience. How do you use this offer?

Tyszkiewicz: UNICE has supported the work of CEDEFOP for a number of years, and firmly believes that it has an important role to play in the development of all the above mentioned areas. UNICE is, however, concerned that the good work of the Centre is neither known well enough nor sufficiently made use of.

CEDEFOP: At the end of your joint statement, you refer to efforts to expand upon the existing partnership between UNICE, CEEP and ETUC. What is the current situation in this respect?

Tyszkiewicz: UNICE, CEEP and the ETUC are always looking for ways to help in developing vocational education and training at EU level. This is clearly shown in work done under the auspices of the social dialogue both in producing joint opinions and in putting forward other initiatives. The recent creation of ECIR (the European Centre for Industrial Relations) in Florence is clear evidence of the desire of UNICE, CEEP and ETUC to work together and expand the existing partnership.

Continued from page 5
help the continued development of this process.

CEDEFOP: You advocate initiatives on the part of the social partners in order to satisfy increased training needs. What sort of initiatives do you contemplate?

Tyszkiewicz: Recent development of initiatives at enterprise level has



ETUC Secretary-General
Emilio Gabaglio

me that the primary responsibility falls to the State. In some countries, incidentally, apprenticeships come within the remit of the education ministry and not the ministry of employment. The State is also responsible for reintegrating the unemployed. On the other hand, when it is a question of training workers throughout their working lives, I consider that enterprises have an interest in, and even a responsibility for, investing in human resources. We take the view, therefore, that the problem of continuing vocational training should play a central role in the negotiation of collective agreements.

And in fact it already does. There are a number of national agreements (for example in Spain, Ireland and Italy) and bilateral or sectoral agreements on the management of training in member countries. But there are some employers who appear to take the view that they alone should have a say in the question of continuing vocational training. We, on the other hand, consider that the unions should have a say in the content, quality and methods of training and in the allocation of costs.

CEDEFOP: In their joint declaration on 'Lifelong education and training', the social partners state that what is needed is a change of attitudes and mentality towards continuing vocational training. What do you consider to be the key elements of this change?

Gabaglio: In my view, a number of things are necessary. Firstly, our basic educational system must be upgraded. This is a matter for the Member States, which are in fact doing just that. As regards the problem of initial vocational training,

there is still a lot to do, particularly when it comes to organizing apprenticeships. As for continuing training, we really must get rid of the idea that in life there is a time for learning, followed by a time for working, followed by a time for retirement. But here attitudes have already changed. It is much more important now to create systems and resources for continuing training. This includes work organization within enterprises, and beyond that the creation of new jobs in sufficient numbers.

CEDEFOP: Precisely, we are witnessing - paradoxically - a dramatic increase in unemployment in Europe and at the same time a shortage of workers with certain qualifications.

Gabaglio: What we lack most of all is a planned labour-market policy. In some countries, centres have been established to monitor the labour market as a result of agreements between the social partners. But employers appear unwilling to accept the logic of the planned management of employment. Now, if training had been fully included in contractual agreements, many of the problems relating to qualifications would already have been resolved.

We also stress the importance of managing industrial change. Are public authorities and the social partners currently capable of anticipating, managing, keeping up with and taking advantage of industrial change at the European level?

CEDEFOP: While the need for training is on the increase, the number of apprenticeships and continuing training courses on offer is falling. What specific proposals does the ETUC have for remedying this problem and giving back impetus to lifelong training?

Gabaglio: We are urging that a number of innovative measures be taken, particularly in the area of apprenticeships. I should point out, incidentally, that the Commission has just brought out a note on promoting apprenticeships in Europe. This is an interesting aspect of the debate, particularly as the Commission is appealing to the social partners.

We would also stress the importance of novel formulas allowing periods of training to alternate with periods of work. We take the view that it should be possible in the field of lifelong training to devise formulas which meet both the need for training and the need to provide job opportunities for the unemployed. I am thinking in particular of the sabbatical year in Denmark, which allows a worker to attend a training course for a year and be replaced by an unemployed person. But there are also other forms of leave and training vouchers.

CEDEFOP: Are you setting a minimum percentage of people who should be able to take advantage of such formulas?

Gabaglio: Five out of ten unemployed people should be entitled to training. We have said in a working document that every year 5% of the working population should be in training. This is an extrapolation of a Swedish formula and an objective set at European level. It is up to each country to see how it can implement the objective. And it is up to each individual to assume his responsibilities in the matter of lifelong training. We also consider that a certain proportion of the gross domestic product should be entirely set aside for training in each Member State.

CEDEFOP: What role do you think CEDEFOP could play in promoting initial and continuing vocational training in the fifteen Member States?

Gabaglio: We see CEDEFOP as a forum for discussion and for exchanging and contrasting experiences. We hope that the Centre, working closely with the social partners, will be able to make an even bigger contribution to obtaining a better understanding of vocational training requirements. Finally, we consider that CEDEFOP is one of the essential instruments, which the social partners should be able to draw on, for the successful conduct of a more effective vocational training policy at the European level.

Continued from page 5
You ask about the limitations to the social dialogue. The joint declaration of the social partners is a reflection of the fact that unions and employers have increasingly similar analyses of and concerns about the importance of training. But so far social dialogue has not led to more binding instruments or to genuinely firm undertakings by employers to put these joint intentions into practice. We are still having to make demands.

CEDEFOP: Is the problem mainly a matter of laying down tighter deadlines, or more a question of finding ways of funding the training?

Gabaglio: There is no clear, simple answer to the question of who is to pay for training. The different types of training have to be distinguished. As regards traditional apprenticeships for young people, it seems to

Germany

Practice will make perfect

Experts take initial steps to prepare for a new EU vocational training programme

A more practical orientation, a drastic profile simplification and a less complicated operation are the main requirements proposed for a new EU vocational education and training programme following Leonardo da Vinci. Half way through the EU programme, covering 1995 to 1999, the experts took stock, expressed early warnings and exchanged views at a German Education Ministry hearing on the shape of future programmes.

The experts voiced the opinion that the current programme is overspiced with lofty political objectives, making its meat virtually unpalatable to practitioners without years of "Eurothink". Speakers at the hearing emphasised that the programme must be made more comprehensible

and accessible in order to support trends in both policy and practice in European development.

One drawback of Leonardo da Vinci is that it presupposes the prior existence of a transnational project partnership. The experts judged this hurdle to be too high. Anyone striving for broad-based pan-European cooperation, they said, cannot take the second step before the first one. Cross-border work, contacts and partnerships were seen as a necessary initial phase preceding cooperation projects. Future programmes should be funded separately, they advised.

The Leonardo da Vinci Programme is the first to specifically address transition from initial and continuing

training and the importance of life-long learning. Future programmes will do the same. However, the experts want to drastically simplify the complex confusion of topics and objectives, fed by almost 30 different funding lines. They propose a reduction of future focuses to five:

- development of new content for initial and continuing training contents
- development of new initial and continuing training methods
- qualification of training personnel
- intensification of cooperation between learning sites
- extension of knowledge about vocational training in Europe.

Additionally, the panel of experts strongly urges a more systematic utilisation of mobility projects and the widening of eligibility to participate. Speakers testified that a vocational training programme supporting lifelong learning would be counter-productive if it excluded everyone older than 28.

Mobility projects were credited with favourably influencing individual

careers but by no means with having until now a modifying impact on the vocational system. They still have a long way to go before they reach their designated goal of making stays abroad an irreplaceable component of professional competence. Therefore, the experts proposed using mobility projects in the future as a testing ground for a "European vocational practice year". Under this scheme, after completion of vocational training all young people would be given the opportunity to deepen their practical occupational knowledge abroad and acquire the foreign language skills appropriate to their field.

Speakers demanded that specific features for special constituencies remain part of the support programme, for example, the expansion of a sophisticated vocational information and counselling system and of social dialogue on vocational education throughout Europe. The panel of experts stated that it would help everyone concerned if there were a separate funding line for such cases, coordinated by the Euro-

pean Commission and supported by the EU Member States.

Vocational training research must be continued and financed more generously than in the past, according to the specialists. They argued for a two-stage application procedure in the case of pilot, multiplier and research projects. The first stage would involve parallel submission of a preliminary application to both a Member State and the European Commission. These bodies would jointly narrow the field of competitors and only allow those on the shortlist to submit a full application, once again to both the Member State and the Commission simultaneously for joint approval. This would eliminate the existing confusion about demarcation of responsibilities. It would save applicants unnecessary effort and enable them to better assess their chances of succeeding.

Source: BIBB/CEDEFOP/SK

Denmark

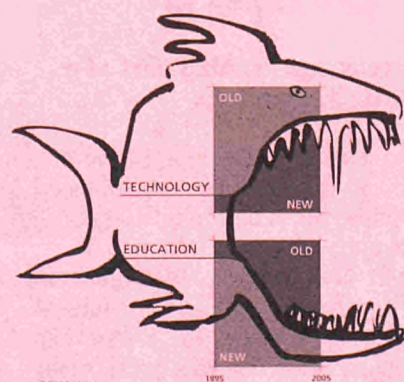
EU-Jobrotation - a new approach to training and unemployment

Background

The population of Europe is getting older, which means that an ageing labour market has in a few years become a European reality. In the year 2005, the number of young people under 30 will have dropped by 17%. At the same time there will be 7% more 30-50 year olds and 12% more 50-60 year olds.

Simultaneously new technologies are developing rapidly, with an increasing content of knowledge in the production process. In the year 2005:

- 80% of the workforce will have an education or training qualification that is more than 10 years old
- 80% of the technology will be less than 10 years old, that means it is unknown today.

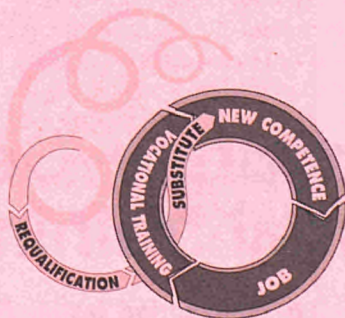


The skills gap is becoming a substantial threat to the economies of European countries and substantial action to promote adult education and vocational training is essential if they are to improve their international competitiveness. However, European companies often ask: "How will we be able to find the staff time and money for all that further training?"

Concept and idea

Companies cannot find staff time, and at the same time a lot of unemployed have all the time in the world, being without a job. Why not combine the two problems so that they will turn out to support and solve each other? The model and the thinking is very simple. An unemployed person is trained to become a substitute in a company for an employed person who undergoes further training.

GROWTH · COMPETITIVENESS · EMPLOYMENT



JOBROTATION

Jobrotation as a tool, gives a very simple answer to the "time and money" problem of both companies and society:

- using the unemployed as substitute staff, production continues
 - the costs of further training are reduced as money previously used "passively" for unemployment benefit is now used "actively" for financing training.
- A lot of the resources are already there. They are just being used in a new way.

An integrated strategy

Jobrotation contributes to labour market and training measures in three ways at the same time by:

- ensuring the continuing training of the labour force
- contributing to the battle against unemployment
- counteracting production bottleneck problems.

It is preventative in relation to production problems which arise as a result of economic growth, it reduces unemployment and, finally, it contributes to resolving problems concerning continuing vocational training, which are particularly acute for those with a short or low level vocational training.

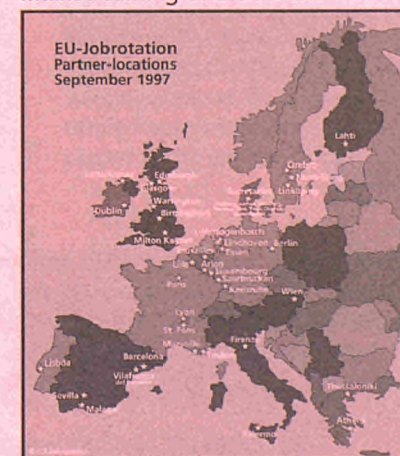
The advantages are obvious:

- the enterprises obtain an upgrading and qualification of their employees without any reduction in their workforce and they establish contacts with potential candidates for later employment. There is no loss of production and if the substitutes do not stay in the job, they go into a job bank.
- for the unemployed, it is a chance to get real job experience, which, for the vast majority, turns into permanent jobs, while for the minority there is a fairly good chance that a job opening will materialise.
- the labour market effect will be increased flexibility, improving the unemployment situation, and finally it will prevent bottleneck problems either internally or externally in relation to the company.

EU-Jobrotation - a European Partnership

Organisations in all 15 member states are working together in partnership. Funding is provided from both national and Community sources with a view to:

- developing specific models through experiments and pilot projects at national level
- transnationally developing a common content of basic elements of the concept
- contributing to European efforts to improve growth, competitiveness and employment through mainstreaming of the results



Results

Jobrotation was developed in Denmark as a combination of unemployment and educational leave systems and has been working since 1990. Training programme figures show that around 40 000 people in 1996 were involved in shorter or longer training programmes through Jobrotation. One unemployed person substitutes for, on average, 5 - 6 employed people. It seems that typically a substitute works for six months, while the usual duration of training for the employee is 1 month. On average 75% of the unemployed involved in Jobrotation schemes obtain a job afterwards.

Mid-term reviews of the European pilot projects will soon be available. Experience already shows that:

- tailor-made solutions are needed in all companies
- recruitment of the right substitutes is essential
- flexibility in education and training institutions is necessary
- providing better opportunities for training in the companies comes first, the unemployed benefit in the slipstream
- practical planning of Jobrotation takes a lot of time and effort.

In the next 2 years, EU-Jobrotation hopes that the concept will spread like rings in the water and involve 5 000 private and public companies and 100 000 participants

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Source: EU-Jobrotation

The ESF and mobility

During the Irish Presidency of the EU in 1996 (second semester), the fifth of a series of conferences on the European Social Fund (ESF) was held in Dublin. The proceedings of the conference, entitled 'Mobility in the EU' have been published recently*. The objectives of the conference were to create an increased awareness of the issues of geographical mobility in the EU and to identify proposals to develop the potential of the ESF to further promote or facilitate workers' geographical mobility.

The opening addresses of the conference by the Irish Minister for Enterprise and Employment, Mr Richard Bruton and the European Commissioner for Employment, Industrial Affairs and Social Affairs, Mr Pádraig Flynn, identified common areas where they saw scope for more action by the ESF. These were:

- the development of language capacity, as outlined in the Commission's WhitePaper "Towards a Learning Society";
- creating greater awareness of different cultures and traditions and mutual recognition of qualifications, while reflecting the fact that certification systems are a reflection of the

diversity of our education and training systems.

The Commissioner expressed the desire that the Commission's education and training programmes contribute more strongly not just to job creation, but in a broader way, to facilitating greater mobility for training and jobs.

Dr Heinz Werner of the Institute for Employment Research in the Federal German Employment Service addressed the conference on the economic aspect of mobility. His paper described how European economic integration has developed since the

foundation of the European Economic Community in 1957 and what consequences this has had for the migration of labour between the Member States. He finds that cross-border migration of labour between Member States has in general not increased due to a levelling off of economic differences between member countries, but the potential for migration of labour may continue for certain limited categories of workers.

A discussion paper prepared for the conference by the Irish European Social Fund Evaluation Unit evaluated human resources development programmes in Ireland which receive support from the ESF. After an exposition of the present state of mobility policy, legislation and potential implications for the ESF, action to facilitate greater mobility within the EU was recommended in the areas of language and culture, transnational activity through the Community Initiatives and other EU pro-

grammes, information on training, certification etc., mutual recognition of qualifications and study and work placements for students and workers at all levels.

A number of workshops followed which discussed the topic of European citizenship, the concepts of mobility, harmonisation or transparency of qualifications and the implications for the ESF. The workshops also discussed mobility in the context of broad labour market trends e.g. employment/unemployment and the ageing of the European labour force.

In his concluding address the Director of the ESF, Mr Lluís Riera Figueras, referred to the mid-term reviews underway in all Member States, and the possibility of re-focusing ESF supported programmes. He suggested that:

- the transnational elements of mainstream programmes could be enhanced

□ European added value should be regarded not just as an economic consideration, but one which links to the broader idea of European citizenship and the political, cultural and social aspects and

□ the area of mutual recognition of qualifications could be enhanced with support from the ESF. This could include the interlinking of certification systems between Member States, developing information systems, developing and piloting the accreditation of prior learning and informal learning and developing new qualifications for new areas of work.

* European Social Fund Programme Evaluation Unit: Mobility in the EU - implications for the European Social Fund, conference report. ISBN 1-900256-29-0, free of charge

Available:
ESF Evaluation Unit, Davitt House, 65A
Adelaide Road, IRL-Dublin 2.
Tel: 353-1+6614444 ext 3355 Fax: 353-1+6611272

Source: FAS

Bi- and multilateral cooperation

Denmark

"Erasmus Apprentices" - A Danish pilot project

This pilot project is testing a model for a more permanent European mobility programme for apprentices and students based on what is an already well-known practice in higher education.

A mid-term assessment of the pilot project has now been published*. The evaluation results from a questionnaire-based survey and visits to companies during April 1997. At that time students/apprentices who are aged 20-24 had been in foreign placements for two out of three months. The foreign placement forms an integral and fully recognised part of the Danish VET programme. 18 Danish vocational training students from the metal working, graphical and finance sectors

have taken part in the pilot project and have been sent from Danish companies to companies in the United Kingdom, Germany, Ireland and Portugal.

Overall, the foreign companies assess the occupational skill levels of Danish students/apprentices as being very high, indeed in a number of cases, outstanding. Some of the companies even report that the young Danes have added vocational expertise to the host company, a

point of view particularly found in the SMEs, but also bigger companies say that they have profited from having the apprentices in their companies. Their foreign language skills are considered impressive compared to the second-language proficiency levels of students in the countries visited; after only one month in Germany, the young Danes manage not only in English, but they seem to cope with the intricacies of the German language as well. The companies also report that they are impressed by the speed at which the trainees adapted socially and culturally to the conditions in the foreign companies. Almost all companies

report that they would be very interested in having Danish trainees again.

The Danish students/apprentices find that they have been well received by the companies abroad. Some companies had carefully planned the stay by supplying training descriptions, introduction courses, lists of all colleagues, etc. Other companies involved the students in planning the stay so that individual preferences might be integrated in the learning processes.

The Danish students say that they have predominantly been doing

work corresponding to their level of education. They report that the foreign placement can be used constructively and integrated into their VET programme when they go back to Denmark. All students agree that the foreign placement has constituted a considerable linguistic and personal step forward in their development.

*Final Report: Evaluation, Recommendation and Perspectives", Ministry of Education, Department of Vocational Education and Training, August 1997, ref. 1997-162-19, H.C. Andersens Boulevard 43, DK-1553 Copenhagen V, tel. 45-3392+5600, fax 45-3392+5600

Source: Undervisningsministeriets Nyhedsbrev, Nr. 8 1997/DEL

Portugal

Training on the Internet

Distance vocational training and education is now available via the Internet. The whole panorama of vocational training might well be changing since the Internet is already being used to set up virtual classrooms where students or users and teachers no longer need to meet in person at a particular time. They just have to connect up their computers at a time that suits them and work at home or in the office.

In Portugal, the first steps in this direction have come from the enterprise FORMEDIA, which has several partners within the EU, through programmes such as LEONARDO and ADAPT. In order to launch virtual courses, FORMEDIA has set up IEFEG - European Institute for the Training of Entrepreneurs and Managers (<http://www.instituto-europeu.com> - E-mail: formedia@esoterica.pt). This Institute is intended for young people who want to enter careers in management and to receive fast and intensive specialist vocational training at an international level combining management with new information technologies. IEFEG intends to launch, via the Internet, specialist distance vocational training courses; for this purpose, it will make practical and accessi-

ble use of the new technologies, in particular multi-media resources with systematic use of the WWW.

The European Institute will cooperate directly with public bodies, professional, commercial and industrial associations and private enterprises. Its international partners include: Aspectum Oy Strategy Council (Finland), Central Scotland Chamber of Commerce (Scotland), Durham University Business School (England), International Development and Education Centre (Greece); Ecole Supérieure de Commerce of Chambéry (France).

Contact: FORMEDIA - Criação e Desenvolvimento de Empresas, S.A., Avenida do Brasil 88 - 7º Dto, P-1700 Lisbon, Tel: +351 1 7937770, Fax: +351 1 7937463

Source: CICT/IEFEG Homepage

Portugal

A Portuguese-German vocational training project

The second vocational training period, lasting five weeks and forming part of a Portuguese-German vocational training project, was run in June/July.

30 young people took part, most from Hamburg, and attended various training courses. These courses took place in enterprises in the Lisbon region.

This project is intended to help trainees to gain a better foothold in the labour markets of the two countries concerned. For this purpose 60 young people recruited every year from the Portuguese community in Germany will be offered training in the following areas:

- commercial, administrative and financial services
- electricity, electronics and telecommunications
- heavy and mechanical engineering.

This training, ranging in length from two to three and a half years depending on trainees' school qualifications, is part of the German dual system and will be supplemented by classes in technical Portuguese throughout the training period in Germany and by periods of work experience in Portugal. This work experience is intended to provide vocational experience in a real context, bringing trainees into contact with new working methods and different organisational structures.

More information:
IEFP-Instituto do Emprego e Formação Profissional, Avenida José Malhoa 11, P-1100 Lisbon, Tel.: +351 1 7273123/7272536, Fax: +351 1 7264414

Source: MQE - Informação CICT



Page 9 Vocational training policy IRL: White Paper on Human Resource Development; **Page 10** D: Training incentive or obstacle course?; E: Labour reform: new training contracts and promotion of indefinite-duration contracts; D: The German apprenticeship market appears to be falling apart; NL: Socio-Economic Council calls for broad vocational training; Impressum; **Page 11 Initial training and vocational training systems** B: New decree on the tasks of schools in the French-speaking Community; DK: Improving the alternance principle in VET; AT: New occupations to combat stagnation; F: Apprenticeship: substantial increases not matched by placement; FIN: Apprenticeships increasing in Finland; **Page 12 Continuing training** B: New training in health regulations in the hotel, catering and restaurant sector; UK: Further and higher education; UK: Training in medium sized companies.

Vocational training policy/ Initial training and vocational training systems/Continuing training

Ireland

White Paper on Human Resource Development

The long-awaited White Paper on Human Resource Development* is a comprehensive document outlining the role of the social partners, government agencies, the individual worker and the unemployed person. Published on the eve of the June general election, it awaits the consideration of the new coalition government.

The document sets out a number of objectives. The first three relate to enterprise training and contain an acceptance of the need for employer-led training in industry.

They are as follows:

- increasing the quantity and quality of training in enterprises.
- assisting small enterprises to overcome the skill barriers to development.
- improving the level of management training and development.

The proposals include the establishment of an Awareness Programme on the skills and training needs of Irish business to be run by the social partners and an employer-led Training Networks Programme to raise standards in firms. A Future Skills Identification Group composed of government, social partners, state agencies and education and training providers will be established. The level of training support to small firms is to be increased through the

Training Support Scheme and the Management Development Grants Scheme. There is also to be a stronger emphasis on micro enterprise in the County Enterprise Boards and further development of the PLATO programme under which networks of large and small companies are developed on a regional basis.

The training needs of young people, the unemployed, women and other groups are considered under the following objectives:

Helping young people to become more employable through the development of their skills

The provision of extra places on Youthreach and an extension of the Youth Progression Programme which commenced in 1996 are among the proposals advanced in this area. A new national Traineeship Programme will be the main vocational skills and pre-labour market entry programme for young people. The objective is to provide 5,000 places

on the programme by the end of 1999. It is planned to increase numbers in apprenticeship, particularly women, and to provide inter-craft and multi-skill modules.

Re-integrating the unemployed

A new subsidiary of FAS-Training and Employment Authority, the National Employment Service, is to be established to play a major role in assisting the long-term unemployed back to work. This body will have responsibility for the development and improvement of a national guidance service, the delivery of labour market activation programmes, the development of the Local Employment Service and the negotiation with training providers of suitable training courses to meet client's needs.

Promoting equal opportunities

FAS is to develop childcare training opportunities, which will in turn increase the facilities for women who wish to enter training, education or take up employment.

The FAS Action Programme will be further developed to increase the level of female participation at all levels, but particularly in non-traditional female areas.

Strengthening the commitment to lifelong learning

Fees of up to IRE1,000 (ca. ECU 1,350) per year paid by individuals towards the cost of approved training courses will be tax deductible at the standard rate. Initially the scheme will be confined to selected computer-related and foreign language courses.

Developing quality assurance

All training providers are to meet quality assurance standards and the competence of all training providers will be properly assessed and accredited.

TEASTAS-The Irish National Certification Authority will play a major role in providing a nationally acceptable certification system which will ensure that courses meet industry and internationally benchmarked needs. The FAS Excellence Through People training quality award will be further promoted.

Ensuring the efficiency, effectiveness and net economic benefit of state expenditure on human resources development

Training support from the state, the White Paper emphasises, must be placed in the context of programmes

to assist the overall development of industry. For that reason, the government has decided that Forbairt (the State agency for the development of indigenous industry) will be given responsibility for supporting the training function within the business sector. Hence, the Services to Industry Division of FAS will be transferred to Forbairt. The core business of FAS will be the delivery of quality training for individuals. Greater links with employers and a stronger commercial focus will be needed. The National Employment Service will be involved in designing and shaping the programmes required and there will be a clear-cut demarcation between the counselling and advisory work of the service and the provision and delivery of appropriate training programmes.

The new government in its recent policy programme makes a commitment to examine the future role and structure of FAS. The outcome of this examination may affect the final implementation of the White Paper.

*Department of Enterprise and Employment: Human Resource Development, White Paper. 1997. ISBN 0-7076-3849-6, IRE 5 (ca. ECU 7) available: Government Publications, Postal Trade Section, 4-5 Harcourt Street, IRL-Dublin 2, Tel: 353-1-661 31 11 ext 4040/4050 Fax: 353-1-475 27 60

Source: FAS



Training incentive or obstacle course?

The controversy over the introduction of a training levy comes to a head

The German Minister of Education calls it a "bureaucratic monstrosity" designed to prevent the creation of more training places. The German Industry and Trade Advisory Board for Vocational Training labels it an unfair "compulsory levy". This criticism is directed at the Law on safeguarding and funding in-company vocational training, drafted by the Social Democratic Party of Germany (SPD). The draft Law, generally referred to as "the training levy", is currently the subject of a heated debate in Germany.

The SPD opposition wants to tax companies which offer little or no training. The revenue would benefit enterprises with a strong commitment to vocational training and fund additional training places.

Jürgen Rüttgers, the German Minister of Education, calls the levy "a modern selling of indulgences" allowing companies to buy their way out of their training responsibility. At the same time, Rüttgers says it would penalise enterprises which are willing to offer training but have no takers. The SPD, on the other hand, points to the success of the British prime minister, Tony Blair, who managed to set up a training programme for 200 000 young people in this

way. The German Industry and Trade Advisory Board for Vocational Training counters this argument with French figures. They point out that, although France has had a compulsory levy for decades, French enterprises conduct hardly any vocational training and youth unemployment is twice as high as in Germany.

The SPD has the backing of the German Trade Union Federation (DGB). According to Federation Board member Regina Görner, it is high time there was a new funding arrangement for dual vocational training and public funds already have to be used to compensate for industry's inaction. She claims that the lack of training places is a structural problem and so needs a political solution.

German business meanwhile warns against "occupational control along the lines of a planned economy". Employers argue that the "purchase" of additional training places in popular training occupations would lead to an influx of training into areas where there is already intensive training activity. The Advisory Board claims that this would increase unemployment among young people who have completed their training and make it necessary to pay for surplus skills with public funds. Employers associations warn that "the education and training system is becoming increasingly

detached from the employment system".

These critics fear that if the draft Law is adopted, they will be in for a massive dose of bureaucracy, a concern shared by the German Minister of Education. Rüttgers said that "no small or medium-sized enterprise does a cost/benefit analysis of its spending on training, and if this were required by law supplementary payroll costs would increase further." The minister makes another cost calculation: "We have 450 000 training enterprises. That means 450 000 decisions on the levy. That amounts to a massive job creation programme for the Department of Employment. We would need about 1 000 new civil servants, costing almost DM 100 million."

The outlook is gloomy since government coffers are empty with more and more severe deficits appearing at shorter and shorter intervals. According to Regina Görner (DGB), this is precisely the situation in which it is a 'waste of resources' for young people who are capable of being trained to be left in vocational orientation courses. "As long as funding is not based on a levy," Görner said, "it would make more sense to offer more full-time school-based training, for instance, by expanding the role of the specialised vocational schools."

Source: bmb+I/German Industry and Trade Advisory Board for Vocational Training/BIBB/SZ/DGB/CEDEFOP/SK

Labour reform: new training contracts and promotion of indefinite-duration contracts

The government has approved Royal Decree-Laws 8/1997 and 9/1997 containing urgent measures for the improvement of the labour market and the regulation of social security incentives, and fiscal measures for the promotion of indefinite-duration contracts and job stability.

These are a response to the agreement reached earlier this year by the trade unions (CGT and CC.OO) and the employers' federation (CEOE-CEPYME) on stability of employment and collective bargaining. At that time the social partners approved three/four year inter-confederation agreements on the stability of employment, collective bargaining, and the filling of vacant posts.

The legislative provisions emphasise the introduction of training contract and the promotion of indefinite-duration contracts.

In connection with the integration of young persons in the labour market, the training contract will replace the apprenticeship contract. This new contract will have the following advantages compared to the contract which it replaces:

□ higher salary, remuneration will be laid down in the collective agreement and can, under no circum-

stance, lie below the minimum interprofessional salary (SMI) in relation to working hours
□ with regard to vocational training, the time dedicated to theoretical training should not fall below 15% of the working day.

If the employer fails to observe these obligations in toto, this will be deemed customary nonfulfillment. In this case, the employer will have to pay the worker the salary corresponding to the job he occupies in accordance with the collective agreement, while the employer's social security contribution will be calculated on the basis of actual remuneration, and the contract will be changed into an indefinite-duration contract.

With regard to social security, workers with this type of contract will receive the same economic benefits as other workers in case of temporary incapacitation.

Source: INEM

The German apprenticeship market appears to be falling apart

The German federal government now gives preference to enterprises which train in awarding government contracts.

The problem is by no means new, but this year it is more critical than ever. In September, on the eve of the new training year, the German training place market faced a grave imbalance. About 152 000 applicants were competing for one of the less than 58 000 places which the employment offices had to offer.

Even after the deficit is reduced by the number of new openings created by special programmes, an "alarming" shortfall of 35 000 training places remains, emphasised Jürgen Rüttgers, the German Minister of

Education, at a press conference in Bonn. He called the situation a "bitter setback". The minister announced that he expected German trade and industry to make good on its promise to achieve a training market equilibrium again this year.

The federal government has removed most of the training obstacles criticised by industry, Rüttgers stated. He cited changes in the trainer qualification examination, increased flexibility of vocational school hours, the creation of 26 completely new occupational profiles and updating more than 50 others. The "national challenge" of providing sufficient training places has still not been accepted in many quarters, according to Rüttgers. "I am ready to embark on any avenue

which promises more training places," the Federal Education Minister emphasised.

He has already demonstrated that he means business. In the face of stiff resistance, he and the Federal Economics Minister successfully pushed

for the adoption of a policy giving preference to enterprises which train in awarding government contracts. This has taken immediate effect. The federal government decided on 9 September that, everything else being equal, companies demonstrating their commitment to training

would be favoured. The new policy affects all construction contracts worth up to DM 10 million (about ECU 5 million) and contracts for goods and services worth up to DM 260 000 (about ECU 130 000). The ceilings are required in order not to violate EU competition law.

Source: bmb+I/BIBB/SZ/DGB/CEDEFOP/SK

Impressum

**IN
CEDEFOP**
on vocational training
in the European Union

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

Articles with a source reference do not necessarily reflect the views of CEDEFOP.

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Rudolf J. Schmitt, Berlin
Technical production with DTP:
Axel Hunstock, Berlin

Editorial deadline: 29.09.97
Printed in Germany 1997
Cat. number: HX-AD-97-003-EN-C

The Netherlands

Socio-Economic Council calls for broad vocational training

Vocational training can and should offer a broad education, that is identifiable by employers. This is the view of the commission for employment questions of the Socio-Economic Council.

In July advice on the way in which vocational secondary education should respond to the increased flexibility and mobility on the labour market, was given to the Ministers of Education and Agriculture. The Ministers had wanted to know how secondary vocational education could be strengthened through giving attention to flexibility and mobility, and how a basis could be laid to promote lifelong learning and employability.

The Sociaal-Economische Raad (SER) believes, that the existing legal framework offers enough scope for a broad and identifiable vocational training. This is defined as training which:

- is nationally recognized within the sector (the national qualification structure)
- is not function-specific, but prepares for one or more occupations.
- qualifies in three ways, i.e. for an occupation, for mobility in working and in learning, and for social and cultural development and participation
- within each of these three domains of qualification attention is paid to specific key qualifications, such as learning to plan/programme, thinking logically, communication skills, in connection with a specific occupation.

The SER states that the key-qualifications lay down a basis for lifelong

learning and form, together with an identifiable national qualification structure, a basis for a good introduction to the labour market. They should be anchored in occupational profiles and in the criteria for passing examinations. A plea is made for greater interdependence in the whole movement from occupational profiles to final examinations. This requires cooperation between the national vocational training bodies, the commissions for education/enterprise, and education and training institutions.

By applying key-qualifications the SER believes that there is no question of a lower level for more practically-oriented training, as such skills can also be applied in this type of training.

Source: CINOP

Belgium

New decree on the tasks of schools in the French-speaking Community

The new decree passed in July 1997 by the government of Belgium's French-speaking Community will bring about a radical and permanent overhaul of all aspects of initial education in the French-speaking Community, especially general, technical and vocational secondary education.

This planning decree, whose effects are spread over two years, not only introduces a major reform of initial education, but also addresses key questions about the way in which French-speaking schools are run.

These include: new registration conditions, free secondary education, the establishment of a participation council whose task will be to draw up an educational plan, the restructuring of grants to schools in diffi-

culty and the administrative division of schools in subsidised private education.

The decree gives greater educational autonomy to schools through the participation council. Educational programmes will still be drawn up, however, by each schools network (run independently by the Communes and the Provinces of the French-speaking Community). This

time, however, the decree imposes skill levels for primary and secondary education via a Commission bringing together all four networks.

Teachers are invited to exchange teaching resources in the form of documents, exercises and research via the Internet. From 1998, sets of evaluation tests valid for all schools will be formulated to ensure educational levels. Two educational serv-

ers, RESTODE and PROFOR, already facilitate these exchanges.

Contact: Office of the Prime Minister of the French-speaking Community, Mme Laurette Onkelinx, Place Surllet de Chokier 15/17, B-1000 Bruxelles
Tel: 32-2+227 32 11,
Fax: 32-2+227 32 54.

Source: "Le Vis/L'Express"/FOREM/CIDOC

Denmark

Improving the alternance principle in VET

The basic structure of vocational education and training programmes in Denmark is based on the principle of alternance. Continuous change between periods at a vocational school and training in a company, based on an apprenticeship contract, is seen as a decisive element behind the comparatively high quality of the Danish VET system.

The alternance principle should not only be kept in the coming years, it must also be improved. In this respect the rapid structural development of the economy with a growing specialisation of companies is seen as a challenge. The Vocational Education and Training Council (EUR), the national advisory body to the Ministry of Education, has now decided to focus more sharply on future challenges to, and perspectives for, the alternance principle. In the short term, school-company interplay must be improved through a joint effort by the national sectoral trade committees, the local school-

level education and training committees, and the vocational schools in order to define and implement concrete methods and parameters of quality for the content and substance of this interplay.

Several actors are important to improve the quality of learning at school and in companies: companies, social partner organisations, vocational schools and not least the students.

Surveys have indicated that the intended increased coherence of learning in schools and in companies

has not yet been fully achieved. As a practical first step, an 'inspiration' catalogue has been prepared by a team from The National Institute for Educational Training of Vocational Teachers- DEL and has just been published by the Ministry of Education, "Kvalitetsudviklingen af skolevirksomhedssamspillet. Idékatalog" (1997). The publication contains a broad range of ideas and many concrete proposals for the actors at local level who intend to start projects to develop and innovate school-company interplay.

Source: DEL, Copenhagen

Austria

New occupations to combat stagnation

The Institute for Educational Research of the Austrian Economy (ibw) wants to hitch apprentice training to rising stars. Apprentice training in Austria must incorporate more skills required in growth industries and must become more flexible if it is to continue to offer credible employment prospects to young people and to supply qualified young workers to trade and industry. That is the assessment of ibw, which is linked to the Austrian employers' organisation.

In its opinion, the current phase of economic and technological change, globalisation and the revision of organisational structures requires appropriate updating of vocational training. Teaching the skills specified by existing occupational profiles is seen as no longer sufficient. According to ibw, new apprentice trades responding to today's requirements must be introduced to counteract the decline in the number of training places.

The research organisation interprets the loss of jobs in the production sector and the even greater decline in apprenticeships in this field as a clear signal that apprentice training must be reoriented. Austria's growth industries are ibw's hopes for an improvement in the critical situation. The institute believes that new training occupations, tailor made for such industries, would break the free fall of apprenticeships in the manufacturing sector.

Source: abf-austria/CEDEFOP/SK

Finland

Apprenticeships increasing in Finland

In the Development Plan for Education and Educational Research for the years 1996-2000 a main goal is to improve significantly the amount of apprenticeship training. The government wishes to raise the share of apprenticeship training to 20 % of all secondary vocational training before the end of the year 2000. Already during the year 1996 there were 15 000 new apprenticeships, which is 16-17 % of entrants to secondary vocational training.

Apprenticeships were previously concentrated in a few branches, such as the graphic industry. Now the supply of apprenticeship places has expanded to many other sectors. Questions needing to be solved are the training of trainers and finding new places for youngsters. The present employment situation in Finland means that the expansion of apprenticeship training is not easy. A project for training of trainers which aims to improve the quality of training is partly financed by the European Social Fund.

In Finland tripartite cooperation is carried out through training commit-

tees, which under legislation will soon get a new mandate. The aim is to give them responsibility for the development of all kinds of training, including those at secondary and higher education level.

The Ministry of Education has appointed an apprenticeship training steering group which will supervise and follow up the fulfilment of quantitative goals in apprenticeship and in the on-the-job-training elements of secondary vocational training. The steering group has a mandate until the year 2000.

Source: NBE

France

Apprenticeship: substantial increases not matched by placement

The boom in apprenticeship, which started in 1993, continues in France: 200 000 new apprenticeship contracts were signed in 1996. Over four years, the number of contracts signed has increased by 57%.

Half of this growth has been in traditional sectors: craft industries in the foodstuffs sector (bakery, confectionery, delicatessen), some retail trades (butchery, pharmacy, floristry), hair-dressing, hotels and catering, vehicle repair and sales and building finishing work.

Higher level training via apprenticeship is being developed in sectors in which little use has traditionally been made of this type of training: energy, finance, education, health and social welfare. In 1996, 20% of the contracts signed were for baccalauréat or higher level training.

Some sectors, such as pharmacy, have structured the training that they offer in industry-wide agree-

ments setting out three levels of training: certificate of vocational aptitude (CAP), complementary mention, vocational certificate (Brevet professionnel). Short training schemes have been retained in other sectors, such as hotels and catering. Apprenticeships leading to level IV training are few in number.

Not all apprenticeship contracts reach completion: a study conducted among apprentices who signed a contract in 1993 shows that 27.2% of these apprentices failed to complete their contracts. This does not necessarily mean that they dropped out: they may be young people who obtained their vocational qualification before the end of their apprenticeship contract and signed a con-

tract of employment with the same employer or who signed a different contract within three months in a different field. The net balance of uncompleted contracts is then 22.5%.

What do these young people do after their apprenticeship? 37% enter jobs, one third are unemployed and the remainder continue their studies or go on to work experience periods, complete national service or become non-active. Studies show a whole range of individual routes in which unemployment, precarious employment and training schemes alternate, before people find stable employment.

Source: Ministry of Education/Ministry of Labour/Centre INFFO

Continuing training

Belgium

New training in health regulations in the hotel, catering and restaurant sector

The introduction of a new health regulation, HACCP or Hazard Analysis of Critical Control points, applying to the hotel, restaurant, catering and food sectors requires managers to build in a certain number of control points in the production process, in order to ensure optimum standards of safety and hygiene.

This in turn requires adequate training of the personnel involved. The Flemish Employment and Vocational Training Service (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding - VDAB), anticipating these regulations recently organ-

ized in-service training for its training personnel working in these sectors. VDAB's intention is to set an example, especially to jobseekers in these sectors. VDAB's own training locations are to be adapted to comply with the new regulation.

In addition, VDAB - in co-operation with the food inspection service - has developed a modular HACCP training programme. This includes good practice in occupational and personal hygiene, new cleaning techniques, quality control and

safety risks in food production and processing, setting up an efficient control infrastructure etc.

Part of VDAB's anticipatory activities included, in co-operation with the Flemish Quality Control Centre, the setting up and development of a European project within the Employment/NOW (New Opportunities for Women) framework. In this 60 jobseekers were trained to be hy-

giene consultants, who will be able to advise companies on the application of legal regulations to the working environment.

1998 should see the sectors' reactions to the VDAB's initiatives. At the beginning of the year the employment (placement) figures will be published and the training itself will be evaluated.

Source: VDAB / ICODOC

United Kingdom

Further and higher education

The government will shortly publish a white paper on life long learning which will signal a radical reform of the further and higher education system in the UK taking forward its manifesto commitments to raising education standards. It will take account of some of the recommendations in two recent major government-inspired reports in this area, and will also consider one prepared by the Institute of Personnel and Development.

Widening participation in further education

("Higher education in the learning society"**) recommended:

The Further Education Funding Council's report ("Learning works: widening participation in further education"**) recommendations include using lottery money, increasing fees to employers and better off students, reallocating funds from higher education, expanding student numbers and fairer allocation of places on courses. Other proposals include:

- improving teaching standards
- the fostering of life long learning by better credit transfer systems
- encouraging employers to set up employee development schemes on the Ford employee assistance development model
- a national target that 50 % of large employers should over the next 20 years set up learning resource centres over the next 20 years linked to the University of Industry.

Higher education

The report of the National Committee of Inquiry into Higher Education

- higher public expenditure and greater contributions from students for the universities,
- an expansion in student numbers
- improved credit transfer systems and
- an improvement in teaching standards.

It emphasised the need for development of transferable core skills, clearer information about course content and standards and a national minimum standard for each level of award. A priority must be the provision of work related experience for students. The key transferable skills highlighted by the committee related to communications, numeracy, information technology, learning how to learn, cognitive skills- understanding methodologies, the use of critical analysis and subject specific skills such as laboratory skills. The government in its paper "Higher Education for the 21st century" did not accept the committee's recommendations on the funding of higher education.

Work related training for 16-19 year olds

Another report that the government undoubtedly will consider is one which was published in August by the Institute of Personnel and Development (IPD) on work related training for 16- 19 year olds and prepared by a forum of leading inde-

pendent academics specialising in training and resourcing issues***. The report emphasises the need for partnership between schools and work. There should be a focus on working to learn. Work experience whilst at school is considered most important in providing school leavers with an understanding of the skills, culture and environment of the world of work. As a first step a new programme of work based education and training should be put in place. A broad based traineeship of at least two years would provide a range of work experience, general,

vocational and citizenship education, sectoral and occupationally relevant training and acquisition of key skills

* "Learning works: widening participation in further education" Further Education Funding Council, Cheylesmore House, Quinton Road, Coventry CV1 2WT, free of charge, tel. +44-1203-863000, fax +44-1203-863100

** "Higher education in the learning society" 1HP Summary £ 5, main report UKE25, and full set of evidence UKE135, NCIHE Orderline, PO Box 237 Hayes Middlesex UB3, tel. +44-181-8673220, fax. +44-181-8136564

*** "Working to Learn" - IPD, Issues Series No 18, UKE11.95, IPD from Plymbridge Distributors, Estover Plymouth, Devon PL67PZ, tel. +44-1752-202301, fax. +44-1752-202333

Source: IPD

United Kingdom

Training in medium sized companies

A recently published report* of a survey of medium sized organisations found that 68% of medium-sized companies have an education training and development policy for their employees but only 33% link training plans to business objectives.

Only 53% regularly assess training needs and only 35% evaluate training effectiveness. The study concludes that there is a widespread lack of linkage between business strategy and personnel development and management policy. Training

and development should be central to competitiveness but to achieve this the middle market must shift decisively to viewing and evaluating training as "hard nosed" investment yielding clearly identifiable returns.

* "The middle market- how they perform: education, training and development" Available from: The Foundation for Manufacturing and Industry, Coopers and Lybrand and Warwick Business School, and from: FMI 134 Buckingham Palace Road, London SW1W9SA, price UKE45 (ca. ECU 70), tel. 44-171+8235360, fax. 44-171+8235361

Source: IPD





Page 13 New training organizations and programmes B: Tailor-made training for SMEs; B: Practical training for pupils in the construction sector; B: Training for groups at risk; **Page 14** D: New avenue to higher education; AT: Vocational proficiency examination opens university gates to apprentices; E: Reorganized general council for vocational training draws up the 2nd vocational training programme; F: Private training agencies: portrait of an economic sector; **Page 15** S: Advanced vocational training; UK: National Training Organisations; UK: Welfare to work scheme; UK: Return to Learn - a trade union programme; **Page 16 Quality** F: Vocational training quality - the Lorraine choice; UK: Training Institutions - Independent training inspection regime; **Contacts** UK: Assistance for SMEs - Accountants' Association initiative to support small business.

New training organizations and programmes/Quality/Contacts

Belgium

Tailor-made training for SMEs

Preparations are currently being made to introduce a new type of continuing training, in the form of an apprenticeship, tailor-made for independent entrepreneurs. In future self-employed persons will have to demonstrate their management skills before they can have formal access to their profession. This policy should reduce the number of start-up failures.

New training options for SME personnel will focus on the improvement of vocational qualifications. Courses will take place after working hours, as opposed to the regular training possibilities within the paid educational leave system. It is imperative that employer and worker reach a prior agreement. The employer will pay additional salary for every hour of training followed. 50 % of this, however, will be covered by the (federal) government.

'Self-employed apprentices' are previous jobseekers who take up an apprenticeship (between twelve and thirty months long) with an established 'master'. It should provide them with the required job skills and experience. The apprentice will have the statute of assistant to the entrepreneur.

The apprenticeship allowance, still to be fixed by decree, will be higher than in the regular apprenticeship system for younger people and more along the lines of a worker-trainee's allowance. The 'master's' social contribution to the Independents' Fund is limited to a minimum of BEF 15 000 (ca. ECU 375) per year. After the apprenticeship period, the apprentice is again entitled to unemployment benefit. The new system will have a 2-year trial period, and be monitored by the Provincial Chambers of Trade, which themselves will be subject to future reform.

Information: Ministerie van Landbouw en KMO, K. Pinxten, Maria-Theresia-Straat 1, B-1040 Bruxelles, tel. 32-2+21110611

Source: Financieel Economische Tijd/ICODOC

Belgium

Practical training for pupils in the construction sector

The training fund for the construction sector (Fonds voor Vakopleiding in de Bouwnijverheid - FVB) organizes work experience opportunities in construction firms for vocational schools at secondary level in order to attune school curricula to the real needs of the sector. The underlying objective is to upgrade the public's perception of work in the construction sector.

During the past school year 98 Flemish schools made agreements with the FVB. These bring financial and logistic advantages. The school is offered a compensation of BEF 4000 per pupil (ca. ECU 100), as well as BEF 10 000 (ca. ECU 250) per specialism involved (limited to construction-structural work, sanitary installation, central heating, wood-working and decoration).

The work experience training on the construction site aims at developing skills, qualifications and attitudes, which are complementary to regular

school focal points such as quality control, punctuality etc.

It is hoped that these actions will improve the image of the construction sector. Regrettably, the inflow of pupils is still very much influenced through established negative perceptions and earlier poor examination results. To counteract these it may be appropriate to provide accurate and motivating information to students in their last year of primary education.

More information from: Fonds voor Vakopleiding in de Bouwnijverheid, Koningstraat 45, B-1000 Brussels
Source: Gazet Van Antwerpen/ICODOC

Belgium

Training for groups at risk

CEFORA, the intersectoral training organization for office workers recently published the results of its training projects for long term unemployed and poorly skilled persons. 70 % of all jobseekers having followed a CEFORA course, are now working as an employee. The fact that only 6 % dropped out clearly shows the positive effect of such courses on the labour market opportunities of the target group.

In 1996, CEFORA started up 76 training projects for the benefit of over 1000 long term (over 1 year) unemployed and poorly qualified jobseekers (maximum level: higher secondary education). The courses are complementary to those given by

the regular training providers, such as the Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding (Flemish Employment and Vocational Training Service -VDAB) and they are tuned to the specific needs of various sectors.

The training cost per trainee, BEF 130 000 (ca. ECU 3 250) is rather low. Taking into account the 70 % placement ratio, the net cost for each person placed in a job is only BEF 200 000 (ca. ECU 5 000).

CEFORA also supports training for workers at risk. Companies sending personnel with low level qualifications to training, are entitled to a BEF 1 500 grant (ca. ECU 37) per employee per day. This covers about a third of the necessary investment. If the employee follows a course

after his/her working hours, the bonus can rise to a maximum of BEF 12 500 (ca. ECU 312) a year. During 1996, 3 400 companies made use of these opportunities; some 16 000 employees were involved. The fact that 50 % of all CEFORA trainees had not received any kind of continuing vocational training at all in the previous 5 years, underlines the urgent need for training.

This training policy is supported by the social partners in the various sectors. The existing grant usually

offered to companies that employ jobseekers 'at risk' (long term unemployed, poorly skilled persons) is being replaced by a training bonus system. Furthermore, the sectoral collective agreement for 1997-1998 stipulates that employers will have to contribute 0.20 %, instead of 0.10 %, of their wage bill to the sectoral fund for groups at risk.

Information: CEFORA, avenue Eugène-Plasky, 144, B-1030 Bruxelles, tel. 32-2+7346211

Source: Financieel Economische Tijd/ICODOC

Germany

New avenue to higher education

Those who work their way into college will make the campus less green and dual training more attractive

German universities and specialised institutions of higher education have been hesitant and sceptical about opening their doors to applicants with no *Abitur*. Those few who did get in without the usual university entrance credential from an upper secondary school turn out to be more than a breath of fresh air for the universities. Hard-learning students with proven work habits provided a stimulus for the entire dual system of vocational training.

A long course of hurdles must be overcome before young workers are considered ready for higher education. Those who finally slip through the eye of the admissions needle, frequently only after passing an additional aptitude test or completing a probationary period of study, do not quit while they are ahead. Students with occupational experience are conspicuously diligent, capable of solving problems and

among the first to recognise the applications of academic theories. Nevertheless, they do not have it easy.

The obstacles encountered by experienced workers with no *Abitur*, both on their way to university and once they get in, is one focus of a study published recently by the Federal Institute for Vocational Training (BIBB). *Studieren ohne Abitur* also deals with efforts to reduce the obstacles. It documents the proceedings of a workshop conducted under a BIBB research project entitled "Admission to higher education of experienced workers with no university entrance certificate".

The findings show that students with work experience can play a major role as pacemakers of higher learning reform. They help both universities and specialised institutions of higher education to "put practice

into theory", adding a neglected dimension to the classroom. The "job graduates" provide important insight contributing to better post-secondary teaching methods, which increases the motivation to learn and learning efficiency.

The direct work-to-higher education shortcut leads the dual system of vocational training out of a dead-end. The higher education option affords vocationally trained workers new learning opportunities, making vocational training much more attractive. This view is shared by the German federal government and the social partners. They are calling for the "Vocational training reform project" to include provision for uniform admission to higher education with no unmerited hurdles.

Studieren ohne Abitur, edited by Kerstin Mucke and Bernd Schwiedrzik, is available in German for ECU 15 (DM 29)

Austria

Vocational proficiency examination opens university gates to apprentices

Federal legislation further upgrades vocational schools

Austrian apprentices now enjoy wide-open doors to professional careers. The Austrian parliament marked the beginning of the new school year by passing the Federal Vocational Proficiency Examination Act to test young people who have passed final apprenticeship examinations or graduated from vocational schools. The new law clears these groups for takeoff to new destinations - university and college degrees.

The vocational proficiency examination is a logical continuation of the upgrading of the vocational schools to secondary level 2 educational institutions ushered in by the 15th amendment to the School Organisation Act. Young people completing general compulsory schooling who elected to follow an educational track which did not lead to a *Matura*, conferring eligibility for university entrance, were barred from admission to higher education

in the past. The knowledge and skills they acquired on an alternate learning route did not constitute sufficient qualification. This is no longer the case.

The vocational proficiency examination is based on and follows occupational training in an apprenticeship or vocational school. This vocational *Matura* attests that its holders have received in-depth specialised training and documents their thorough knowledge of German, mathematics and a modern foreign language. Business and career development institutes and vocational schools whip candidates into shape for the exam, drilling them in their chosen fields as well as in general subjects.

Schools with examination accreditation can administer the examination components separately. Admission to the vocational proficiency examination on the basis of self-study alone is also possible.

Source: abf-austria/CEDEFOP/SK

France

Private training agencies: portrait of an economic sector

What is the future for the economic sector represented by private training agencies? A study financed by the Ministry of Labour and the occupational union (Fédération de la formation professionnelle - FFP - Vocational Training Federation) which is shortly due on the bookshelves tries to provide some answers.

The study offers a genuine portrait of the sector: 5 500 establishments - i.e. 16% of all training agencies, 50 000 to 70 000 employees, an annual turnover of FF 10 billion, i.e. 31.5% of the declared income from continuing training; three million trainees, i.e. more than one third of all trainees in vocational training, 381 million training hours provided, i.e. 46% of total trainee hours (1993 figures). 70% of the agencies concerned are small enterprises with less than 20 employees. Employees are highly mobile and jobs may be precarious: agencies often call upon outside contractors and there are eight times as many fixed-term

contracts as in other sectors of the economy.

One of the aims of the study was to improve knowledge of skills in the sector. For this purpose, a reference framework of occupations was drawn up around the four main occupational families to be found in these agencies: • conduct of training schemes and guidance services, • training and educational engineering, • marketing and commercial activities, • agency management.

The study sets out four scenarios for the development of training agencies and pinpoints six main chal-

lenges that these agencies will have to address. In order to anticipate change, agencies need to diagnose a strategy, to keep up with competition and technology, to look for partnerships, to develop innovative human resource management (work-sharing, employers' groups). At branch level, the study recommends that an observatory of activities and jobs should be set up, skills developed around priorities that have been identified, skill validation implemented for employees in the branch and initial training in training trades developed in order to meet professional needs.

Source: INFFO-Flash No. 479, July 1997/ Centre INFFO

Spain

Reorganized general council for vocational training draws up the 2nd vocational training programme

Last May the reorganized General Council for Vocational Training (Consejo General para la Formación Profesional) was set up. Its composition has been modified and it is now attached to the Ministry of Labour and Social Affairs as a consultative body which ensures the participation of the relevant public administrations, and advises the government on matters relating to vocational training.

The greatest change is to be found in the composition of the Council because, with the addition of the representatives of the regions or autonomous communities, it has evolved from a tripartite to a quadripartite body. It now has four groups

each of 19 members representing the central trade unions, the employers' associations, the central state administration, and the autonomous communities (plus the cities of Ceuta and Melilla). The Council will be renewed every four years and the chairmanship will alternate every year between the Ministries of Labour and Social Affairs, and Education and Culture.

One of the main responsibilities of the new Council is the elaboration of the second national vocational training programme (Programa Nacional de Formación Profesional) which, like its predecessor, serves as an integrating framework for the three sub-systems which make up vocational education and training in

Spain. The three sub-systems are regulated vocational training (Formación Reglada), administered by the education administration; occupational vocational training (Formación Ocupada) addressed to unemployed persons and administered by the labour administration; and the continuing training of employed persons administered by the social partners. The programme, which is still in the process of elaboration and will be in force till the year 2000, pursues six principal objectives:

- establishment of effective links between the three vocational training sub-systems
- improvement and development of regulated vocational training so that it directs more attention to disadvantaged groups

- strengthening the links between the company and training to ensure the effectiveness of the continuing training of employed persons
- more flexible management of vocational training so that it can be integrated in all active employment policies
- improving and guaranteeing of the quality of training
- further developing of the legal provisions governing the certificates of professional proficiency so that they are geared to the needs of companies.

To achieve the latter, the National Institute for Professional Qualifications will be set up with the task of continuously updating the various vocational training courses offered

and strengthening of certification systems and raising their quality.

When the draft version of the programme was presented to the reconstituted General Council for Vocational Training, it was stressed that it would intensify the continuing training of workers, especially those above 45 and the long-term unemployed. With regard to regulated vocational training, the programme will provide 350 training cycles - some of them new - and adopt the necessary measures to facilitate periods of practical in-company training for young persons. The programme also underlines the necessity of providing training for disadvantaged target groups through social guarantee programmes.

Source: INEM

Sweden

Advanced vocational training

Since late 1996 a pilot project involving advanced vocational training (AVT) is being carried out in Sweden. This is a new form of post-secondary education intended to correspond to real needs in the employment market. In it two-thirds of the time is spent in educational institutions and one-third is based on advanced application of theoretical knowledge at a workplace.

What this involves is not the traditional traineeship period, but active work-place learning and problem-solving. Proposals can be made by individual educational institutions (upper secondary schools, municipal adult education centres, high education institutions) or companies, or consortia of both.

Up to August 1997, 134 courses with 3,500 student places were approved by a governmental commission. There are no restrictions in terms of the sectors in which AVT is to be provided. Courses will be open to those coming directly from upper-secondary school and to people who are already gainfully employed and wish to develop their skills within a defined area.

Why a new form of training?

Today, the employment market demands skilled labour. To be attractive on the labour market, a person must have not only traditional knowledge but also wide-ranging proficiency.

This includes flexibility, social skills, a capacity to see both the overall picture and processes, and an ability to solve production problems.

In several sectors, a new form of education closely linked to the employment market is therefore called for. Although the range of courses at post-secondary level is very broad in Sweden, there is a shortage of opportunities with strong elements of work-place learning.

The purpose of the AVT projects is to compile experience relating to new courses, new educational forms and new course providers. Concurrently with the project, there will be an investigation of the extent of interest in this type of vocational education on the part of the employment market and the students involved.

The content of AVT

The courses are at post-secondary level, in the sense that completed upper-secondary education or

equivalent knowledge is required for eligibility. The course content is taken from upper secondary, supplementary and advanced courses in higher education, and from employment market training. The courses should combine a practical orientation with in-depth theoretical knowledge. The interplay between theory and practice is important both for course quality and to meet the needs of the employment market and the students. The student is entitled to study support according to current higher education regulations. The courses should confer at least 40 points (i.e., comprise 40 weeks' full-time study at post-secondary level). A course consisting of 80 points or more will culminate in an AVT certificate or diploma.

In addition to work experience the subjects which will have priority are:

- mathematics and natural sciences
- computer technology and its uses
- economics and economic thinking
- society and culture
- language and communication.

However, it is at least as important for the courses to correspond to other crucial needs in the employment market of the future, and to develop the students' social and personal skills, i.e., their ability

- to speak, read, write and use information
- to solve problems and think critically and creatively
- to negotiate and work in a team.

Employment-market links

Work-place learning is emphasised in AVT. For one-third of the course, students will be occupied at workplaces: honing their analytical ability, applying comprehensive and system approaches, and assuming responsibility. In order for this to work properly, not only must advanced supervision be available, but the workplace itself must be organised so as to make learning feasible. Although the aim of workplace training is to impart familiarity with an occupation or vocational area, it must not be so narrow as to be in the nature of in-house company training.

Source: SEP

United Kingdom

National Training Organisations

The minister responsible for life long learning has launched the first 18 National Training Organisations (NTO). To achieve recognition as an NTO, industry lead bodies, occupational standards councils and industry training organisations were required to submit bids to the Department of Education and Employment for recommendation by an independent panel of assessors. When complete the network of NTOs will cover the whole of the UK across all sectors.

The NTO National Council will be launched in October 1997 to act as the central co-ordinating body. NTOs are expected to raise skills and standards in their sectors and promote the take up of training and national vocational qualifications.

Amongst the 18 NTOs announced are those having a major impact in vocational training in the UK including the Engineering and Marine Training Authority, Chemical Manufacturing

and Processing National Training Organisation, Electricity Training Association, Steel Industry National Training Organisation, Employment Occupational Standards Council, Motor Industry Training Standards Council and the Insurance and Related Financial Services Council.

Further information on National Training Organisations can be obtained from the Department for Education and Employment, Sanctuary Buildings, Great Smith Street, London SW1P3BT, tel. 44-171+9255555, fax 44-171+9256971.

Source: IPD

United Kingdom

Return to Learn - a trade union programme

Unison, the largest UK trade union with most members in the public sector has developed a UK£ 2 million (ca. ECU 3 million) programme, "Return to Learn" to help adults already in work to learn to learn, to help with numeracy, literacy and communication. Adults already in work are largely the products of an unreformed education system.

Abilities in numeracy and literacy in particular even amongst graduates have been the cause of concern to employers. Unison is forging partnerships with employers in the public sector to raise the level of core skills. Many public sector employers have already signed

up including National Health trusts, local authorities and universities.

Contact: Director of Education and Training, Unison, 20 Grand Depot Road, London, SE18 6SF, tel. 44-181+8542244, fax 44-181+3167770

Source: IPD

United Kingdom

Welfare to work scheme

In keeping with its election promises the Labour government's first budget* focused on its "welfare to work" scheme. This is designed to help unemployed people get off state benefits and back into employment. The scheme will be financed out of a new "windfall tax" on privatised utilities.

Young people

Under the scheme people under the age of 25 who have been unemployed for more than six months claiming job seekers allowance will be helped to obtain work or undergo training. These options are:

- employers in the public and private sectors will from January 1998 on receive financial incentives of UK£ 60 (ca. ECU 90) per week for six months to take on young people who have been unemployed for at least six months
- work with the voluntary sector paying a weekly wage equivalent to state benefit
- work with a government authorised environmental task force on full benefit
- full time study for young people without qualifications on approved courses without loss of benefits.

Participants in each of the work options under the scheme will be guaranteed the equivalent of one day per week of training leading to an accredited qualification, while training costs will be funded to a maximum of UK£ 750 (ca ECU 1,120) per person, paid to the employing organisation.

There will be no fifth option of unemployed young people remaining on full benefit if they refuse to take part in the scheme. A task force charged with implementing the programme has been developing a gateway to prepare

eligible 16-24 year olds for the choice they will have to make. This includes interviews, intensive counselling and advice from careers officials.

Long term unemployed

Employers who recruit from the 350,000 long term (two years or more) unemployed will be offered an incentive of UK£75 (ca. ECU 112) per week for each recruit for a period of six months. The "16 hour" rule, which has previously inhibited access to full time training for unemployed people due to loss of benefits, has been suspended. People who have been unemployed for two years or more will now be entitled to a year on employment-related qualification courses without losing benefit.

Lone parents

A proactive government Employment Service will help lone parents off benefit and into work. It will develop a package of job search help and advice, access to training or reskilling and help with after school care. Lottery money will be made available to set up after school clubs and part of the new deal for the young unemployed will include traineeships for 50,000 childcare workers.

* "Financial statement and budget report 1997", HM Treasury, Level 1, Mayfield Court, West Street, Sheffield S14EP, tel. +44-114-2595765, Fax +44-114-2596562

Source: IPD

France

Vocational training quality - the Lorraine choice

A morning of discussion on 25 September 1997 in Brussels, bringing together partners in vocational training in the Lorraine region and representatives from the European Commission responsible for employment, vocational training and quality, on the subject: "The challenge of vocational training quality - the Lorraine choice: ISO 9001".

The Lorraine Regional Council decided as early as 1993 that continuing vocational training agencies responding to its project calls would have to prove that they met quality assurance requirements by accreditation under the standard ISO 9001.

A detailed analysis of the operation of the Lorraine system of continuing training financed from public funds, organised by the Lorraine Region, convinced the Region that the application of quality assurance could iron out the basic problems that had been pin-pointed.

These problems had less to do with the teaching skills of training agencies which had concentrated their

efforts on this part of their remit than with their major problems with enterprise-based operation, meeting clients' expectations and developing and assessing the resources used to formulate and provide training services.

Similarly, the Lorraine Region, as a client with precise requirements, in particular as regards qualification objectives, and needing to check that these requirements were being met, had to make its orders, project instructions and decisions more transparent and pertinent.

It was through close links with major industry, in particular Sollac Florange, an ISO 9001 accredited

enterprise belonging to the Usinor Sacilor heavy engineering group, that the Region was able to gain the technical expertise essential for the project's success: pooling the skills of ISO 9001 experts to draw up a regional guide for the application of ISO 9001 to continuing vocational training as well as a guide to assist training agencies and make them more comparable.

This guide is regularly updated on the basis of information collected from field studies and could well be compared with the application of ISO to training in other European countries, prior to widespread dissemination.

At the same time, the launch of a quality assurance strategy within the training division of the Lorraine Regional Council is making it possible, by improving the skills of the personnel concerned, to draw up the indicators needed to measure quality

and analyse whether training agency performance is improving.

Up to now, 54 training agencies of different size, status and methods of organisation have taken part in this strategy and are honing the necessary skills.

One of these agencies, specialising in schemes for groups with low-level skills to help them to gain access to qualifying training, was accredited under ISO 9001 in February 1997.

Up to now results have been very encouraging. Training agencies note in particular that:

- their staff are highly motivated and involved
- a new function linked with training design and engineering is emerging and becoming consolidated
- closer links have been forged between the various training facilities so that know-how can be pooled

□ measurement ability has developed through the production of indicators of the quality achieved.

Users of training agencies, whether in the private or public sector, are satisfied that training agencies are able to react and to work with enterprises on forward analyses of trends in needs and adequate definitions of qualification objectives so that the expectations of the various groups seeking training (people in difficulty, employees and workers) can be more appropriately met.

As the Lorraine Region was the first to have made this choice and to set up the project tools, it informed the European Commission that it wished to conduct a European study on this issue.

For information on CEDEFOP's work to promote training quality, readers are requested to contact Tina Bertzeletou, who took part in the presentation organised by the Lorraine Region. Tel: +30 31 490 124, Fax: +30 31 490 030, E-mail: tb@cedefop.gr. Source: Lorraine Regional Council

United Kingdom

Training Institutions - Independent training inspection regime

The government has announced the establishment of the Training Standards Council which will establish standards of training in the private sector for programmes which are publicly funded. The National Council for Training and Enterprise Councils will ensure that the standards set by the Training Standards Council are properly implemented by private training centres or organisations. This includes inspecting and assuring the quality of establishments which receive public funds for providing National Vocational Qualification (NVQ) courses and for running

courses which may not be qualification based, such as parts of the modern apprenticeship programme.

In the public sector the Further Education Funding Council inspects and quality assures colleges that receive public money for providing NVQ courses. The appropriate awarding body will continue to develop and assure the quality of NVQs and assess and approve establishments which want to offer or to continue offering NVQs, which continue to be one of the central pillars of the government's training strategy.

Source: IPD



Contacts

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

United Kingdom

Assistance for SMEs Accountants' Association initiative to support small business

The Association of Chartered Certified Accountants (ACCA), the leading international accountancy body with over 54,000 qualified accountants and 120,000 trainee accountants in 130 countries world-wide, has taken a number of innovative steps to assist UK-based SMEs through its small business programme.

Over 95 % of UK businesses are small. As in many other EU states, sustainable business growth of the SME sector is crucial to the UK economy. Over half of ACCA's qualified members work in or service smaller SME firms. By far, the largest proportion provide services to the SMEs.

For many years, ACCA training has equipped accountants with a broad range of financial and management skills to act as privileged advisors to the SME sector. They are licensed by the government to provide core audit services, but also assist SMEs owner-managers in raising capital and advise on the wider management and strategic issues facing their firms. As in many other EU states, the accountant is frequently the only professional advisor the SME owner-manager turns to when faced with new challenges.

The ACCA has created a small business programme which sets out to guarantee that the profession deliv-

ers a broad range of hands-on accountancy services to SMEs, and ensure an enhanced level of integration with the other dimensions of the SME support network, increasingly pan-European in scope.

In the UK, ACCA has established a network of Enterprise Liaison Officers from its local membership to cultivate multi-disciplinary relationships between accountants and the Business Link SME support agencies. This generates mutual benefits for all parties: a larger number of SMEs avail of ACCA members' clients; Business Links can augment the skills of their generalist Personnel Business Advisors with accountants'

specialists financial skills; SME owners are directed by ACCA accountants to Business Link for the provision of non-financial services like marketing, human resources input.

By emphasizing the strength in numbers and a common approach to problem-solving and professional services, ACCA focuses on helping SMEs in addressing a range of business policy issues facing owners. At national level, ACCA is forging alliances with a relevant group of other SME bodies, such as the Institute for Small Business Affairs, and trade organisations like the Federation of Small Businesses. In Europe, ACCA has transferred its experience and

learned from best practice elsewhere in bringing the SME agenda to a level of greater awareness amongst multiple stakeholders. It participates in the Small Business Platform of the European Federation of Accountants (FEE) in Brussels.

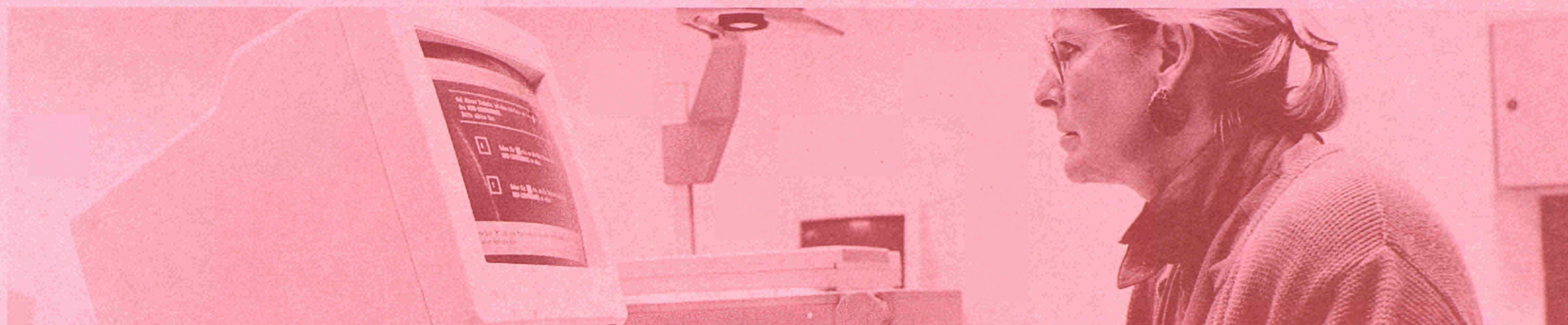
For more information, please contact: David Harvey, ACCA, 29 Lincoln's Inn Fields, UK-London WC2A 3EE, tel. 44-171-2426855, fax 44-171-8318054

Source: ACCA



Page 17 Certification B: Moves towards a consistent certification policy for training schemes; **DK:** Developing a new parallel competence system; **Page 18 D:** Skills ID card to prevent non-recognition of skills; **Funding IRL:** How effectively has EU money been used?; **NL:** Millions for Information and Communication Technology; **Page 19** Conferences – Seminars – Exhibitions; Sources; **Page 20** Selected bibliography.

Certification/Funding



Belgium

Moves towards a consistent certification policy for training schemes

In Belgium's French-speaking Community, the Conseil de l'éducation et de la formation (CEF - Education and Training Council) is to give a reasoned opinion on the certification of general and vocational training schemes based on a detailed preliminary report. The CEF is an independent body made up of representatives from education and training active in the French-speaking Community. The particular task of the CEF - which has an education and a training division - is to check that there is a good match between the job market and the world of education and training.

The initial detailed interim report drawn up by the training division stresses that there are no proper and coordinated systems for skill validation. Trainers' actual practice does not always match up to education and training standards. In its report, the training division lists a number of ways in which certification could be made more consistent. Trends in the labour market and the need to make better use of investment in training or job placement in effect point to a need to make the skills

acquired (knowledge, abilities, aptitudes and attitudes) more visible.

The division notes, in the first place, that some training agencies have very few employers as partners and that, in general, the world of work as a whole is not well represented. It goes on to ask whether "some in-house training programmes match the actual socio-occupational circumstances of the people to be trained". The division is now awaiting answers to the questions that it

has raised about the overall framework in which these programmes are formulated and the socio-occupational tools on which they are based.

The division also notes that most training agencies issue certificates, but that these vary from one agency to another. In the light of this very wide range of certificates, it asks what objectives are being pursued and proposes that a complete typology of qualifications providing a link

between training and placement should be drawn up. This description and validation of skills should also make the system and the outcomes of training schemes more transparent. The division considers that such a typology would make it possible to better assess the results of training schemes for individual trainees.

Lastly, the division notes that skill description and validation are linked to evaluation. It feels that it is necessary to move away from the notion that evaluation can be based simply on questioning. Drawing up pertinent programmes and the complexity of evaluation procedures nevertheless raise real problems. These approaches require specific skills and investment which are out of the

reach of small and medium-sized enterprises, given their size. The division feels that this may place an obstacle in the way of access to vocational training for part of the labour force. It adds that, in general, the costs of evaluation are much higher if standards and procedures are not coordinated.

The training division's stated aim is to ensure that skills acquired either through the education and training system or in occupational life are transparent and therefore appropriately recognised.

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Conseil de l'Éducation et de la Formation,
Boulevard Léopold II, 442C, B-1080 Bruxelles
Tel: +32 2 413 36 16, Fax: +32 2 413 27 11

Source: CIDOC



Denmark

Developing a new parallel competence system

In October 1996, the Danish Minister of Education issued a discussion paper which presented the idea of establishing a new competence conferring system for adults running in parallel to the ordinary education system.

Such a system is seen as an important instrument to support the vision of life-long learning as a continuum during which work and learning alternate throughout the individual's years

on the labour market. To underpin life-long learning and give incentives to the individual adult learner, a way must be found to systematically credit the gradual development of compe-

tencies. Development work is being currently undertaken in the Ministry of Education, and the proposal has been discussed in many fora. While the proposal in general has met with

approval, many doubts still exist among centrally placed actors. An alternative competence system might be harmful to the successful way in which vocational qualifications are traditionally acknowledged in Danish society, that is through the deep involvement of the social partners.

The Ministry of Education will now concretize a number of the thoughts in the discussion paper and produce a background report to be used for dialogue meetings with the different interested partners in the autumn of 1997.

Source: Undervisningsministeriets Nyhedsbrev Nr. 11, 1997/DEL

Skills ID card to prevent non-recognition of skills

BIBB study recommends documentation of performance and skills in addition to training plans and final certificates.

Traineeship abandoned? Examination failed? If the answer is yes, many personnel department heads don't look any further. However, young people who get derailed in the middle of their training or fail to take one of the examination hurdles are not necessarily complete failures. They have indeed learned something during their traineeship, and this should be documented. This is a

conclusion of the Federal Institute for Vocational Training (BIBB).

Under the motto "dropping out but not copping out", a skills ID card could prevent those who leave training prematurely from having nothing to show for their efforts, losing credit for all skills they have acquired in certain segments of their training. The ID card would provide

them with documentation of their individual achievements and thus give them a head start in any new attempt to obtain recognised occupational qualifications.

Young people who do sail through regular training courses would also profit from the skills ID card. Many of them obtain additional qualifications while they are still undergoing training because they think this will improve their prospects on the labour market. BIBB forecasts that a

growing number of young people will opt for this way of staying ahead in the job race. However, they can only improve their prospects if they have evidence of their additional qualifications. The skills ID card documenting these abilities would do the trick.

The ID card is one feature of a recently published BIBB study, which weighs the pros and cons of various modular concepts of vocational training. A training programme

based on these recommendations would question neither the existing training concept nor the Vocational Training Act. Instead, it conforms to the German government's "vocational training reform concept", which cites certification of partial and additional qualifications as a major objective.

The study, *Modularisierung in der beruflichen Bildung*, by Peter-Werner Kloas is available in German for ECU 10 (DM 19) from Bertelsmann-Verlag, Postfach 100633, D-33506 Bielefeld. Tel.: +49 52 191 1101-0, Fax +49 52 191 0179. Source: BIBB/CEDEFOP/SK



Funding

Ireland

How effectively has EU money been used?

A recent evaluation report on the Community Support Framework (CSF 1994-99) has been published.* This mid-term review, one of a series being undertaken throughout the EU, is designed to contribute to the process of improving and refining the spending under the Framework for the remainder of the period to the end of the century. It also makes proposals for the period after, phasing out certain initiatives and making advance preparations for spending in the future.

The report states that funds have been deployed effectively to support and enhance a successful economic recovery. Educational and training attainment, has contributed considerably to this process.

The report states that much is working well, but there is a need for greater focusing on the long-term unemployed. Despite the strong labour market conditions at present, the opportunities for those with little or no educational qualifications are not improving as the demand for unskilled labour is falling throughout the world. The evaluation recommends increasing allocations to

measures for the disadvantaged, starting with preventative measures of initial education, specifically Preventative measures and Youthreach. The former includes a range of measures from pre-school to remedial education services. It is recommended that Youthreach (aimed at 15-17 year olds), be extended to a second year and that it should provide for a transition to training which is clearly focused on the labour market. A new progression measure is suggested to provide a link between the lower levels of training and Specific Skills Training (SST). SST is in need of re-targeting as most of the resources have been

directed at those who have completed secondary education.

The report commends the efforts of Community Employment, (see CEDEFOP Info 1/97) the principal labour market intervention for the unemployed in Ireland and notes the recent creation of two options within it. One is focused on the 'integration of the long-term unemployed into the labour market' and the other is designed for those who, because of age and long joblessness have poor prospects of obtaining unassisted employment. The authors recommend that there should be stronger differentiation between the level of

training involved in the two options, with an expansion of the training element under the first option. Some places on SST should be reserved for graduates of Community Employment.

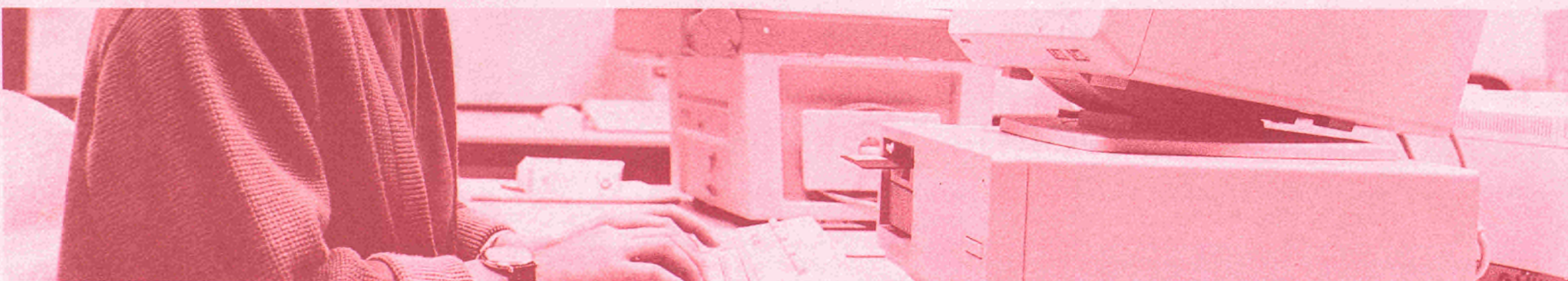
Grants for employer-provided training as in the Training Support Scheme should be directed specifically at smaller firms. The evidence suggests that additional training funded by the scheme has taken place only in small firms, with larger ones using the grant to subsidise training they were undertaking anyway. Training in the tourism industry should be funded privately as the skill shortage at present being experienced is largely due to the poor image that tourism has in the labour market. The efforts of the industry to improve this, if successful, should lead to an increase in labour supply.

Training in rural development should be more cost effective. Many of the participants on Teagasc (the Agriculture and Food Development Authority) courses are already employed and have completed secondary education.

Finally, the impact of human resource spending on particular target groups is discussed. 'The impact on the long-term employed could be improved by better focusing of programmes, by improved provision of progression routes and by a more intensive guidance and placement effort'. Existing barriers to the re-entry of women to the labour force should be removed.

* Honohan, P (ed): EU Structural Funds in Ireland, a mid-term evaluation of the CSF 1994-99. ISBN 0-7070-0172-2. Price: £ IRL 20 (ca. ECU 27) Available: ESRI, 4 Burlington Road, IRL-Dublin 4. Tel: 353-1+667 15 25 Fax: 353-1+668 62 31

Source: FAS



The Netherlands

Millions for Information and Communication Technology

For the coming school year the Ministry of Education, Culture and Science has allocated 272 million guilders (ca. ECU 123) for the use of information and communication technology (ICT). Schools and training centres will receive sophisticated computers, software and electronic networks. Teaching staff will be

trained. The total amount will be divided as follows: 51 million for primary education, 36 million for secondary education, 39 million for vocational training and adult education and 52 million for teacher training. In addition, in 1997 there are 30 million and in 1998 64 million available for costs such as replacement,

exploitation, management and development of educational software. The complete integration of ICT in education and training will take place in four phases. In the end every school will have one computer available for every 10 students, while teacher training centres will have one computer for every three

students. Nearly all educational staff will have received an update-training.

In June an implementation plan which describes how the integration of ICT in education and training will be realized, has been published. From July the process-management

programme for ICT has started. It will be implemented in close conjunction with other development programmes, such as those for teacher training, primary education and secondary education.

Source: ATB/CINOP

CONFERENCES - SEMINARS - EXHIBITIONS

15 to 16 January 1998

Bonn/D

Comparative Vocational Education and Training Research in Europe
Approaches, policy links and innovation transfer
CEDEFOP and DIPP
in collaboration with the Federal Ministry for Education, Science, Research and Technology (BMBF, Bonn) and the European Training Foundation (ETF, Turin)
Conference in the Wissenschaftszentrum Ahrstr. 45
D-53175 Bonn
Tel.: 49-228+302219 / 302222
Fax: 49-228+302270

16 to 18 January 1998

Dresden/D

Bildungsmarkt-Forum für Ausbildung und Qualifikation
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Qualifikation
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Ms Ivonne Bassenge
Kehr Expo Modul
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03 to 05 February 1998

Karlsruhe/D

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16 to 20 February 1998

Dortmund/D

Interschul
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15 to 18 April 1998

Paris/F

4ème Biennale de l'éducation et de la formation- débats sur les recherches et les innovations INJEP/Biennale
Information:
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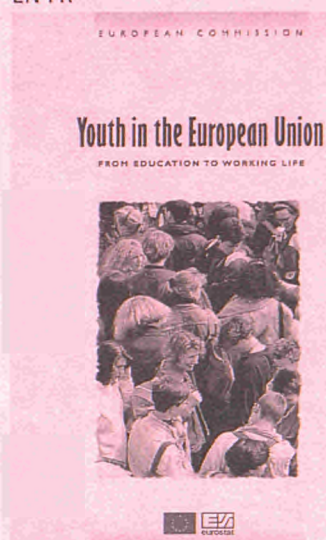
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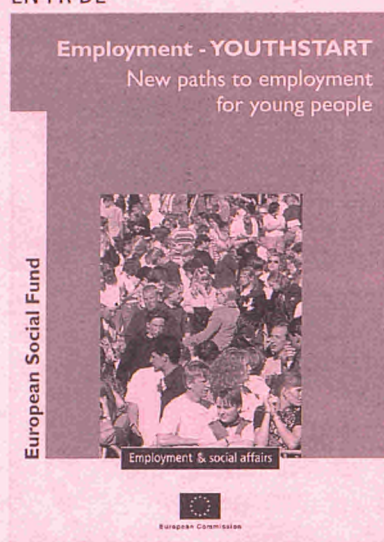
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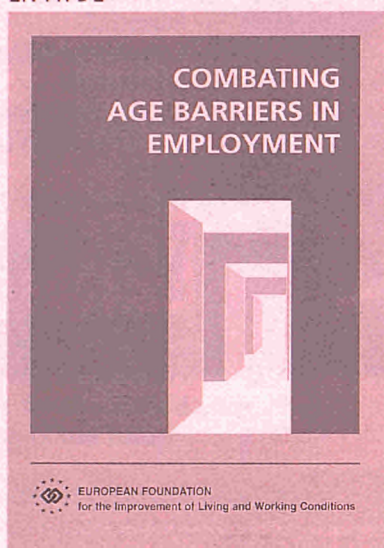
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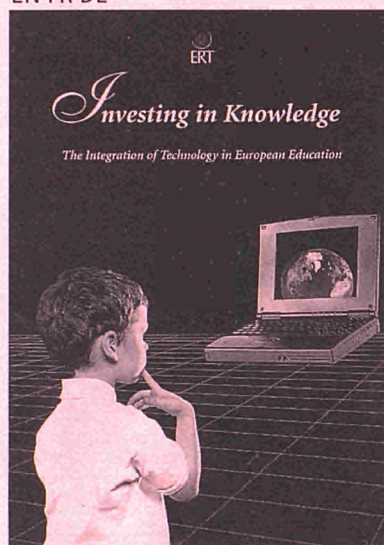
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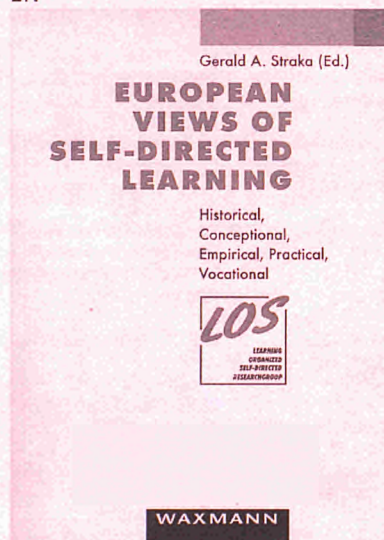
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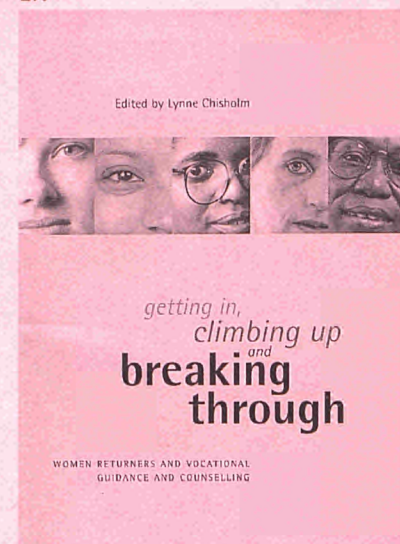


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