



CEDEFOP

about Vocational Training in the European Union

Letter from the Director

In November 1997, the European Commission presented a Communication 'Towards a Europe of knowledge' (COM(97)563 final). It lays down the guidelines for future Community policy in the areas of education, training and youth.

CEDEFOP has prepared a discussion paper on the subject, describing how CEDEFOP could contribute to supporting the European Commission in developing a European education area. An attempt is also made to draw up an agenda for the future extension of CEDEFOP activities.

On the basis of our past experience, in our discussion paper we proposed four core activities to help shape vocational training on the Community level:

- provision of basic information on the vocational training systems and measures in the Member States and on links between vocational training and the labour-market;
- support for comparative research and preparation of a survey and a scientific analysis of the research projects and initiatives on specific key issues;
- support for its partners, including the social partners, in meeting their specific needs;
- establishment of effective links between political decision-makers, social partners, research scientists and practitioners.

The Management Board at its March meeting found this document interesting and decided to consider it as a working paper. It will prove helpful as a starting point for further discussion about the Centre's future medium-term priorities.

Continued on page 2

Apprenticeship without borders:

European pathways for work-linked training

On 12 November 1997 the European Commission adopted a draft Decision on the promotion of 'European pathways for work-linked training, including apprenticeship'* which is due to be approved by Council in December 1998. The Decision will then come into force on 1 January 2000.

This proposal originated in the White Paper, 'Teaching and Learning: towards the learning society', which the Commission drafted in 1995, stressing in particular the need for cooperation between schools and companies. It also follows up on a European study carried out for the Commission by the Dutch Economic Institute, the results of which were published in April 1997**. The study presents some rather revealing figures which show that apprenticeship substantially improves employment prospects.

Basing itself on the results of this study, and at the request of the Florence European Council (June 1996), on 18 June 1997 the Commission adopted a Communication on 'Promoting apprenticeships in Europe'. The Communication makes five recommendations for promoting a more effective apprenticeship system in the Union. One of these recommendations takes on a Euro-

pean dimension by encouraging 'mobility for apprentices'. Although competitive companies have a growing need for versatile manpower, differences in the status of apprentices from Member State to Member State hamper their cross-border mobility and the recognition of their training abroad. The situation is all the more unfortunate as there is a great demand for transnational placements of young trainees, as is shown in particular by the Community's Leonardo da Vinci programme, which is already assisting over 100 000 young people.

In order to redress this situation, the Commission has prepared a draft for the drawing up of a joint framework for the promotion of apprenticeship in Europe: its draft Decision on the promotion of European pathways for work-linked training, including apprenticeships. Any kind of vocational training which involves a structured period of in-company training is

seen as work-linked. This applies to all levels of education, including higher education. According to statistics provided by Eurostat and DG XXII, at the present moment in the 15 countries of the Union, some 4.3 million young people are involved in this type of 'sandwich' training and/or apprenticeship.

The European pathways will not change either the organization or the content of Member States' training systems and arrangements, nor the way in which they grant diplomas, awards and vocational training certificates. The Commission's proposal aims first and foremost at improving the quality of sandwich training and apprenticeship, defining the content and the principles common to training periods in another Member State, and facilitating recognition of these periods thanks to a certificate entitled 'Europass training'. A first step towards an Erasmus programme for apprenticeship.

Continued on page 2



Contents

Austria 3, 10; **Belgium** 9, 10, 11; **Denmark** 5; **France** 5, 9, 12; **Germany** 7, 11, 12; **Greece** 10, 12; **Iceland** 7; **Ireland** 9, 14; **Italy** 5, 6, 12; **The Netherlands** 3, 8, 10, 14; **Portugal** 8, 10; **Spain** 6; **United Kingdom** 8, 13, 14, 15;

CEDEFOP/Europe

1-4

Page 1 Letter from the Director; Apprenticeship without borders; What do we know? Measuring knowledge, skills and competences; **Page 2** Central and Eastern Europe in the spotlight; **Page 3** Europe NL: European Virtual Language Centre; AT: Symposium on new vocational information channels; Second chance schools; Impressum; **Page 4** Conferences – Seminars – Exhibitions; Sources.

Policy

5-8

Page 5 Vocational education and training policy DK: New government; F: Vocational training reform; I: Reorganisation of the Italian vocational training system; **Page 6** E: National Vocational Training Programme; I: The integration of vocational training with school education and the working world; E: Further steps in decentralisation; I: New training policies; **Page 7** D: Umbrella organizations confirm commitments to training for economy and society; D: 30 000 additional training places needed; Iceland: Greater role for the social partners; D: 1998 vocational training report highlights the dual system as a key advantage in attracting business; **Page 8** P: Magna Carta; UK: Lifelong learning Green Paper sets a new agenda; NL: Action programme on lifelong learning.

Policy/Practice

9-12

Page 9 Labour market policy B: Five guidelines; F: Anti-exclusion programme; IRL: Building social partnership; **Page 10** P: Regional employment networks established; **Initial training** AT: Preliminary course; B: Organizing more flexible industrial apprenticeships; GR: Eniaio Lykeio; NL: From apprenticeship to higher education; **Page 11 New training organizations and programmes** B: New communication technologies; B: Skills 2000; D: Deutsche Bahn and Ministry of Education on track for integrated training; D: Narrow-gauge track or wide avenue?; **Page 12** F: Open and distance training; D: Vocational training reform; D: Master of all trades; I: Apprenticeship training relaunched; GR: OEEK to lead the reform process; CEDEFOP Publications.

Practice

13-16

Page 13 Continuing education and training UK: Raising trade unionists' awareness of training; UK: Government responds to reports; **Page 14 Qualification and certification** IRL: Agreement on a qualifications structure is difficult to find; UK: Employers call for a coherent qualifications structure; NL: Dutch jobseekers settle for less; **Page 15** UK: Buoyant economy leads to skill shortages; **Contacts** EFVET; CEDEFOP publications; **Page 16** Selected bibliography.

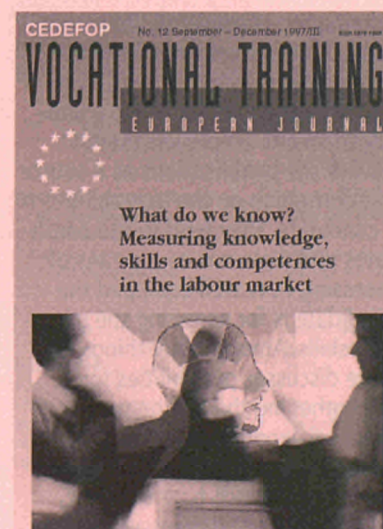
Dossier

17-20

Page 17 Funding vocational education and training; the CEDEFOP approach for providing information and informing debates; Measuring the costs and benefits of training - the challenge for research; Summary; **Page 18** Issues concerning current and future financing arrangements - the challenge for Member States and the EU; The challenges for CEDEFOP; **Page 19** Information on financing VET systems within the EU; Issue-based discussion dossiers; Research on the returns to CVT in enterprises; Final remarks; **Page 20** Timetable.

What do we know?

Measuring knowledge, skills and competences in the labour market



The Information Era is upon us: 24 hours a day we can access information of any type or quality. The supply of information is greater and easier to obtain than ever. For this reason more and more people need to be taught selection and accessing as well as evaluation skills - a task for vocational training systems. The European Journal Vocational Training devotes its latest issue (12/97) to this topic and pays particular attention to the growing information needs of employers. But employees are also affected by this increased demand for information, and one of the articles looks closely at the central role of vocational counselling for

Continued on page 2

I have since published this document in German, English and French and sent it, for their information, to the political decision-makers (European Parliament, Council, Economic and Social Committee, Committee of the Regions, etc.), our cooperation partners and customers and asked for their comments (see also page 15).

The Management Board also discussed the concepts for, and results obtained so far from, the projects:

□ 'Initial thoughts on a report on policy formation in the field of vocational training', and

□ 'Important aspects of financing vocational training'.

In the case of the former ambitious report, the Management Board laid down some fundamental guidelines. We report on the financing project in this issue of CEDEFOP Info, in the 'Dossier' on pages 17-20.

Our 'Study Visits' programme for vocational training experts' offers an opportunity to stage three- and five-day programmes with different goals for various target groups. In order to make the three-day programmes even more useful and attractive for the target group of political decision-makers, the national liaison officers proposed a new procedure at their annual meeting in Vienna from 16 to 17 February 1998.

These new ideas and the comments and proposals of the project coordinator, Marie-Jeanne Maurage, about the submission of applications and the timetables for 1999 were also discussed by the Management Board and provisionally approved as pilot projects. Interested parties can contact the CEDEFOP working group on

the Study Visits Programme, Ms Maria Berkat, tel.: +30 31 490 162, fax: +30 31 490 044, e-mail: ve@cedefop.gr, for further information or visit the Internet site (www.cedefop.gr).

Last but not least, at its March meeting, the Management Board approved the Annual Report 1997 (see page 15), the revenue and expenditure account 1997 and the estimate of revenue and expenditure 1999 with a total amount of ECU 15.9 million. That also includes the last instalment of more than ECU 1.7 million for the new building.

During their presidency of the EU Council of Ministers, the United Kingdom and Austria staged conferences on 'Lifelong learning' and 'Competences for the future' in Manchester from 17 to 19 May 1998 and in the Vienna Hofburg from 3 to 4 July 1998. CEDEFOP presented the results of its work at exhibitions and its responsible project coordinators attended the workshops. We will

also be inputting our experience and taking an active part in the conference in Salzburg on 19 and 20 November 1998 on the subject 'Occupational information - challenges - opportunities - needs' (see page 3 and 4).

At the end of April we were invited to the meeting of the Directors-General for Vocational Training in Windsor, UK. The project coordinator, Jens Bjørnåvold, and I had an opportunity to present our thoughts and proposals on the subject 'Transparency of vocational qualifications'. CEDEFOP was asked to launch a forum on the subject of 'Transparency' in cooperation with the European Commission. Furthermore, we were asked to prepare a short glossary for the field 'Transparency and recognition of qualifications' for the next meeting in Bregenz, Austria on 18 and 19 October 1998.

I would also like to mention an important result from our task 'Provision of fundamental information on

vocational training in Europe'. In cooperation with the European Training Foundation (ETF), Turin, we published an issue (No 11/97) of the European journal 'Vocational Training' on the subject of 'Innovation and reform: vocational training in Central and Eastern European countries' (see this page). Demand is far beyond our expectations. We already need a second edition.

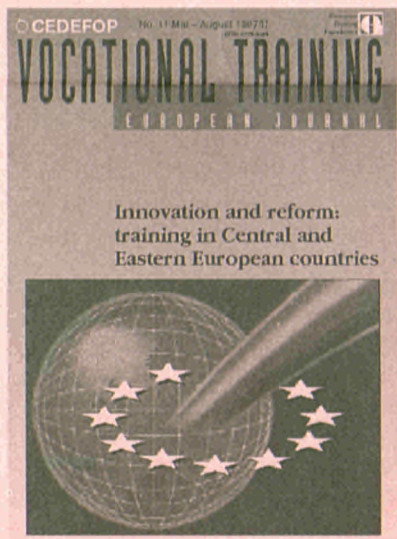
The construction of our new premises on the hill between Themi and Pilea in Thessaloniki is making progress. The Greek ministries have assured us that our new building will be ready by May 1999 and that we can move in and celebrate the official inauguration by September. Interested parties can find out more about construction progress on the Internet.

June 1998
Johan van Rens
Director

Europe

Central and Eastern Europe in the spotlight

Special edition of the European Journal Vocational Training examines innovations and reforms in ten Central and East European countries



The 11/97 edition of the European Journal Vocational Training opens up still largely unknown territory in the field of vocational training. 'Innovation and Reform - Vocational Training in Central and East European Countries' is the title of this special edition, published by CEDEFOP in cooperation with the European Training Foundation in Turin.

The foundation is an agency of the European Union. Its activities relate to vocational training in the countries of Central and Eastern Europe, the newly independent states of the former Soviet Union and Mongolia. It also supports the European Commission in implementing the Tempus programme.

Interest centres on the current situation and future prospects of vocational training in Bulgaria, the Czech Republic, Hungary, Poland, Romania, Estonia, Latvia, Lithuania, Slovenia and Slovakia. These are all participating as partner countries in the European Union's PHARE programme, which promotes economic and democratic reform in Central and Eastern Europe.

Western experts tend to view these countries as a homogeneous entity which could adopt a single, tried-and-tested vocational training system. The authors of this issue, by contrast, sharpen the reader's awareness of the unique conditions in each of these countries without losing sight of what they have in common.

The communist-planned economy also left its mark on vocational training in these states. Extreme specialization was characteristic. With demand determined by the state, little attention was paid to the requirements of the job market, mobility or flexibility of labour. 'Lifelong learning' had a totally different meaning.

What do we know?

Continued from page 1

the individual. Moreover, the journal asks to what extent vocational training systems prepare trainees to deal with the information needs of the job market.

Information is crucial to the recruitment of new employees. Yet the qualification system as it exists today is, as the authors show, a two-edged sword. Employers do not always see qualifications as a source of information on the true abilities of a candidate. They tend to use certificates and diplomas as a means of assessing how well equipped the candidate is for acquiring the necessary skills. Among other things, the issue discusses possibilities for strengthening the link between practical experience and qualifications. This inevitably leads to the question of which type of 'knowledge' ought to be assessed.

At the end of the communist era each of these countries went its own way in vocational training. Some chose to revive the strongly practice-oriented craft training of pre-socialist times. Others tried to retain the system of entering higher education on the basis of vocational qualifications. Many countries adopted the school-based model of vocational training and developed various means of extending the practical aspect. What these countries all have in common is a tremendous willingness to reform.

However, innovation and reform can only succeed if based on careful analysis and a solid research infrastructure. This issue of the journal

The journal comes to the conclusion that employers evidently focus on information which the current vocational training systems can provide only in part if at all. An employer looking to hire new staff, faced with a swiftly changing working environment, is today more interested in the aptitude and general suitability of a candidate than in his/her current skills. This shift of emphasis must be reflected in the curricula of initial and continuing vocational training, in qualifications and in the assessment of skills acquired outside formal training programmes. Otherwise vocational training cannot do justice to the changed information need of the labour-market.

The European journal Vocational Training, No 12/1997, catalogue No HX-AA-97-003-DE-C, is available in DE, EN, SP and FR from EU sales and distribution offices. The single issue costs ECU 7, a year's subscription (3 issues) ECU 15.

Source: CEDEFOP/SK

wants to help bring Eastern and Western research institutes closer together and arouse interest in development in those countries.

Accordingly appraisal of job market demands, standards and curricular reforms, decentralization and the role of the social partners are among the topics tackled by experts. A balanced combination of case-studies and multinational surveys gives the reader an accurate picture of cooperation with Central and East European States. Comparative analyses provide a global perspective. They stress the importance of the economic environment as a key factor in the development of vocational training systems and examine regional

Apprenticeship without borders

Continued from page 1

As an integral part of training in the original Member State, the European pathways require the setting up of a structured partnership between the body responsible for training in that Member State and the 'host partner' - company, establishment or training centre - in the country being visited. The partnership decides inter alia on the content, aims in terms of skills, duration (which should not be very short) and the arrangements for monitoring the course by a tutor appointed within the host partner.

A certificate will be presented at the end of the European pathway. The Europass-training, which will have the format of a real passport with the official Union heading and which will accompany young learners throughout their training abroad, will contain information on the vocational training undergone in the original organization as well as all

differences in employment patterns and unemployment levels. Information compiled by local observers with the support of the European Training Foundation for Central and East European Countries is clearly presented. Another topic discussed is the future forms of cooperation within the EU Leonardo da Vinci, Socrates and Youth for Europe programmes, which are now also open to Central and East European countries.

The European Journal Vocational Training, No 11/97, catalogue No HX-AA-97-002-EN-C, is available in DE, EN, ES and FR from EU sales and distribution offices. The single issue costs ECU 7, a year's subscription (3 issues) ECU 15.

Source: CEDEFOP/SK

the details (with the seal of the hosts) of the training periods spent abroad. Descriptions of training will be given in the language of the host country then translated into the language of the country of origin, or even into the student's own mother tongue.

On 30 April 1998, the European Parliament delivered its opinion on the proposal. The Commission in its amended proposal *** accepted 26 of the 29 amendments agreed by the Parliament and the Council at its meeting in Luxembourg on 4 June 1998 reached political agreement on the Decision.

* OJ C 67 of 3.3.1998, p. 7, and OJ C 95 of 30.3.1998, p. 45/COM(97)300 final

** 'The role of apprenticeship in enhancing employability and job creation - The significance of apprenticeship training for the labour market', Rotterdam April 1997. (NEI-Netherlands Economic Institute)

*** COM (1998) 342 final. Amended proposal for a Council Decision on the promotion of European pathways for work-linked training, including apprenticeship

Sources: European Commission, DG XXII/CEDEFOP/AF

Europe/The Netherlands European Virtual Language Centre

The Dutch Centre for Educational Innovation (CINOP) plans to construct an Internet-based Virtual Language Centre.

This Website will comprise two sections

- a European expertise centre for foreign language teachers in vocational training programmes and
- an open-learning environment for students in vocational training programmes.

The expertise centre aims to facilitate the exchange of ideas and experiences related to vocational training and foreign language learning as well as the dissemination of materials for teaching and learning, assessment and teacher training. Another aim is to promote collaboration in the production of (multimedia and open-learning) teaching materials and the provision of information on learning materials. The expertise centre is also to be used as a meeting-point for teachers and educational consultants who wish to find partners for international projects like Leonardo and Socrates.

The aims of the open learning environment are to enhance self-assessment and learner autonomy and to promote communication and language skills related to the various professions and branches of industry and agriculture. It also promotes language learning for specific vocational purposes and facilitates collaborative task-based and project-based learning.

For more information about participation in the European Virtual Language Centre, please contact: CINOP, Thomas Bersee or Polly Perkins, Tel.: 31-73+6800882, email: tbersee@cinop.nl or pperkins@cinop.nl. Source: CINOP

Other aspects of the learning environment are to enhance digital literacy and stimulate active learning. Internationally the learning environment promotes European citizenship, intercultural awareness and mutual understanding and prepares international exchange students for their stints in foreign countries.

The materials to be developed and produced are:

- interactive Web-exercises;
- tests and assessment tools;
- electronic dictionaries, word lists and grammar books, model letters and similar material
- resource centre with authentic texts, information on the various professions and branches of industry, and background information on countries, people, customs and culture;
- links to relevant Web-sites (e.g. newspapers, museums);
- a virtual office i.e. a simulated office for role-play, and functional language skills for clerical and financial-administrative professions (business English)
- communication facilities (chatbox, e-mail, bulletin boards, E-zines and newsgroups).

Europe/Austria Symposium on new vocational information channels

Possibilities for updating vocational information channels in Europe will be the focus of an international symposium in Salzburg, Austria, on 19 and 20 November, 1998.

The event is timed to coincide with the Austrian Presidency of the EU Council of Ministers and is being organized by the Austrian Chamber of Commerce with support from the European Commission (Directorate-General XXII for Education, Training and Youth) and CEDEFOP.

Over the last few years there has been a shift in the demand for vocational information in the European

Union. New demands have come along. Taking 'Vocational Information - Challenge, Opportunity, Necessity' as their slogan, researchers, practitioners and social partners will explore the impact of the changed environment on this field.

Challenges facing those formulating a modern and upgradable vocational information system include applying new media and maximizing mobility.

The symposium will investigate the ways in which different EU Member States have approached these challenges. In doing so it hopes to stimulate international exchange of vocational information among researchers and practitioners.

For details contact Franz Moticka, tel. +43-1 545 16 71 15, fax +43-1 545 16 71 22 or visit the following website: <http://www.berufsinfo.at>.

Source: CEDEFOP/NW/SK

Second chance schools spread across Europe

Second chance schools are a new educational concept to the countries of Europe and are a response to the needs of those where existing education systems have failed. They aim to reintegrate, retrain and reinforce the confidence of those on the peripheries of society.

Just three years after the Commission produced a 'White Paper' on the topic, Europe now boasts 13 such schools, from Leeds, in Northern England to Athens, and from Seixal in Portugal to Hämeenlinna in Finland.

According to Edith Cresson, Commissioner for Education, Training and Youth, "several hundred thousand young people living in the European Union are totally without access to training schemes or employment", representing a "a tremendous waste of our most precious asset, our human resources". By developing dialogue and partnership at local level, it is hoped these new-style schools will be able to provide contacts and structures giving the young 'students' a second chance to find work. Often lacking in both the basic knowledge and specific competencies to benefit fully from training or find employment, the students can be reintegrated by encouraging companies to sponsor schools and by developing recruitment agreements between schools and employers.

Unlike any other school, the students have an important role to play in the drawing up of the curriculum, which tends towards informatics, vocational skills, mathematics and language and often social and psychological aspects of learning (group work, creativity, self respect). Cooperation between schools, companies and individuals, which in some cases takes the form of a formal agreement, ensures a curriculum which is relevant to local needs and thus eases entry to the labour market.

A term at a second chance school is unlike any other. In the recently opened East Leeds Family Learning Centre, in the disadvantaged Sea-

croft district, 300 young persons between 16 and 25 years old are currently studying 'skills for life'. The school's six instructors refuse to be referred to as 'teachers' and as soon as the young people, whose problems range from drug dependency to dyslexia, enrol at the school, they are trainees rather than pupils.

The work is being carried out across Europe. In Bilbao, the Second Chance School welcomed 100 people in August and the German Second Chance School, located in Halle welcomed 39 young persons over 16, in September 1997. Marseilles,

the location of the French Second Chance School, is an example of the social problems faced by young people. The city has 26 nationalities and massive unemployment reaching 50% in some areas, but the Second Chance School potentially offers a glimmer of hope to some 500 people.

With the help of Second Chance Schools it is hoped that urban populations may escape from the ghettos of the past. Because where there is a high concentration of social problems, there is also the potential to reach a range of local players, hungry for learning.

This activity is being implemented by DG XXII.A1 (Acting head of unit Mr. A. Hingel) and further information can be obtained from Mr Edward Tersmette (tel.: 32-2+299 3139, fax: 32-2+299 2231, e-mail: edward.tersmette@DG22.ccc.be).

Source: CEDEFOP/CJ

Impressum

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

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

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

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.

Unsolicited manuscripts, books and other material will be carefully examined and assessed. Requests for contacts, news of forthcoming conferences and other information would be welcomed. For this, however, CEDEFOP bears no responsibility.

Reproduction in whole or in part of the contents of this publication is authorized, provided that the source is acknowledged.

Responsible publisher:
Johan van Rens, Director
Stavros Stavrou, Deputy Director

Editors:
Bernad Möhlmann, CEDEFOP
J. Michael Adams, CEDEFOP
with the support of
Simone Kops - Journalist
Anne François - Journalist
Candida Jones - Journalist

Coordination:
Bernad Möhlmann, CEDEFOP
Dagmar Wolny, CEDEFOP

Responsible for translation:
David Crabbe

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

Editorial deadline: 01.07.98
Printed in Belgium 1998
Cat. number: HX-AD-98-002-EN-C



CONFERENCES – SEMINARS – EXHIBITIONS



31 August to 3 September 1998
Treviso/IT
 Education and Employment,
 BASE
 Contact: Matteo Luisi (President)
 Aegee
 (Association des Etats Généraux
 des Etudiants de l'Europe) Treviso
 Borgo Cavour n.40
 I-31100-Treviso
 Tel.: 39-422+227 47
 or 39-347+223 93 18
 Fax: 39-422+227 47
 or 39-347+223 93 18
 E-mail:
 aegeetv@merlot.dtv.unive.it



7 to 8 September 1998
Helsinki/FIN
 Learning about Learning
 KVS Foundation/Eeva Siirala
 Museokatu 18 A 2
 FIN-00100 Helsinki
 Tel.: 35-89+549 18 855
 Fax: 35-89+549 18 811
 E-mail: eeva.siirala@kvs.fi



23 to 26 September 1998
Heraklion/GR
 European Symposium
 "Vocational Education and Training
 in Europe, on the threshold
 of the 21st Century"
 UNESCO/OEEK
 Contact: OEEK (Organization for
 Vocational Education and Training)
 1, Ilioupeleos Street
 17236 Ymittos
 GR-Athens
 Tel.: 30-1+976 20 48
 Fax: 30-1+976 23 48



5 to 9 October 1998
Paris/F
 World Conference on Higher
 Education
 UNESCO
 Division on Higher Education
 Tel.: 33-1+45681095/45681126
 Fax: 33-1+455685627
 E-mail: ml.kearney@unesco.org



19 to 20 November 1998
Salzburg/AT
 Internationales Symposium
 zum Thema Berufsinformation
 Unsere Zukunft im Arbeitsmarkt
 Europa
 Contact: Franz Moticka
 ibw - Institut für Bildungsforschung
 der Wirtschaft
 Tel.: 43-1+545 16 71/15
 Fax: 43-1+545 16 71
 http://www.berufsinfo.at/
 n010398.htm



1 to 4 December 1998
Paris/F
 EDUCATEC 98 et FORM'
 ENTREPRISE 98
 Edit expo international
 21, rue Vauvenarquess
 F-75018 Paris
 Tel.: 33-1+42 23 13 56
 Fax: 33-1+42 23 13 07
 E-mail:
 editexpo@tradefairs.worldnet.fr



2 to 4 September 1998
Helsinki/FIN
 SEFI Annual Conference 1998
 "Entrepreneurship, Management
 and Engineering Education" SEFI
 Conference Secretariat Lifelong
 Learning
 Institute Dipoli
 P.O.Box 8000
 FIN-02015 HUT
 Tel.: 35-89+451 4009
 Fax: 35-89+451 4060
 E-mail: SEFI@hut.fi



23 to 25 September 1998
Dresden/D
 10. Hochschultage
 Berufsbildung im Aufbruch:
 - Mensch
 - Kommunikation
 - Qualifikation
 Geschäftsstelle
 der Hochschultage '98
 Dipl.-Ing.-Päd. Heiko Günther
 c/o Technische Universität Dresden
 Institut für Berufspädagogik
 - Stichwort "HT '908"
 D-01062 Dresden
 Tel.: 49-351+463 3562
 Fax: 49-351+463 7782
 E-mail: HT98@res.urz.tu-
 dresden.de



29 September to 1 October 1998
Münster/D
 34th International Practice
 Firm Fair
 ZÜF Essen
 Tel.: 49-201+3204-307
 Fax: 49-201+3204-307
 E-mail: zuelf@zuelf.de



12 to 15 November 1998
Augsburg/D
 Fachausstellung Aus- und Weiterbildung
 in Beruf, Schule und Studium
 AFAG-Ausstellungsgesellschaft
 mbH
 Tel.: 49-821+257690
 Fax: 49-821+2576985
 E-mail: info@afag-ae



22 to 24 November 1998
Stockholm/S
 20th EAIE Annual Conference
 International education:
 interactions with the wider
 community
 European Association
 for International Education
 EAIE Secretariat
 PO Box 11189
 NL-1001 GD Amsterdam
 Tel. 31-20+625 27 27
 Fax: 31-20+620 94 06
 e-mail: eaie@eaie.nl
 http://www.eaie.nl
 P.O. Box 11189, 1001 GD Amsterdam,
 The Netherlands
 Tel.: 31-20+525 4999
 Fax: 31-20+525 4998



2 to 4 December 1998
Berlin/D
 Online Educa Berlin
 Konferenz zur telematisch gestützten
 Aus- und Weiterbildung
 ICEF International Conferences,
 Exhibitions und Fairs
 ICEF GMBH
 Niebuhrstr. 69 A
 D-10629 Berlin
 Tel.: 49-30+327-6140
 Fax: 49-30+324-9833
 E-mail: ICEFBerlin@aol.com

Sources

The following organizations are members of CEDEFOP's documentary information network, furnished contributions for this issue of CEDEFOP INFO and can provide information about CEDEFOP and its activities.

CEDEFOP
 P. O. Box 27 - Finikas
 GR - 55102 Thessaloniki
 Tel.: +30.31.490 111
 Fax: +30.31.490 174
 Web Site: <http://www.cedefop.gr>
 Email: doc@cedefop.gr

Brussels Office:
 20, avenue d'Auderghem
 B - 1040 Brussels
 Tel.: +32.2.230 19 78
 Fax: +32.2.230 58 24
 Email: jma@cedefop.be
mrs@cedefop.be
mz@cedefop.be

Members of the Documentary information network

FOREM (Office communautaire et régional de la formation professionnelle et de l'emploi)

CIDOC (Centre intercommunautaire de documentation pour la formation professionnelle)
 Bd. Tirou 104
 B-6000 Charleroi
 Tel.: +32.71.20 61 74 (Secretary)
 +32.71.20 61 68
 +32.71.20 61 73
 Fax: +32.71.20 61 98
 Sigrid Dieu
 Email: sigrid.dieu@forem.be
 Web Site: <http://www.forem.be>

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

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

BIBB (Bundesinstitut für Berufsbildung)
 Referat K4
 Fehrbelliner Platz 3
 D - 10702 Berlin
 Tel.: +49.30.8643-2230 (BC)
 +49.30.8643-2445 (SB)
 Fax: +49.30.8643-2607
 Bernd Christopher
 Email: christopher@bibb.de
 Steffi Bliedung
 Email: bliedung@bibb.de
 WWW Site: <http://www.bibb.de>

OEEK (Organization for Vocational Education and Training)
 1, Ilioupeleos Street
 17236 Ymittos
 GR-Athens
 Tel.: +30.1.976 20 48
 Fax: +30.1.976 23 48
 Hermoine Barkaba
 (Head of Documentation)
 WWW Site: <http://forthnet.gr/oEEK/>

INEM (Instituto Nacional de Empleo)
 Ministerio de Trabajo y Seguridad Social
 Condesa de Venadito, 9
 E-28027 Madrid
 Tel.: +34.91.585 95 82/585 95 80
 Fax: +34.91.377 58 81/377 58 87
 Juan Cano Capdevila
 (Deputy Director)
 Maria Luz de las Cuevas (Info/Doc)
 Email: mluz.cuevas@inem.es
 WWW Site: <http://www.inem.es>

Centre INFFO (Centre pour le développement de l'information sur la formation permanente)
 Tour Europe Cedex 07
 F-92049 Paris la Défense
 Tel.: +33.1.41 25 22 22
 Fax: +33.1.47 73 74 20
 Patrick Kessel (Director)
 E-mail: kessel@centre-inffo.fr
 Daniele Joulieu
 (Head of Documentation)
 Email: cinffo1@centre-inffo.fr
 WWW site: <http://www.centre-inffo.fr/>

FAS (The Training and Employment Authority)
 P.O. Box 456
 27-33, Upper Baggot Street
 IRL-Dublin 4
 Tel.: +353.1.668 57 77
 Fax: +353.1.668 26 91/ 668 21 29
 Margaret Carey (Head of Service)
 Email: careym@iol.ie
 Jean Wrigley (Librarian)
 Email: fasltcde@iol.ie
 WWW Site: <http://www.fasdn.com>

ISFOL (Istituto per lo sviluppo della formazione professionale dei lavoratori)
 Via Morgagni 33
 I-00161 Roma
 Tel.: +39.6.44 59 01
 Fax: +39.6.44 25 16 09
 Alfredo Tamborlini
 (General director)
 Colombo Conti
 (Head of Documentation)
 Luciano Libertini
 Email: isfol.doc2@iol.it (Library)
 Email: isfol.stampa@iol.it (Press Office)
 WWW Site: <http://www.isfol.it/>

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

CINOP (Centrum voor Innovatie van Opleidingen, Centre for Innovation of Education and Training)
 Pettelaarpark 1
 Postbus 1585
 NL-5200 BP's-Hertogenbosch
 Tel.: +31.73.6800 800 (general)
 Tel.: +31.73.6800 729 (MN)
 Fax: +31.73.6123 425
 Marian Nieskens
 Email: mnieskens@cinop.nl
 Emilie van Hooft (documentalist)
 Email: ehooft@cinop.nl
 WWW Site: <http://www.cinop.nl>

abf-Austria (Arbeitsgemeinschaft Berufsbildungsforschung)
 Rainergasse 38
 AT-1050 Wien
 Tel.: +43.1.545 16 71-26
 Fax: +43.1.545 16 71-22
 Susanne Klimmer
 E-mail: klimmer@ibw.at
 WWW Site: <http://www2.telecom.at/ibw/>

CICT (Centro de Informação Científica e Técnica)
 Praça de Londres, 2 - 1º Andar
 P-1091 Lisboa Codex
 Tel.: +351.1.844 12 18 (OS)
 Tel.: +351.1.844 12 19 (FH)
 Fax: +351.1.840 61 71
 Odete Lopes dos Santos (Director)
 Fátima Hora
 (Documentation Department)
 E-mail: cict@mail.telepac.pt
 WWW Site: <http://www.min-qemp.pt/cict/cict.html>

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

SEP (Svenska EU Programkontoret Utbildning och kompetensutveckling)
 (The Swedish EU Programme Office for Education, Training and Competence Development)
 Box 7785
 S - 10396 Stockholm
 Tel.: +46.8.453 72 00
 Fax: +46.8.453 72 01
 Torsten Thunberg
 Email: torsten.thunberg@eupro.se
 WWW Site: <http://www.eupro.se>

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

RLO (Research Liaison Office)
 University of Iceland
 Technology Court
 Dunhaga 5
 ISL-107 Reykjavik
 Tel: +354.525 49 00
 Fax: +354.525 49 05
 Gudmundur Arnason
 Email: grama@rhi.hi.is/rthj
 WWW Site: <http://www.rthj.hi.is/rthj/english.htm>

NCU Leonardo Norge
 P.O. Box 2608 St. Hanshaugen
 N-0131 Oslo
 Tel.: +472.2.86 50 00
 Fax: +472.2.20 18 01
 Halfdan Farstad (Director)
 Email: farh@teknologisk.no
 Anne Kloster-Holst
 Email: hola@teknologisk.no
 WWW Site: <http://www.teknologisk.no/leonardo/index.eng>

Associated organizations

European Commission
 Directorate-General XXII/B/3
 (Education, Training, Youth)
 B 7, 04/67
 Rue de la Loi, 200
 B-1049 Brussels
 Tel.: +32.2.296 24 21/299 59 81
 Fax: +32.2.295 57 23
 Eleni Spachis
 Dominique Marchalant (librarian)
 WWW Site: <http://europa.eu.int/en/comm/dg22/dg22.html>

EURYDICE (The Education Information network in Europe)
 15, rue d'Arlon
 B - 1050 Brussels
 Tel.: +32.2.238 30 11
 Fax: +32.2.230 65 62
 Luce Pepin (Director)
 Email: EURYDICE.UEE@EURONET.BE
 WWW Site: www.eurydice.org

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

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

Centre international de formation de l'OIT
 125, Corso Unità d'Italia
 I - 10127 Torino
 Tel.: +39.11.693 65 10
 Fax: +39.11.693 65 51
 Krouch (Documentation)
 Email: krouch@itcilo.it
 WWW Site: <http://www.ilo.org>

CINTERFOR/OIT
 Centro Interamericano de Investigación y Documentación sobre Formación Profesional
 Avenida Uruguay 1238
 Casilla de correo 1761
 Uruguay - 11000 Montevideo
 Tel.: +598.2.920557-920063-986023
 Fax: +598.2921305
 Pedro Daniel Weinberg (Director)
 Martha Piaggio
 (Head of Documentation)
 Email: dirmvd@cinterfor.org.uy

Department for Education and Employment
 Room E3
 Moorfoot
 UK - Sheffield S1 4PQ
 Tel.: +44.114.259 33 39
 Fax: +44.114.259 35 64
 Julia Reid (Librarian)
 Email: library.dfee.mf@tmet.gov.uk
 WWW Site: http://www.open.gov.uk/index/_dfee/dfeehome.htm



Page 5 Vocational education and training policy DK: New government in Denmark - policy priorities in the field of education; F: Vocational training reform; I: Reorganisation of the Italian vocational training system; **Page 6** E: National Vocational Training Programme (1998-2002); I: The integration of vocational training with school education and the working world; E: Further steps in decentralisation; I: New training policies - decentralization and integration of systems; **Page 7** D: Umbrella organizations confirm commitments to training for economy and society; D: 30 000 additional training places needed; Iceland: Greater role for the social partners in the development of VET; D: 1998 vocational training report highlights the dual system as a key advantage in attracting business; **Page 8** P: Magna Carta for lifelong education and training; UK: Lifelong learning Green Paper sets a new agenda; NL: Action programme on lifelong learning.

Vocational education and training policy

Denmark

New government in Denmark - policy priorities in the field of education

On March 24th 1998, following a national election on March 13th, a new government was formed in Denmark based on a centre-left coalition between the Social Democratic Party and the Radical Left, the party of the new Minister of Education, Margrethe Vestager.

The new Minister of Employment is Mr Ove Hygom. Neither minister is an elected Member of Parliament, and both are expected to bring a new approach to education and training policy. Amongst the new government's political commitments is one to improve education as a prerequisite for developing human resources, competitiveness, welfare and an active democratic society.

The government's intention is to make better use of the resources already available for education by improving the use of existing input factors. In all sectors of the educational system, efforts will be made to organise work in innovative ways

and to make more flexible use of teachers' working time. A continuous quality assessment of each educational programme and their interplay will also be introduced.

In youth training, the government will strengthen the quality and relevance of vocational education and training courses, so that vocational schools may become more popular amongst school leavers. This policy will be underpinned by the streamlining of study options for 16-19 year olds. Employers will have to ensure the availability of more training places within the dual system in order to effectively support the alternance principle, a basic value in

Danish VET which is shared by all stakeholders.

A growing number of young people start in the upper general secondary stream (the gymnasium), but many later change to vocational schools. Guidance efforts will be intensified, and the various measures to counter the high drop-out rates from youth training, which date back to 1993, will continue.

The government will also initiate reforms in adult and further education, having recognised the need for simpler and more transparent structures in the delivery system, both for students and the institutions in-

involved. In terms of continuing vocational training (CVT), the results obtained from the vast resources invested will have to be improved, with a more coherent CVT structure a high priority.

The status of folk high schools will also be reinforced in the overall education system. Study periods at a folk high school will now be made equivalent to other forms of education and training, e.g. the AMU centres, when individual action plans are formulated between the unemployed person and the regional labour market service.

Source: DEL Copenhagen

France

Vocational training reform

The Minister for Labour and Solidarity, Mrs Martine Aubry, announced that the vocational training system will be extensively reformed in 1998 because it has become too complicated and does not provide everyone with the same opportunities for entering training.

The reform targets three groups in particular: young people leaving the education system, salaried workers and job-seekers.

As far as the first group is concerned, the minister wants to optimize and increase the transparency of the financing mechanisms for the two main tools available to young people who wish to develop their vocational profile, i.e. the apprenticeship contract and the qualification contract.

As for companies, a flexible system of 'time saving accounts' is planned. By putting in overtime or giving up some leave each worker can accu-

mulate time which can then be used for training. According to the minister, the advantage of this type of system is that it encourages a fair distribution of the company's training activity amongst all its employees.

As for wanting to provide job-seekers with a real possibility of access to qualifications, this is already part and parcel of the anti-exclusion programme (see page 9) presented by the Ministry of Labour and Solidarity. This bill should be passed before the summer.

Finally, the validation of skills and qualifications throughout one's

working life is portrayed as an essential complement to the right to career development. Various tools are already available, but they work almost in parallel. What is needed is a new, more open knowledge validation system, which recognizes work experience and broadens the prospects of professional mobility.

The minister plans to collaborate and negotiate with the social partners in order to implement these projects. She is thus continuing a national tradition according to which collective bargaining precedes legislation.

Source: Centre Inffo, INFFO-Flash No 491/98

Italy

Reorganisation of the vocational training system

One outcome of the general overhaul of the vocational training system now taking place in Italy is an innovative model for its direction known as the 'regia' model.

A special feature is the setting up of a joint inter-institutional body for the coordination of vocational training that will bring together all the agencies concerned with vocational training policies. The development and specific procedures of this "control booth" will be determined by the parties concerned.

The general reorganisation of the vocational training system is based in particular on the conversion of training centres (Centri di formazione professionale - CFP) into training agencies. Their mission will be to

improve the provision of training and promote the integration of different systems. There are also plans to restructure the training organisations.

The reorganisation is being extended to the existing continuing training system, which will have its own financial resources. The social partners will jointly participate in its management. The national assessment system is also to be restructured and a national system for certification and the recognition of training credits will be introduced.

A regulatory and procedural instrument will be activated and financial backing will be provided, through Community Funds, for the new training institutions and the integration of the systems.

Source: ISFOL

National Vocational Training Programme (1998-2002)

The General Council for Vocational Training adopts the new National Vocational Training Programme

In February the General Council for Vocational Training (Consejo General de Formación Profesional) (see CEDEFOP Info 1/98 page 9) adopted the new National Vocational Training Programme which will be in force until the year 2002.

The extended composition of the General Council for Vocational Training makes it possible to establish a coherent link between the programming and implementing activities of the three vocational training sub-systems and the administrations responsible.

The new National Vocational Training Programme is based on the following pillars:

- vocational training as an investment in human resources,
- vocational training as a strategic instrument for active employment policies at community level,
- participation of the general state administration, the social partners and the Autonomous Communities in the General Council for Vocational Training,
- establishment of a national system of qualifications.

One of the main innovations of the new programme is the creation of a national system of vocational qualifications. Its aim is to enable a global, co-ordinated, coherent and optimal treatment of the problems of qualification and vocational training arising for different groups of people, organisations and enterprises. Its introduction will bring about more transparency in the labour market

and greater employment opportunities. Within six months of the adoption of the programme, a basic regulatory norm for the national system of qualifications, which will include the participation of the social partners and the Autonomous Communities, will be approved.

To facilitate the implementation of the national system of qualifications there are plans to set up a national institute for vocational qualifications within the same period. This institute will

- establish criteria for the requirements and characteristics of vocational qualifications,
- design a basic methodology to identify occupational competences,
- propose a system for the accreditation and recognition of vocational qualifications
- establish procedures which define the co-responsibility of agencies and institutions belonging to the Autonomous Communities and the social partners in these tasks.

The institute will also deal with the updating of the requirements of the production system, define criteria for complementary evaluation and accreditation methods, and develop the technical activities required for studies, comparative analyses and scientific seminars both at national and community level. As part of the structure of the institute an observatory of occupations (with a database), which will actively promote co-operation with other sectoral and regional employment observatories, will be established.

The new Vocational Training Programme aims to establish a firm foundation in society for vocational training and enhance its prestige by pursuing active policies which will tackle the problems of unemployment and promote employment stability. The programme is linked to the National Action Plan for Employment presented at the European Summit in Cardiff. It will contribute to the creation and maintenance of stable employment, the professional and social advancement of workers and the development of human resources.

The new programme envisages the development of an integrated vocational training system which is at present structured in three sub-

systems: initial training (formación reglada), training for the unemployed (formación ocupacional) and continuing training. It refers to the regulation of the system of comparability, validation and equivalence of titles and occupational proficiency certificates covering the three sub-systems. In order to put this into effect, there are plans to establish, within six months of the adoption of the programme, basic principles, foundations and guidelines taking into account previous activities and experience. The guidelines for the preparation of the corresponding regulation will be drawn up within twelve months.

Another important aspect of the programme is school-enterprise

collaboration. Stable and systematic links with enterprises will be established in order to adapt training to the needs of the enterprises and to set up joint projects.

The programme also includes the following:

- development of an integrated information and vocational guidance system;
- quality, evaluation and monitoring of vocational training and the training of teachers and trainers;
- quality of teaching, learning and training methods.

Source: New National Vocational Training Programme - March 1998/INEM

Italy

The integration of vocational training with school education and the working world

Over the past few months the Italian Government has been mapping out the restructuring of Italian training, both by regulatory instruments and by agreements with the social partners. One of its most ambitious aims is to end the traditional dichotomy between education and training. This will be achieved by linking up a series of interconnections between the two systems.

The primary intention is to continue to raise basic educational standards while updating curricula, directed towards European cultural reference frameworks as well as responding to the demands of industry and new technological scenarios. Another important factor is reinforcing the work-related dimension of the educational process. This will be done by introducing systematic periods alternating training and work, and vocational training modules into schools.

An important aspect is the flexibility of itineraries, providing opportuni-

ties for switching between training systems by the use of methods for the certification of training credits. There are also plans to develop life-long training.

These objectives call for new instruments for intervention in both school and training structures. In the compulsory school system there must be a review of training profiles in order to build on practical expertise and provide fresh motivation for learning, one aim being to counteract the rising rate of school drop-outs. In the initial training system, flexible training modules, which reflect a variety of real-life situations and respond to local needs, will be introduced.

Short training modules provided by the regions and/or provinces can be grafted into the post-compulsory school system. One method will be to negotiate agreements with higher educational establishments and private bodies. There are new instruments such as work placements and

different forms of apprenticeship for linking schools and the workplace.

In the continuing training system, linked poles of research and training, based on forms of association and consortia with small and medium-sized enterprises, will be developed. In post-diploma training routes, vocational training may be provided by partnerships between members of the local training and funding systems (training agencies, bilateral bodies, trade associations, local authorities and agencies). This presupposes that such bodies have an autonomous capacity to plan and manage the training processes set up.

First-level university diplomas will be even more closely integrated with regional training policies and in particular will anticipate local development needs.

Source: ISFOL

Spain

Further steps in decentralisation

The Autonomous Communities of Navarra and Extremadura take over the management of vocational training

As part of the process of handing over the management of vocational training to the governments of Spain's Autonomous Communities, royal decrees were recently published in the Official Journal empowering the regions of Extremadura and Navarra with a managerial role with effect from January 1998. This latest transfer of power, from central government to the Autonomous Communities which now have responsibility for the management of vocational training, is the seventh of its kind. The other regions to have already taken on this new role are: Catalonia, Valencia, Andalusia, Galicia and the Canaries. Initiated in 1992, this process of transferring the management of vocational training to the regions means that autonomous communities now perform the vocational training functions which were previously the remit of central government through INEM (National Institute of Employment).

Amongst these functions are:

- the implementation of the National Vocational Training and Inser-

tion Plan, including the planning, organisation, management, monitoring and technical inspection of training initiatives under the plan;

- the drawing up of programme contracts and the administration of co-operating centres with the aim of developing training courses;
- the issuing of vocational training certificates in accordance with national legislation.

The national government, through its appropriate bodies, will continue to exercise functions such as:

- the approval and preparation of the National Vocational Training and Insertion Plan; the National Workshop-Schools and Occupation Centre Programmes;
- the establishment of a nationwide framework of contracts and the national census of centres co-operating in providing vocational training;
- the preparation of vocational training statistics;
- the pre-selection of unemployed workers.

Source: INEM

Italy

New training policies - decentralization and integration of systems

In light of the current institutional debate and the legislation and regulations introduced over the past two years, the goals and aspirations of vocational training in Italy are currently being redefined. Recently introduced measures include: the "Patto per il Lavoro", a labour agreement between the Government and the social partners reached in September 1996; The 1997 "Bassanini Law" delegating responsibilities to local authorities and restructuring the civil service; and the 1997 Law "Pacchetto Treu Law" to promote employment.

In this climate, the trend is towards optimising the use of vocational training as a means of improving the quality of the labour force and putting industry on a more competitive footing.

The logic of integrating different systems - education, training and work - has also been affirmed. Decentralising responsibilities for vocational training, with particular reference to the "territorial dimension" of planning and the assessment of results from the system is stressed.

We are seeing a greater emphasis on agreements with, and the active role of, the social partners in vocational training, especially in planning the provision of training. There may also be ways of developing links with new bodies and measures to promote employment, for example under territorial agreements.

Lastly, the system of career guidance is being increasingly decentralised and the responsibilities of training centres are being reorganised.

Source: ISFOL

Germany

Umbrella organizations confirm commitment to training for economy and society

Top level German economic summit on future of dual vocational training system

At a meeting of the Kuratorium der Deutschen Wirtschaft für Berufsbildung, German business leaders reconfirmed their sense of social responsibility for vocational training, calling it a business necessity. The Kuratorium der Deutschen Wirtschaft für Berufsbildung is a joint initiative of the umbrella organizations of German trade and industry.

The future of dual vocational training was the theme of the symposium - Training for the Economy and Society - held on 31 March in Bonn. Numerous top-level experts participated, including the president of the National Federation of Employers' Associations (Bundesvereinigung der Deutschen Arbeitgeberverbände), Dieter Hundt; the president of the Association of German Chambers of Industry and Commerce (Deutscher Industrie- und Handelstag), Hans Peter Stihl; the president of the Central Association of German Crafts (Zentralverband des Deutschen Handwerks), Dieter Philipp, and the president of the National Federation of Liberal Professions (Bundesverband der Freien Berufe), Ulrich Oesingmann. They reiterated their promise to offer an apprenticeship this year to any young people who are willing and able to undergo training.

Stihl emphasized that it would be totally wrong to speak of an 'apprenticeship catastrophe'. The figures given by the Federal Labour Office, their interpretations and evaluations were all worthless. They were merely administrative statistics and did not provide an accurate picture of the real training world. This was partially due to the fact

that many young people who started apprenticeships neglected to withdraw their applications at labour offices. In industry and the service sector, 14 000 training places remained unoccupied last year. Stihl said he hoped the recently agreed standardization of data by chambers of industry, commerce and crafts and employment offices would result in more transparency and a more objective debate.

For 1998 industry and services planned a two per cent increase in the number of apprenticeships they offered. Their goal was to conclude 300 000 training contracts.

Stihl said new and updated occupations were needed to penetrate new sectors and get young enterprises involved in vocational training for the first time. He cited the 'IT occupations' in information and telecommunications technology, as a positive example. The current process of reform was credited with stimulating around 25 000 companies to offer training for the first time in 1997. A new joint initiative in conjunction with the federal government aimed specifically at foreign-owned businesses.

Hundt stressed that the problem of young people being increasingly incapable of benefiting from training should not be underestimated. 'No solid schooling - no proper vocational training; no proper vocational training - no job security' is how he summed up the problem. Hundt appealed to each German Land to adapt vocational school courses to business requirements. That meant

concentrating school instruction on the first year of apprenticeships and eliminating the second vocational school day during the second year.

Like Stihl, Hundt protested vigorously against a training levy, which had been endorsed by the opposition Social Democratic Party of Germany (SPD) and the trade unions. Hundt warned that mandatory burden sharing would not lead to more training places, but to less, and would inflate bureaucracy and make training vastly more expensive.

The same opinion was expressed by Philipp and Oesingmann at a roundtable discussion with Federal Education Minister Jürgen Rüttgers and the SPD deputy leader in the Bundestag, Anke Fuchs. Training could not be centrally planned, Oesingmann said, and local players must make the decisions. For the liberal professions in particular, the decision to offer training contracts was becoming more and more difficult, he said. The greatest barriers are the rapidly deteriorating income expectations, especially among doctors, architects and engineers, the disappointment of many professionals at the poor preparation of young people for training, and the incompatibility of vocational school course organization with the requirements of their practices and offices.

The general feeling at the meeting was that common efforts to update, increase the flexibility of, and create new training courses, some of them shorter, would sustain the dual vocational training system as young people's best career stepping stone.

Source: Kuratorium der Deutschen Wirtschaft für Berufsbildung/CEDEFOP/SK

Germany

30 000 additional training places needed

National Action Plan for Vocational Training complements bid to provide adequate number of traineeships

The German Federal Minister of Education, Jürgen Rüttgers, has promised an apprenticeship to every young person who is willing and able to start vocational training in 1998. The Federal Labour Office has estimated that 30 000 more apprenticeships than last year will be needed if this promise is to be kept.

It is expected that 645 000 young people will be looking for training places this year, 10 000 more than in 1997. Employers have pledged 25 000 additional places in industry, commerce, and the service and craft sectors. A further 17 500 places will come from a new joint initiative of the federal government and the Länder. According to Rüttgers, there have been no places available for between 10 and 14% of young people in recent years. He is hoping to provide the unplaced applicants with 22 000 opportunities through regional training coalitions and special programmes.

Moreover, Rüttgers has agreed with the social partners on a "National Action Plan for Vocational Training". Among other things, he is planning to spend DM 150 million (about ECU 75.9 million) on inter-company training centres, DM 25 million (about

ECU 12.6 million) more than in 1997. Grants for inter-company training courses should rise from DM 6 million (about ECU 3 million) to DM 72 million (about ECU 36.4 million). Furthermore, the federal ministry wants to extend its special "Training Place Developer" (Ausbildungsplatzentwickler) programme to the year 2001. 'Training place developers' are experts who are sent by chambers of industry and commerce, chambers of crafts and employment offices into businesses to promote the establishment of apprenticeships.

The German Trade Unions Federation (Deutscher Gewerkschaftsbund - DGB) maintains that the figures given for this year's number of applicants are too low. Regina Görner, a member at its executive committee, criticized the basis of the Federal Government estimates, saying that no account had been taken of applicants who had been put on hold. There were 140 000 in this situation in 1997 alone. Two-thirds will probably be looking for an apprenticeship again this year. Even if the situation does not deteriorate, nine percent more training contracts will be needed to accommodate all young people. Only sharing the financial burden between firms offering training and those who do not could ensure places for all applicants, whose numbers have been rising for years.

Source: BMBF/Bundesanstalt für Arbeit/DGB/CEDEFOP/SK

Iceland

Greater role for the social partners in the development of VET

Last year preparation began for major reforms in both primary and secondary education, following legislation passed by the Althing (Parliament). An other important element of this initiative was greater emphasis on vocational education and training at the upper secondary level.

Currently, less than 30% of upper secondary level students are engaged in vocational training, most of which comes in the form of traditional 3-4 year studies in established manufacturing trades or in health related occupations.

One of the main aims of the new legislation is to increase the role played by VET in comprehensive upper secondary schools and to secure the availability of a variety of vocational training courses in terms of their length and content, in line with the needs of industry and international demand. The new legisla-

tion encourages the involvement of social partners in policy making and in the development of VET curriculum guidelines, in co-operation with educational authorities.

In line with the tripartite principle laid down in the legislation, a Co-operation Committee of 18 people (of which 12 represent the social partners) has been appointed to advise on vocational training policy and on the setting up of rules concerning the organisation and implementation of VET in general. Furthermore, 14 Occupational Councils for relevant groups are in the process of being appointed for a four year period. Their job will be to define VET needs and qualification requirements in the occupations concerned, as well as to make proposals concerning the objectives, structure and curricula of vocational training. After receiving the proposals from the Occupational Councils, the Ministry of Education, Science and Culture

will publish guidelines as part of the National Curriculum Guide, as well as rules on the implementation of vocational education and training for individual occupations.

It is hoped the Occupational Councils will be operational within a matter of months. Each Council will comprise 7 members; three employee representatives, three people representing employers and one representative from the Ministry. On the basis of their project plans each Council, together with the Ministry, will produce agreements on VET priorities as well as information regarding the financial and personnel resources available.

More information (in English) on the educational system, the new legislation and discussions related to these recent reforms of the education system can be found on the Ministry's web site: <http://frodi.stjr.is/mrn/>
Source: Ministry of Education, Science and Culture/RL0

Germany

1998 vocational training report highlights the dual system as a key advantage in attracting business

The Vocational Training Report (Berufsbildungsbericht) for 1998 from the German Ministry of Education once again stresses how the dual vocational training system provides the best approach to the systematic integration of work and education. The federal government compiled the report, in conjunction with social partners, through the Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung - BIBB) and adopted it at the end of April.

The report points out that worldwide competition has placed greater demands on employee qualifications. Workers not only have to adapt to tougher competitive conditions, but also actively support change in the company. Facilitating the necessary qualifications presents a major challenge for vocational training. Tailored to demand, the dual system is, and will remain, an important advantage for Germany in competing as a business location.

The Vocational Training Report, which only a minority of employers' and employees' representatives voted for, focuses on the development of the apprenticeship market

(see report on the trainee situation on this page), the promotion of traineeship opportunities, the reform of vocational training, continuing education and international cooperation in vocational training.

The views of the employers and the employees differed primarily on the question of how the tight traineeship situation could be improved again this year. Employers give priority to utilizing apprenticeships more effectively, modernizing old and redeveloping new training occupations as well as introducing more two-year training programmes. The employees' representatives believe it is essential to share the financial burden between firms which provide training and those which do not. Their other main demands included modernization of training occupations, but not at the expense of quality, and the systematic continuing training of trainers.

The report is expected to be available, free of charge, in German from June 1998 both in printed and CD-ROM versions from the Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie, Referat Öffentlichkeitsarbeit, D-53170 Bonn, fax 49-228-573917. It will also be available for downloading from the Internet. The address is books@bmbf.bund400.de.
Source: BIBB/BMBF/CEDEFOP/SK

Portugal Magna Carta for lifelong education and training

When the Magna Carta, which was drawn up by the National Commission for the European Year of Lifelong Learning, was presented to the Portuguese Assembly, discussions ensued involving the President of the National Assembly, the Ministers of Education and Labour and Solidarity and Ms Maria João Rodrigues, the former Minister for Qualifications and Employment (currently a European Commission adviser on education and training).

The main aim of the Magna Carta is to increase the educational and training levels of the Portuguese people. With this objective in mind, the Assembly President pointed out the important role that mass media, particularly the television, plays in youth training adding that nowadays education and training actors are found not only in the school and family but also in the mass media and in industry.

The European Commission's adviser on education and training considers that "each citizen should first be ensured good basic training and

then a more specific education". She stressed the importance of "co-ordination between those who train and those who employ". The Minister of Education defined his main objectives as the strengthening of adult education and of the relationship between education, training and working life, adding that other priorities included the fight against social exclusion, the implementation of the information society and the "educational recovery" of a significant part of the Portuguese population.

For the Minister of Labour and Solidarity, the national priorities should also include the integration of the young into working life, the fight against long term unemployment and an increase in the number of educational and occupational qualifications among the working population.

The Magna Carta is intended to be a reference for future education and training policy involving all members of society in the accomplishment of its tasks.

Source: "Público"/CICT

United Kingdom Lifelong learning Green Paper sets a new agenda

In February 1998 the Secretary of State for Education and Employment announced the launch of his Green Paper entitled "The Learning Age". He stated that the UK stands on the brink of a new learning age, saying, "jobs are changing and with them the skills needed for the world of tomorrow. Whereas the industrial revolution was built on capital investment in plant and equipment, the information revolution of the 21st century will be based on knowledge and human capital". He underlined that "learning is the key to economic prosperity - for each of us as individuals, as well as for the nation as a whole. It has a vital role to play in promoting social inclusion. That is why the Government has put learning at the heart of its ambitions. We need a quiet sustained crusade to change attitudes to learning in this country".

The Green Paper heralds a new agenda of higher standards and improved access and accountability in post-16 education. The Secretary of State said that "the use of computers, the Internet and digital technology allow us to bring learning closer and more conveniently placed for the needs of the learner, at home, at work and where people spend their leisure time as well as in

more traditional centres of learning, colleges and universities".

The key proposals include a new University for Industry (UFI) which will use cutting edge technology to make learning available at work, in learning centres and at home. It will open for business in 1999 following the launch of a Pathfinder Prospectus in Spring 1998. The UFI will increase the potential for businesses to add value and grow, updating the skills of the individual in a new and flexible way related directly to the needs of the learner.

Individual learning accounts will be a key feature of lifelong learning. They will help people save for learning and have more say and responsibility in developing their skills. The government will kick start this radical initiative with an investment of UK£150 million (ca. ECU 221 million) for the first million accounts. A new smart card will record the amount held in the individual's personal account and their educational progress.

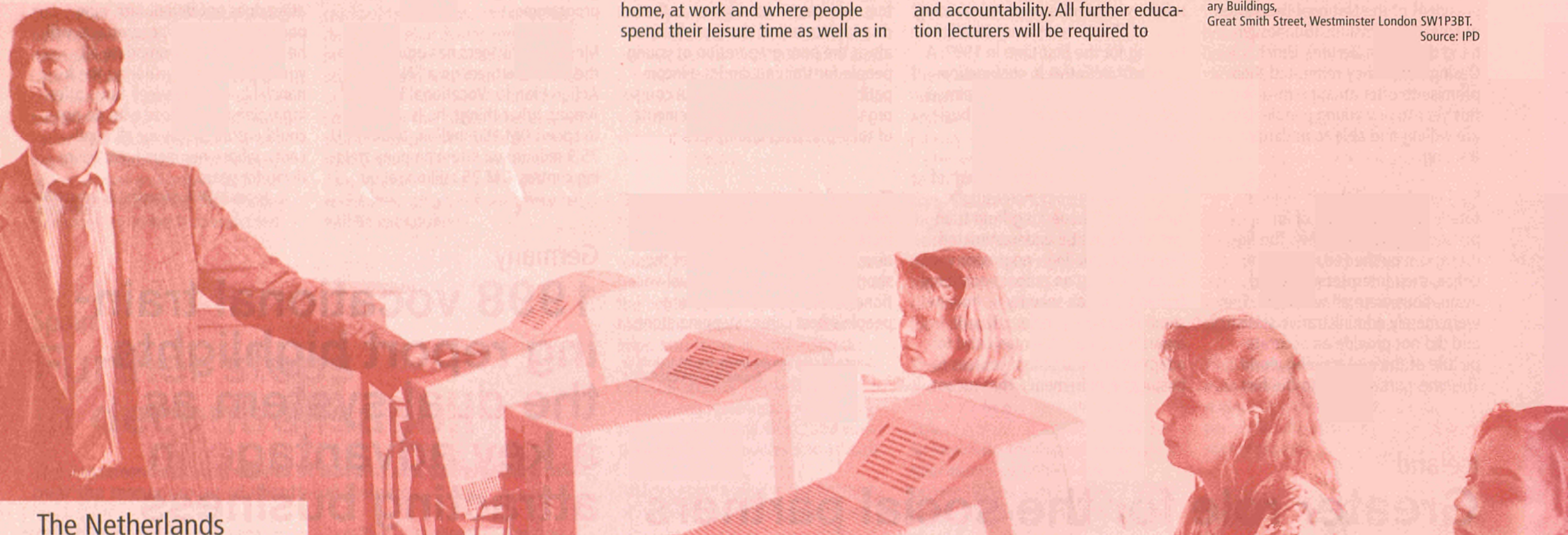
The lifelong learning programme will be underpinned by measures to improve standards, quality, access and accountability. All further education lecturers will be required to

obtain a teacher training qualification. In addition, a new Institute of Learning and Teaching will be established, the main function of which will be to train and accredit university tutors so as to raise the standard and quality of teaching in universities. In this way an extra half a million people will be provided for in further and higher education by 2002.

Information about lifelong learning opportunities will be a conduit for people to take advantage of the opportunities readily available. A free phone helpline - Learning Direct - will provide a new one stop shop for people wanting to learn. There will also be increased investment in young school leavers to transform study beyond the age of 16. Opening up new access will help overcome social, educational and geographic exclusion. In addition, a new Adult and Community Learning Fund will accelerate basic literacy and numeracy skills among adults.

Separate green papers will be published for Scotland, Wales and Northern Ireland

More information from:
Val Hewson tel.: 44-114+259 4689 or
Employment and Lifelong Learning Directorate,
Department for Education and Employment, Sanctuary Buildings,
Great Smith Street, Westminster London SW1P3BT.
Source: IPD



The Netherlands Action programme on lifelong learning

In January the Dutch cabinet accepted the national lifelong learning action programme. Employability is one of the key words in the programme and examples are given to insure that employability is not just an empty slogan.

Background to the action programme

The national lifelong learning action programme has its origin in the Knowledge Debate initiated by Education, Culture and Science Minister Ritzen and held from March 1996 to March 1997. It was a national discussion considering which type of knowledge and skills will be needed for the future. At the debate's conclusion, the cabinet decided to promulgate the recommendations through the national action programme "Lifelong Learning". This programme outlines several measures, specific tasks and an allocation of responsibilities which will contribute to the process of instituting lifelong learning. The next government will choose from the various measures and financial options proposed.

Employability

Employability, that is a person's capability to find and keep a job, is increasingly important, not only for employees, but also employers and therefore the Dutch economy. In comparison with other countries, it appears that Dutch companies are not yet at the top of the list of expenditure for the training of employees, but lag behind countries like the UK, Denmark, the USA and Germany. If Dutch companies wanted only to match the average of these four, they would have to double the amount of resources they invest.

The government can and should play a facilitating role in this. There are some groups which require extra attention, for example, older employees but also young people who drop out of school without the qualifications they need to find a place in the labour market. Job applicants may expect good training and education relative to their learning abilities, but in return, they must be both active and flexible. Hence employability and lifelong learning are the key concepts.

The action programme

Potential government expenditure is detailed in three different financial options concerning

- the employability of the employed and job applicants,
- the employability of teachers,
- the prevention of educational disadvantage and the reorientation of education towards life-long learning.

Life-long learning is a method which makes everyone employable. Therefore, it requires mutual efforts on the part of the government, the social partners, employers, employees and those applying for jobs. The role of the government is to adopt supporting general measures to encourage learning for the employed (information and advice, recognition of learning qualifications), for companies which invest in their employees (the investors in people quality mark), for disadvantaged groups and job applicants (work-directed training and education). The reduction of drop out rates requires a two track approach: the first to counter the de-

velopment of disadvantages during the pre-school stage and the second to reduce the total number of people dropping out by appropriate registration of pupils and intensive counselling.

To realise all this, schools and teachers are put under increasing demands. Teachers must not only encourage students to learn, but, additionally, continue to learn themselves. They need to be encouraged to gain experience in the business community. Recognition of performance and professionalism will be established for the teaching profession by entering them in a teacher register. Registration will eventually become a condition for holding a teaching position.

This article is based on "Lifelong learning", published by the Dutch Ministry of Education, Culture and Science, Tel. 31-79+323 2323, Fax: 31-79+323 2320

It can be ordered in English from the SDU service centre at fax 31-70+378 9783 (or in Dutch from fax 31-70+356 1474).

It can be downloaded from the Internet <http://www.LLL.nl>

Source: CINOP



Page 9 Labour market policy B: Training and vocational integration: five guidelines from the social partners; F: Anti-exclusion programme; IRL: Building social partnership; **Page 10 P:** Regional employment networks established; **Initial training** AT: Preliminary course offers openings into job market; B: Organizing more flexible industrial apprenticeships; GR: Eniaio Lykeio - the new upper secondary school; NL: Direct from apprenticeship to higher education; **Page 11 New training organizations and programmes** B: New communication technologies in the learning organisation; B: Skills 2000: Information Technology for jobseekers; D: Deutsche Bahn and Ministry of Education on track for integrated training; D: Narrow-gauge track or wide avenue?; **Page 12 F:** Open and distance training; D: Vocational training reform takes big step forward in 1998; D: Master of all trades; I: Apprenticeship training relaunched; GR: OEEK to lead the reform process; CEDEFOP Publications.

Labour market policy/Initial training/ New training organizations and programmes

Belgium

Training and vocational integration: five guidelines from the social partners

With the aim of respecting the European convergence criteria, at the beginning of April the Belgian social partners ended their first round of dialogue on employment, which was on the training and vocational integration of young people and the unemployed.

In a joint paper, employers and trade unions presented five guidelines.

Firstly, they issued a reminder of the fact that responsibility for training matters also lies with the individual sectors. Thus, for 1999-2000 the social partners are advocating sectoral agreements, which particularly target people at risk, such as the poorly qualified, whether in employment or looking for work, and aim at equal opportunities for men and women. The social partners

then expressed their support for extending some of the activities of the sectoral training funds.

The employers and unions also want to encourage training courses providing vocational experience, without any restrictions related to the length of prior unemployment. In this context, they call for retention of the obligation on companies to take on 3% of their work force as trainees. Courses would not be available only to young people, but would

also be open to any unemployed person having undergone training.

With impetus from Europe, the social partners then reworked the Unemployed Persons' Support Plan (*Plan d'accompagnement des chomeurs - PAC*). They propose that this plan should come into force as of the fourth month of unemployment for younger people and as of the tenth month for older ones (over 25s), but with a second round of support after 24 months of unemployment.

Finally, for the long-term unemployed, the social partners proposed that the conditions required for the vocational transition programmes and the '*emplois Smet*' (or Smet posts, from the name of the present Belgian Minister for Labour) be harmonized. They also proposed a simplified system for current target groups (with a hiring card entitling the holder to an integration allowance), and training possibilities which would not be limited to the individual's actual occupation, but should rather encourage greater 'employability'.

Sources: La Libre Belgique/Le Soir - FOREM/CIDOC

France

Anti-exclusion programme

In early March 1998, the Minister for Labour and Solidarity, Mrs Martine Aubry, announced a three-year programme for preventing and combating exclusion from the labour-market. This inter-ministerial programme should be contained in a draft law; some FF 52 billion (approx. ECU 7.9 billion) will be allocated to it over three years.

Drawing on the recommendations of a report requested by the prime minister on this subject, this programme involves several facets: guaranteeing access for all to the fundamental right to work, housing, health care, education and culture; preventing exclusion by tackling problems upstream; not simply reacting in haste, but rather dealing with questions in depth; mobilizing the whole government and co-ordinating all activities.

Guaranteeing access to employment can be achieved through various measures, the most important of which is the setting up of the TRACE programme (*Trajet d'accès à l'emploi - Pathways to Employment*). Targeting 60 000 young people in difficult situations, this insertion course of a maximum 18 months duration will alternate peri-

ods of professional placement with periods of training, with payment throughout. The success of TRACE depends on a strong partnership between the state and the regions, which are the competent level on youth training issues. More than FF 5 billion (approx. ECU 758 million) will be spent on the TRACE programme over three years.

Moreover, 20% of the '*emplois jeunes*' (jobs specially reserved for young people) will be set aside for those coming from disadvantaged neighbourhoods. It is also planned to provide an additional 40 000 or so places for training-employment contracts and 20 000 for vocational guidance contracts.

The minister would like to extend the qualification contract to adults on an experimental basis. As far as adult

job-seekers are concerned, measures include the setting up of a FF 400 million (approx. ECU 60.6 million) fund to help those wanting to create their own jobs, facilitating the re-focusing of employment solidarity contracts on groups in difficulty, assisting in the drawing up of 100 000 vocational integration contracts with people receiving the minimum integration income (*revenu minimum d'insertion* or RMI), and using the economy to help increase the capacity of the integration structures. Finally, the number of Local Plans for Integration through Employment (PLIE), which bring together employment actors and candidates for integration in a given area, with specific target figures, is set to rise from 120 to 250.

Source: Centre Inffo, INFFO-Flash No 494/98

Ireland

Building social partnership

The development of partnership between management, workers and their representatives at enterprise level has come into sharper focus with the establishment of the National Centre for Partnership. The decision to extend the principle of partnership at national level, which has contributed so significantly to the economic and social progress experienced in Ireland since 1987, to the level of the individual enterprise, arose out of the most recent national agreement*.

The mission of the Centre is "to foster directly and indirectly partnership arrangements, involving the acceptance of employees as stakeholders, which will secure the competitiveness, viability and prosperity of enterprises and the modernisation of the Public Service". Partnership at enterprise level involves the direct participation of employees and their representatives and an investment in their training, development and working environment. A continuing commitment to improvements in quality and efficiency by employees underpins this partnership.

The need for highly skilled workers and the importance of lifelong learning in all work roles as a means of enhancing competence, flexibility

and innovation is emphasised and one of the roles of the Centre will be to assist with training for management, union, employer and workplace representatives. Both IBEC (the Irish Business Employers' Confederation) and ICTU (the Irish Congress of Trade Unions) have published guidelines for their members for the development of partnership at enterprise level. A series of seminars throughout the country is being undertaken by the Centre in conjunction with IBEC and ICTU to promote partnership in the private and public sector.

* Partnership 2000 for inclusion, employment and competitiveness. Chapter 9 (see CEDEFOP INFO 2/97)
For further information contact:
National Centre for Partnership,
Government Buildings,
Upper Merrion street, IRL - Dublin 2,
Tel.: 353-1+619 4133, Fax: 353-1+619 4404

Source: FAS

Regional employment networks established

European integration has resulted in a more globalised view of education, requiring a set of strategic guidelines and a revised employment policy in order to face the new challenges. Increasingly, governments have to intervene in vocational qualifications and in the restructuring of industry in order to promote the modernisation and development of regions and countries within the European Union.

In Portugal, part of this government intervention has manifested itself in the setting up of regional employment networks with the main goal

of increasing job creation opportunities and offering the appropriate training. These networks improve the co-ordination of employment policies by strengthening competitiveness and social cohesion in each region. The networks aim to promote a co-ordinated intervention in areas with a distinct socio-economic identity in order to solve employment and qualification problems and encourage better co-ordination of the available resources. The objectives of the regional employment networks also include the promotion of localities and regions, the identification in these areas of the real employment

problems, including human resources and training needs, and the establishment of priority measures to solve whatever problems there may be.

In addition, regional employment networks should improve, at regional level, the relationship between qualifications and employment opportunities, by exploiting the market's potential and reducing barriers to work. They are expected to intervene in public services by promoting a co-ordinated action to render public resource investments more profitable. The networks also

promote co-ordinated intervention at local level by creating confidence among partners and encouraging the settlement of any problems identified. They should be able to maximise the use of productive resources and infrastructures at local and regional level and adjust programmes, instruments, mechanisms and public policy to the needs and constraints identified locally.

Training needs in Madeira

Like many regions of Portugal, the autonomous region of Madeira has its own range of specific and local

problems. The documents "Estudo das Tendências do Emprego na Região Autónoma da Madeira" (Study on the employment trends in the autonomous region of Madeira) and the "Inquérito às Necessidades de Formação nas Pequenas Empresas no período de 1997/99" (Survey on the training needs of small enterprises in the period 1997/99) point to the development of Civil Construction, Tourism and Services sectors and consequently to the need for training in such areas.

Source: CICT

Initial training

Austria

Preliminary course offers openings into job market

National action plan for jobs takes new approach to initial vocational training / Nine training courses unveiled.

Nine newly created training occupations are now open to young people in Austria. Starting in the 1998/99 school year, young people will be able to train as bank clerks, computer technicians, computer clerks, waste disposal and recycling specialists, garden centre clerks, estate agents, sun protection technicians, civil engineers and land surveyors.

These new training occupations are a result of the 'National Action Plan for Jobs' whose top priority was to develop new training occupations. The action plan was developed by the federal government, particularly the Department of Trade of Industry and coordinated with the social partners and representatives of specialist fields.

The plan has devised a new pre-apprenticeship (Vorlehre) to provide young people who have trouble in finding a job or a training place with an alternative to unskilled work. This new kind of initial training course lasts a maximum of two years and each trainee should finish with a qualification. This can be followed by

an apprenticeship which honours pre-training course credits.

In view of expected shortages in apprenticeships, the Arbeitsmarkt-service Österreich (Austrian Public Employment Service) will continue funding independent training institutions for the 1998/99 and 1999/2000 school years.

New full-time practice-oriented courses have been set up at vocational schools to help young people who have been unable to find either an apprenticeship or a place at an independent training centre. These courses include practical training. The curriculum has been designed to allow trainees to transfer to in-company training at any time.

Finally, the intake of upper level and intermediate secondary schools will be increased so that no eligible candidates need be rejected in the future.

Source: abf-austria (Vocational Training and Research Task Force, consisting of the Institute for Vocational Adult Education Studies and the Institute for Educational Research of the Austrian Economy)/CEDEFOP/SK

Belgium

Organizing more flexible industrial apprenticeships

On 12 February 1998 the House passed a draft law amending the Law of 19 July 1983 on industrial apprenticeship. The law aims at removing the structural obstacles to the development of the training system and at rendering the organization of industrial apprenticeship more flexible. This means that young people will have a further opportunity to learn a trade through practice related training and work experience.

The industrial apprenticeship system as it has existed since 1983 is basically aimed at young people in part-time compulsory education aged between 16 and 18. The draft law will above all make it possible to waive the age limit of 18. The young

person will learn a trade, switching between in-company hands-on training and complementary theoretical lessons in a teaching and sandwich course centre.

The system is organized at sectoral level by joint apprenticeship committees set up in the joint commissions. The committees decide which occupations within their respective sector should benefit from this type of training, and what allowances should be granted to the industrial apprentices; they also establish the apprenticeship rules.

The amendments to the draft law will, moreover, make it possible to organize apprenticeships in all sectors which do not themselves set up

a joint apprenticeship committee. It will therefore be extended, meaning that three times more companies will now be eligible for this type of contract.

So the system will be more flexible. All the rules will be pooled within a sectoral apprenticeship regulation. It will, however, be possible to adapt them to reflect the specific nature of a given sector.

The new apprenticeship system could come into force at the start of the 1998-1999 school year.

Further information: Ministry of Labour and Employment, rue Belliard 51, B-1040 Brussels Contacts: M. MARIEN (32-2+233 47 49), Mrs BRANDT (32-2+233 46 97)

Sources: L'Echo/FOREM/CIDOC

Greece

Eniaio Lykeio - the new upper secondary school

The Greek Ministry of National Education and Religious Affairs has introduced major educational reforms. The most radical changes have been implemented in the field of upper secondary education (Lyceum, at age of 15-17) with the establishment of a new type of Lyceum called the "Eniaio Lykeio". Three different types of Lyceum operate within the framework of the

previous educational system. They are the General Lycea (GEL), providing general education, the Technical Vocational Lycea (TEL) and the Comprehensive Lyceum (EPL), providing technical-vocational education.

The Eniaio Lykeio will integrate three educational pathways: theoretical, practical and technological. The respective curricula will include

specialisation courses as well as general education courses (language, physics, chemistry, mathematics, etc.). All other types of Lyceum will evolve into the Eniaio Lykeio, the first of which already started operating the school year 1997-1998. They will be fully operational by the year 2000.

Source: OEEK

The Netherlands

Direct from apprenticeship to higher education

From August 1998 programmes of higher education will be open to students from the highest level of the apprenticeship system. Pilot projects are currently running in several sectors, including metal work, electronics, painting and decorating and food processing. The combination of working and learning

is continued in a second path to higher education. This approach is fairly common in Germany, but new to The Netherlands.

The Dutch Minister of Education intends to reduce the differences in existing approaches between full-time vocational training and the appren-

ticeship system. Students from the full-time vocational training programmes will be free to continue their studies in higher education. For students who have reached an equal level in the apprenticeship system, the possibility of further education is much lower. In this situation, reaching higher education can take quite some time. With

the new act on vocational training and adult education, their possibilities will be greatly improved.

Programmes for SMEs provide an example of good practice. Trainees who work during the final year of their full time education spread the theory component over three years.

This means the total programme takes six years instead of four, but it is more relevant to SMEs. National vocational training bodies, regional training centres and institutes for higher education will develop educational programmes linking with each other during the experimental phase of the project.

Source: Profiel/CINOP

Belgium

New communication technologies in the learning organisation

The use of Internet and intranet as new learning tools is growing rapidly within the Flemish Community. In the so-called learning organisation, intranet is being used by professional trainers for its interactive didactic qualities; ex cathedra courses are slowly replaced by a less formal and more intuitive approach to learning.

Two recent concepts can be used to explain the impact of new digital technologies on the cognitive and learning processes in companies. First of all, the concept of "just-in-time learning": knowledge of a certain topic should be acquired exactly at the moment when it is needed in the work schedule. Internet and intranet can provide the necessary data and methodology at the required place and time, via hyperlinks with internal and external databases, CD-ROMs, e-mail, groupware etc. All this for many

users at the same time; which leads to the second concept of "simultaneous learning".

Specialists in interactive learning, however, point to a number of conditions that have to be observed closely when using new technologies. Self-discipline is essential when allowing someone to learn on his/her own - "need to know" may differ from "nice to know". Learning in the classroom, following the linear pattern of the chapters, still has advantages in comparison with self-study, for example the close monitoring of training needs by a teacher, or the valorization of non-verbal skills required e.g. for the training of salesmen. Furthermore, experiences in so-called open learning centres in Flanders show that the learning process should be "pulled" (demand-orientated), instead of being "pushed" (training supply - orientated).

The Flemish Employment and Vocational Training Service (VDAB) is therefore rethinking its regular self-study and distance training courses, as well as checking the possibilities of introducing intranet and Internet, including video conference. The main problem is situated at the access level. Disadvantaged target groups, with low educational level or long-term unemployment are marginalised, not at the technical level (use of multimedia), but at the financial level (low percentage of PC owners). VDAB therefore pleads for the setting up of "kiosk PCs", open to everyone in public places. In the near future we will probably see a combination of the classical and the digital didactic approaches, until technology makes multimedia accessible to everyone.

Source: Trends/ICODOC

Belgium

Skills 2000: Information technology for jobseekers

In reaction to the shortage of well-trained Information Technology (IT) specialists on the labour market, Microsoft Benelux has launched a free training programme for future computer scientists, with various backgrounds, looking for a suitable job in this rapidly developing area.

The underlying aim is to train some 500 Belgian jobseekers before June 1998 in so-called Authorized Technical Education Centers (ATECs). Similar activities are taking place in 10 other European countries, under the group name "European Scholar Programme" (ESP).

Siemens Nixdorf, Flexcom and Azlan Akam are acting in Belgium as ATECs, selecting and training candidates to become Microsoft Certified Professionals. Siemens Nixdorf's project is called "Skills 2000" and involves 160 people. Some 120 of them have recently finished the course or are in its final stage, the

40 others are so-called rookies. So far, candidates have mainly been French-speaking but in the near future the programme will also be open to Flemish jobseekers.

The candidates' backgrounds vary a lot; a specific diploma is not required, but higher education is preferred. Admission exams are both oral and written, including psychological and motivation-related tests. Of the courses, which last for 7 weeks, one is devoted to Windows NT 4.0, while the other offers two options, SQL Server 6.5 Internet or Information Server 3.0. There are 4 permanent trainers. Part of the course involves self-study.

Once the exams have been successfully passed, a job as a consultant, network manager, project leader or trainer is guaranteed, via the associated Microsoft Solution Provider companies.

Source: Nieuwsblad and Intermédiair/ICODOC

Germany

Deutsche Bahn and Ministry of Education on track for integrated training

Partnership - Integrated training initiative to create more apprenticeships in transport industry

The benefit of other's experience - this is what the Ministry of Education and Deutsche Bahn AG (German Rail) are offering with their joint initiative, Partnership - Integrated Training. The campaign for Integrated Training in the transport industry will primarily affect small and medium-sized enterprises which want to offer the new training programme for transport service clerks established in 1997, but which are unable to bear all the related investment costs themselves.

10 000 more young people are expected to look for apprenticeships in 1998 than last year. Education Minister Jürgen Rüttgers and Deutsche

Bahn AG Chairman Johannes Ludewig hope that Integrated Training will make more traineeships available.

Integrated Training can take various forms:

- contract training, companies allocating certain parts of the training programme to other companies or training providers;
- a consortium of several companies joining forces and exchanging trainees for different training modules;
- a lead company with partner companies, the lead company signing training contracts and organizing

training phases at the partner companies;

□ a training institute affiliated to several firms, organizing and administering training and financed by the member companies.

Deutsche Bahn AG offers contract training. The apprentice registers as a trainee with a partner company unable to provide certain modules of the training course. Deutsche Bahn AG takes charge of organizing training and its specially trained teaching staff provides the desired course content. These specialists also advise the partner company on all questions relating to training, from selection of candidates to final exams.

The Minister of Education praised Deutsche Bahn AG as an 'excellent

partner', and it is easy to see why. With around 16 000 trainees in 15 different occupations, it is Germany's biggest training enterprise. Its Training Service Centre is served by a comprehensive information and administration infrastructure with 60 training and learning centres and 700 trainers and instructors throughout Germany.

According to Ludewig the joint initiative is aimed primarily at the transport service sector, where the demand for qualified workers is expected to grow over the next few years. The main priority for the sector today is securing a flow of young blood into the industry. 'Training is worthwhile both for companies and for young people', proclaims Ludewig.

Consistent customer and service orientation is the main feature of training as transport service clerks, the occupation which Deutsche Bahn AG and the Ministry of Education are focusing on. Along the way, trainees gain skills in administration, management and accounting. Around 1000 trainees throughout Germany have jumped aboard since the course got rolling in August 1997.

A brochure (in German) on Partnership - Integrated Training is available free of charge from Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie, Referat Öffentlichkeitsarbeit, D-53170 Bonn, Germany, or from Deutsche Bahn AG, Dienstleistungszentrum Bildung (DZB 2), Stephensonstraße 1, D-60327 Frankfurt am Main, Tel.: 49-69+265-62 04, Fax: 49-69+265-75 70.

Source: BMBF/DB AG/CEDEFOP/SK

Germany

Narrow-gauge track or wide avenue?

Controversy between the Ministry of Education and the social partners over two-year training courses

The social partners are currently debating the controversial topic of shortening training times, which Federal Minister of Education Jürgen Rüttgers put back on the agenda with his call for two-year training courses for more practically inclined young people. He cited figures showing that for 10 to 14% of an age cohort there are no training places. Rüttgers attributed these figures, which he called alarming, to social problems, limited general education, learning difficulties and a regional shortage of traineeships.

While the employers' representatives in their minority vote on the 1998 vocational training report, expected shorter courses to create openings for a far larger number of trainees, the trade unions firmly rejected the idea as a 'narrow-gauge track'.

Rüttgers thought shorter training times possible in building, metalworking and catering. He was supported by the National Federation of Employers' Associations (Bundesvereinigung der Arbeitgeberverbände - BDA), which, for example,

sees possibilities of creating openings for 5 000 trainees, by introducing two-year training for out-patient care and similar possibilities in retailing. The Association of German Chambers of Industry and Commerce (DIHT) also spoke in favour of shortening training courses.

The employees' representatives regarded the two-year vocational training model as an 'ominous development'. Their own minority vote on the 1998 vocational training report reflected fears that the uniformity and transparency of the German vocational training system would suffer. They cited a report from the

Comprehensive University of Wuppertal, commissioned by the Federal Ministry of Education. The report was alleged to demonstrate that graduates of two-year training courses were saddled with a number of social security and wage-scale disadvantages.

Practically inclined or disadvantaged young people needed more time, not less, to learn a trade, the German Federation of Trade Unions (DGB) argued. In addition, Regina Görner, DGB executive committee member, pointed out that many of the 365 training occupations currently recognized were for young people with a

practical orientation. Moreover, the extremely weak response by employers to the two-year training courses offered already proved the futility of these proposals, she said.

Jürgen Rüttgers, the Federal Minister of Education, took the opposite view. He said companies, master craftsmen and teachers had told him that people with shorter vocational training still have good job market prospects. In the existing 44 occupations with two year courses 44 000 young people were already being trained.

Source: BMBF/DGB/BIBB/SZ/CEDEFOP/SK

France

Open and distance training

As a Latin country, France has always tended to give priority to the contact between the trainer and the trainee, to the detriment of new educational technologies. These technologies, however, are at the centre of a major work programme just announced by the *Délégation générale à l'emploi et la formation professionnelle* or DGEFP (Department for Employment and Vocational Training). Its main objectives are to broaden access to training, develop new forms of apprenticeship and update the training system to make it more efficient.

These will be achieved through active support in several fields:

- improving the collection and dissemination of information on open training and educational resources; keeping closer tabs on technology and strategy issues;
- 'vocationalization' of actors, in particular through the ADAPT-Bis programme. In this context mention

should be made of the two-year course organized by the Open University for Networks and the Information Society which aims at providing information on the development of training and labour practices, professions and jobs. There is also the AUTOFOD project, which aims at combating technological illiteracy amongst trainers. And finally, the Trainers and Technology project, which will look at 350 training centres in order to study the impact of the information society on occupations and skills.

□ the spread of self-directed and distance-learning practices within companies; assistance to training centres in updating themselves.

The DGEFP also plans to assist in regional educational development (setting up distance training centres in rural areas), to develop teaching resources, and to find ways to break down barriers to the development of open training.

Source: Centre INFFO, INFFO-Flash No 493/98

Italy

Apprenticeship training relaunched

In March 1998, the Italian Ministry of Employment outlined details of the training provided for under Article 2 of Law No 196 of 24 June 1997 on promoting employment (better known as the "Treu package" after the Italian employment minister). The Law is basically designed to relaunch quality training for apprentices outside companies, with the costs paid out of public funds.

The training is organized in modules and its contents are divided into general and vocational training.

The general training involves brushing up, if necessary, in mathematics interpersonal skills, organizational and management know-how and economics (of systems, sectors and companies). Part of the training must also cover the law governing employment contracts, the organization of work, and public health and safety measures in the workplace: This part of the training will occupy not less than 35% of the external training time.

The vocational training is of a technical/scientific and operational nature and also covers personal safety in work typical of the occupation in question. Training in scientific, economic and general subjects can be carried out either in regional VET establishments or in schools. The training outside the company, although duly certified, has for the purpose of completing compulsory schooling the value of a training credit.

The role of company training supervisor has been created to link learning in the workplace with outside training. In companies with fewer than 15 employees, the owner of the company can be the company training supervisor. Companies which

employ apprentices must provide the Region with a copy of its training plan for apprentices. The Region, for its part, certifies the results of the training at the end of the apprenticeship period.

The public employment services prepare initiatives for assessing vocational skills with a view to preparing training paths. The apprentice's wages for the time spent on training outside the company are paid from public funds.

Source: ISFOL

Germany

Vocational training reform takes big step forward in 1998

New skilled occupations mean more apprenticeships

The modernization of the dual vocational training system is taking a big step forward this year with eleven newly created skilled occupations and 19 updated training regulations. Most of these 30 new vocational training profiles are related to the service industry and new media.

As of 1 August 1998 there will for the first time be training programmes for car dealers, photographic media laboratory assistants, glassblowers, audiovisual retailers, mechatronics specialists (requiring skills in mechanics, guidance tech-

nology and electronics), media designers, microtechnologists, customer service managers, as well as specialists in media and information services, performance technology and restaurant chain management.

Official establishment of 14 new skilled occupations last year increased trainee placements. According to federal government figures 5600 trainee contracts were concluded just for the four new careers in information and telecommunication technology (IT). More than 1000 companies which had never previ-

ously taken on trainees offered IT apprenticeships.

The Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung - BIBB), with support from the participating enterprises, associations and unions, has compiled examples of in-company 'best practice', Internet-accessible at www.bibb.de/projekte/itberufe.htm.

The same information is available in a booklet (in German) entitled *Gestaltung der betrieblichen Ausbildung in den neuen IT-Berufen - best practice - Umsetzungsbeispiele aus Klein-, Mittel- und Großbetrieben*. Contact Bertelsmann Verlag, Postfach 100633, D-33506 Bielefeld, fax 49-521+911 0179.

Source: BIBB/BMBF/CEDEFOP/SK

Germany

Master of all trades

The new Crafts Code makes it possible

The amended Crafts Code, effective from 1 April, gives fresh impetus to the craft sector. The Code restructures craft trades in such a way as to increase the flexibility of craftsmen on the labour-market. The aim is to secure future-oriented jobs and training places.

The number of occupations requiring a Master Craftsman's Certificate was

reduced from 127 to 94. Six crafts become 'craft-related occupations', no longer requiring a certificate. The core feature of the reform is the merging of several crafts into one. For example, in the electrical installation sector 'electrical engineering', now covers household electronics, electromechanics and telecommunications. An 'information technician' combines two trades - 'office information electronics technician' and 'radio and television technician'. The

same applies to the building trade - structural building, roofing and fitting are now lumped together as one craft.

These less specialized crafts should give rise to new and more flexible training options and make craft-related occupations more attractive to potential trainees. Experts predict that 20 000 to 30 000 new apprenticeships may result.

Source: BIBB/CEDEFOP/SK

Greece

OEEK to lead the reform process

The Organisation for Vocational Education and Training (OEEK), supervised by the Ministry of National Education and Religious Affairs, is the responsible body for the organisation development and supply of vocational training, the formal certification of vocational training and its integration within the educational system as a whole.

OEEK is also responsible for the implementation of various national and EU vocational education and training programmes and deals with the establishment and operation of Vocational Training Public Institutes

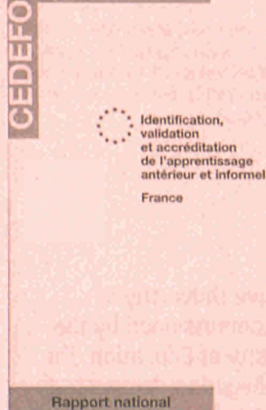
(IEKs). Finally, OEEK supervises and controls private vocational training institutes.

The Ministry of National Education, within the framework of the educational reforms, has upgraded OEEK in order to equip it better for its multiple functions. These lie in the areas of reform and modernisation of training curricula in order to provide the trainees with the necessary knowledge and skills for today's labour market demands and the development of educational dossiers, which will serve as text books in IEKs. The dossiers will be upgraded

once a year to integrate the technological innovations in each occupational field. OEEK also establishes and supervises career centres and is responsible for the development of the national register of qualified teachers which serves as a database to ensure the selection of the best qualified teaching staff in IEKs. Finally OEEK also deals with the evolution of the vocational training certification system and proposals for drawing up decrees concerning the occupational rights of IEK's graduates.

Source: OEEK

CEDEFOP panorama

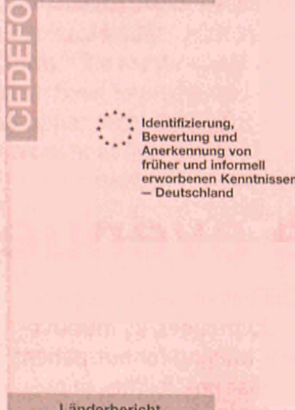


Identification, validation et accréditation de l'apprentissage antérieur et informel

France
CEDEFOP panorama 5071
1998, 79 p.

Language: FR
Cat. No.: HX-11-97-423-FR-C
Free of charge on request from CEDEFOP

CEDEFOP panorama

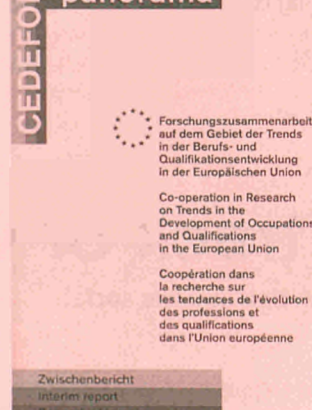


Identifizierung, Bewertung und Anerkennung von früher und informell erworbenen Kenntnissen - Deutschland

CEDEFOP panorama 5072
1998, 50 p.

Language: DE
Cat. No.: HX-12-98-045-DE-C
Free of charge on request from CEDEFOP

CEDEFOP panorama

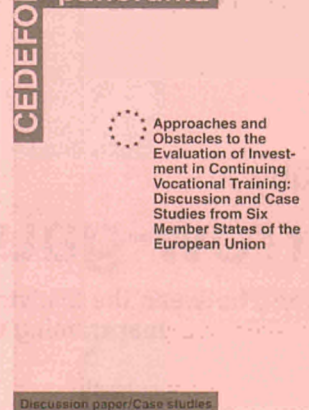


Co-operation in Research on Trends in the Development of Occupations and Qualifications in the European Union

CEDEFOP panorama 5074
1998, 27 p.

Languages: DE/EN/FR
Cat. No.: HX-15-98-835-3A-C
Free of charge on request from CEDEFOP

CEDEFOP panorama



Approaches and Obstacles to the Evaluation of Investment in Continuing Vocational Training: Discussion and Case Studies from Six Member States of the EU

CEDEFOP panorama 5078
1998, 180 p.; Language: EN
Cat. No.: HX-15-98-681-EN-C

Free of charge on request from CEDEFOP

CEDEFOP Publications



Page 13 Continuing education and training UK: Raising trade unionists' awareness of training; UK: Government responds to reports on further and higher education; **Page 14 Qualification and certification** IRL: Agreement on a qualifications structure is difficult to find; UK: Employers call for a coherent qualifications structure; NL: Dutch jobseekers settle for less; **Page 15** UK: Buoyant economy leads to skill shortages; **Contacts** EFVET - The European Forum of Technical and Vocational Education and Training; CEDEFOP publications; **Page 16** Selected bibliography.

Continuing education and training/ Qualification and certification/ Contacts



United Kingdom

Raising trade unionists' awareness of training

With the growth in self-help learning the Trades Union Congress (TUC) has taken a series of initiatives aimed at raising trade unionists' awareness of training. In conjunction with a consortium of Training and Enterprise Councils (TECs), the TUC aims to raise trade unionists' awareness of training courses available for people at work, and to give them the knowledge to obtain better training with employers. It also hopes that trade unions' input will increase the number of organisations achieving Investors in People (IIP) status and create more demand for TECs services in general. The TUC has already concluded agreements with 62 of the 79 TECs.

The aims of the programme are to

- Raise consciousness, which means explaining to union representatives the plethora of training terms. This explanation would include the difference between traditional apprenticeships and Modern Apprenticeships, what a training needs analysis involves, what a National Vocational Qualification (NVQ) is and how it compares with a City and Guilds certificate. It also involves making unionists aware of the types of training schemes that are available and what is appropriate for their industry.
- Offer training in negotiating skills. This would include teaching union representatives to negotiate

learning opportunities by providing courses throughout the UK on frameworks for learning and development.

- Supervising delivery, giving union representatives skills in training needs analysis and mentoring.

The TUC and the TEC National Council have now produced a joint report on lessons learned so far from the projects and how they can be integrated in the Government's lifelong learning strategy. The report includes recommendations for setting up regional joint machinery to increase TEC and union involvement in the projects and a national joint steering group to oversee the whole scheme.

Separately the TUC has formed a task force to examine the provision of learning services by the TUC and its affiliates and how the unions can support the government proposals for a University for Industry and Individual Learning Accounts (see separate article on p. 8).

More information from:
Bert Clough Senior Education and Training Adviser,
TUC, Great Russell Street London WC1B3LS,
tel.: 44-171+636 4030, fax: 44-171+467 1317

Source: IPD

United Kingdom

Government responds to reports on further and higher education

Together with the Green Paper on Lifelong Learning (see article on page 8) the UK government published its responses to two reports on education which had been drawn up by experts.

The first looked into higher education while the second dealt specifically with widening participation in further education.

The Government responded to the report on "Higher Education in the

Learning Society" prepared by the Dearing Committee of Inquiry into Higher Education by accepting the majority of the recommendations. It accepted the principle that anyone capable of benefiting from higher education should have the opportu-

nity. The cap on student numbers has been removed and as a result of a fairer system of maintenance grants and the introduction of tuition fees, many millions of pounds have been made available to improve standards and access.

In responding to the report on widening participation in further education - "Learning Works", commissioned by the Further Education Funding Council, the Government has endorsed the vision of the report to engage and draw back into learning those who have not traditionally taken advantage of educational opportunities. The Government is

committed to working with the Further Education Funding Council, further education colleges and partners to extend access, increase availability and flexibility of learning and to remove financial barriers to learning. Substantial extra funding for further education next year was announced.

Source: IPD

Qualification and certification

Ireland

Agreement on a qualifications structure is difficult to find

Slow progress on qualifications

The debate on the establishment of a national qualifications system in Ireland continues. At present, a number of training and certifying bodies are involved in providing qualifications for education and training outside the universities and for further education and training, a broad area encompassing adult, continuing and community education and training. While the need for a national qualifications system is acknowledged, the difficulty lies in finding a way forward acceptable to all parties.

An ad hoc certification authority, TEASTAS, was established in 1996,

(see CEDEFOP Info 1/97) to bring some order into the variety of systems in existence. Its second report has been published recently*. Concentrating on the institutional structure for the certification system, it recommends the establishment of three awarding bodies within a national framework. These are:

□ A National Certification Council which would make awards for all further education and training. This would, in effect, take over the certification functions of the main training bodies and the National Council for Vocational Awards.

□ A National Institute of Technology which would make awards in the Institutes of Technology (formerly Regional Technical Colleges)

and in private colleges (currently the function of the National Council for Educational Awards).

□ The Dublin Institute of Technology which would continue to exercise its newly acquired power to make its own awards.

The role TEASTAS sees for itself would be that of an overall national qualifications authority. It would be responsible for the efficient operation of the total system, assure the quality of awards and ensure that all learners had optimum opportunities for access, progression and mobility.

The Minister for Education and Science, Mr. Micheál Martin, at a FAS-Training and Employment Authority

careers exhibition and conference earlier this year, stressed the need for a diversity of options at third level and described as unacceptable the present difficulties experienced by students in getting proper acknowledgement for diplomas and certificates when applying to other institutes.

Reaction to the report has, in general, been critical. FAS has voiced its opposition to the proposals fearing that they would lead to a two-tier system with higher education at the top and everything else relegated to a second class division of awards. The Dublin Institute of Technology (DIT) which hopes to attain university status is opposed to coming under the remit of TEASTAS claiming

it would have powers to approve its programmes and budgets. It is also argued that the effect of making the DIT separate from the proposed National Institute of Technology is to fragment the technological sector and that leaving the universities out of the system would hinder the concept of transferability. A colloquium on the proposed framework involving the major stakeholders took place recently and the Department of Education and Sciences hopes to have legislation published shortly.

*TEASTAS: Second report, December 1997 Available free of charge from: TEASTAS, Marino Institute of Education, Griffith Avenue, Dublin, Tel.: 353-1+837 6969, Fax: 353-1+837 6301

Source: FAS

United Kingdom

Employers call for a coherent qualifications structure

Without a single, coherent qualifications structure, which clearly links the different awards, the UK's drive to improve its international competitiveness will be hampered. This message from the Confederation of British Industry (CBI) is accompanied by a call to take urgent action by 2001.

In "Qualified to Compete"* the CBI sets out its proposals for a single coherent framework to support competitiveness. The CBI believes it to be essential that this framework meets the needs of adult learners as well as those at, or fresh from, school. The skills of all individuals need to be constantly enhanced to keep up with change in the workplace and it will be necessary to move beyond institutional providers to make life-long learning genuine. To achieve this, all qualifications must be based on explicit standards defined in terms of outcomes so that learners know what knowledge, skills, understanding and competence they will acquire. Qualifications also need to

be valued according to a level of competence, enabling transfer from one style of learning to another. In this way, individuals can customise their learning experiences and enhance their employability.

The CBI proposes a simple framework of three equal categories - academic, vocational and competence - based with clear effective links between them. Each available qualification should be assigned to one of these three categories and to one of five levels which set out what knowledge and skills a holder would have to acquire.

Academic qualifications should focus on developing in-depth knowledge of an area of study, whilst vocational study should contain all the qualifications which provide the skills and knowledge to enable the individual to develop a broad vocational awareness. The competence-based category comprises all awards which recognise competence in the workplace

The common elements to the three categories would include access to careers guidance at all stages of life, the use of a national record of achievement/skills passport and six key skills of communication, numeracy, IT, working with others, improving own learning and performance and problem solving.

The CBI believes it is vital that the General National Vocational Qualification (GNVQ) has explicit links with NVQs, thus easing the route to employment. The framework should also embrace qualifications awarded in all higher education institutions. Strong links will need to be developed between the Qualifications and Curriculum Authority and Higher Education awarding bodies to ensure that one set of principles underlies the future development of qualifications.

* "Qualified to compete: creating a world class qualifications framework", available free from CBI, Centre Point, 103 New Oxford Street, London WC1A1DU. Contact: Jane Cooke or Jadine Riley, tel.: 44-171+395 8163, fax: 44-171+240 8287

Source: IPD

The Netherlands

Dutch jobseekers settle for less

Dutch people are finding it increasingly difficult to gain employment to match their educational qualifications, even though jobs require ever higher standards. The rush for diplomas and certificates has resulted in the standard of employee qualifications raising even faster than jobs require.

According to the Organisation for Strategic Labour market Research (OSA) the hardest hit are people with little or no qualifications, they are being replaced in their jobs by more highly educated employees. The 1998 study called "Over-educated" shows that three years ago 38 % of the working population had a job below the level to which they had been educated. In 1971 this was only 17%. This trend can be seen throughout the employment spectrum, which creates a downward spiral, pushing aside those less educated.

The researchers point out that the percentage of jobs at a level requiring little or no qualifications did not

decrease since 1960, in spite of increasing technological developments and the competitive struggle with countries which have low labour costs.

One solution to this problem could be to subsidise jobs at the lower end of the spectrum, but this would only diminish the symptoms. OSA suggests creating more high-grade jobs, thus preventing a further increase in the difference between job requirements and educational qualifications.

The OSA report "De kwalitatieve structuur van de werkgelegenheid in Nederland" contains an English summary and can be ordered from SDU, tel.: 31-70+378 4830, fax: 31-70+378 9783

Source: DeVolkskrant/CINOP

Buoyant economy leads to skill shortages

According to the government-funded "Skill needs in Britain 1997" survey, total skill shortages have increased slightly in 1997 but in some regions and occupations they have reached acute levels. The survey shows that the major causes of skill shortages are "not enough suitably-skilled people (55%)", lack of relevant qualifications (13%) and lack of relevant work experience (18%). The south east of England continued to be the region with hardest to fill vacancies (24%). The most common reason cited for the increases in skills needs is changes in technology and processes (42%). Changes in work practices and the need for multi-skilling were mentioned by a third of employers.

As the skills needed by the average employee increase, it will become harder to recruit people with adequate skills. 69% of employers feel that the skills needed by the average employee are increasing. 18% of employers felt that a gap existed

between the skills of their employees and those required by the business. Computer literacy and skills in handling customers are most commonly cited by employers as lacking in their employees. However the 16-19 year old group, as could be expected, have less of a skills gap in computer literacy than the rest of the workforce. General communications skills, practical skills and importantly, customer handling skills, are the main areas in which younger employees are deficient.

Off-the-job training is a traditional method of learning, the survey finding that employers provided off-the-job training to new employees (70%) and existing employees (74%). Four in ten employers currently offer National (in Scotland, Scottish) Vocational Qualifications (N/SVQs) to their employees. Of these 90% are very or fairly satisfied with them. The most common reason for satisfaction is that they are relevant to the needs of the individual. Only

10% were not satisfied with them on grounds of bureaucracy or because they did not cover the skills the organisation required. However as all award systems are inherently bureaucratic this high satisfaction rate is encouraging. The proportion of workers in participating organisa-

tions to whom N/SVQs are available is now 52% (around four million people).

This report is the eighth in an annual series conducted by IFF Research commissioned by the Department of Education and Employment. It is

based on telephone interviews with 4005 organisations in Great Britain employing 25 or more people.

"Skill needs in Britain 1997" price UK£50 (ca ECU 74) available from IFF Research, 26 Whiskin Street, London EC1R 0BP, Tel.: 44-171+837 6363, Fax: 44-171+278 9823 Source: IPD

Photo: Manfred Vollmer

Contacts

EFVET - The European Forum of Technical and Vocational Education and Training

The European Forum of Technical and Vocational Education and Training (EFVET), as its title suggests, is a Europe-wide association of providers of technical and vocational training, set up some six years ago to provide a number of services to its members, principal amongst which is to champion and enrich training through transnational cooperation.

EFVET has created a network that now stretches far beyond the boundaries of the European Union (one of its associate members is the Electrical Power College in Beijing) and provides a forum in which to stimulate the setting up of joint

projects and to represent the views of its members.

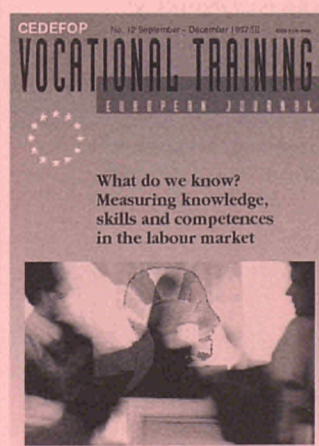
The main event of the year is the EFVET annual conference and recent themes have included "Quality and innovation through partnership", "The European Labour Market and Vocational Education" and "Raising the profile and status of technical and vocational education in Europe". The latter theme will be taken up again this year, 1998, at the annual conference to be held in Brussels in the third week of October. During 1998 there will also be seminars in the United Kingdom, Spain and Denmark covering issues

such as "Strategic management issues arising from incorporation and financial autonomy" (Scotland in June).

The European Forum is run by a steering group with members from over half the EU Member States and the central office has now moved from Carlow in Ireland to Brussels. EFVET is always happy to welcome new members and enquiries should be addressed to:

EFVET Central Office, 60 Rue de la Concorde, 1050 Brussels, Belgium, Tel.: 32-2+540 9743, Fax: 32-2+514 1172, email: efvet.central@skynet.be

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.



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. 12 September - December 1997/III
What do we know? Measuring knowledge, skills and competences in the labour market
Cat.-No.: HX-AA-97-003-EN-C

May be obtained from the EU sales offices



Le système de formation professionnelle en Finlande

Luxembourg: EUR-OP 1998, 138 p.
Language: DE, EN, FI, FR
Price: ECU 18.50
Cat. No.: HX-06-97-577-FR-C

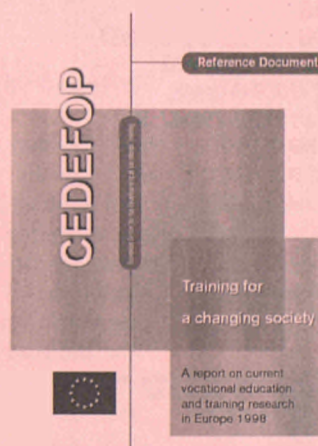
May be obtained from the EU sales offices



Das Berufsbildungssystem in Österreich

Luxembourg: EUR-OP 1998, 125 p.
Language: DE
Price: ECU 18.50
Cat. No.: HX-07-97-684-DE-C

May be obtained from the EU sales offices



Training for a changing society

A report on current vocational education and training research in Europe 1998
Luxembourg: EUR-OP 1998, 294 p.
Language: EN
Price: ECU 19
Cat. No.: HX-09-97-018-EN-C
ISBN 92-828-3488-3

May be obtained from the EU sales offices



Gedanken zu einem Europa des Wissens

Reflections on a Europe of Knowledge
Réflexions sur une Europe de la connaissance
Luxembourg: EUR-OP 1998, 46 p.
Language: DE/EN/FR
Cat. No.: HX-13-98-637-3A-C

Free of charge on request from CEDEFOP



Jahresbericht 1997

Annual Report 1997
Rapport annuel 1997
1998, 95 p.
Languages: DE/EN/FR
Cat. No.: HX-13-98-693-3A-C

Free of charge on request from CEDEFOP

CEDEFOP Publications

Some recent publications in the field of VET, especially at European level, are selected below by CEDEFOP's Library and Documentation Service.

Continuing vocational training survey in enterprises: results 1994 (CVTS).

Statistical Office of the European Communities, Eurostat
Luxembourg: EUR-OP, 1997, 147 p.
(population and social conditions - accounts and surveys)
ISBN 92-828-1498-X
EN FR DE
Cat.: CA-01-96-195-3A-C

Youth for Europe: interim evaluation report presented by the Commission.

European Commission
Luxembourg: EUR-OP, 1998, 26 p.
(Documents COM, (98) 52 final)
ISSN 0254-1475, en
ISBN 92-78-30754-8, en
EN FR DE DA ES EL FI IT NL PT SV
Cat.: CB-CO-98-054-EN-C

Council resolution of 15 December 1997 on the 1998 Employment Guidelines.

Council of the European Union
Official Journal of the European Communities (Luxembourg) C 30, 1998, p.1-5
ISSN 0378-6986, en
EN FR DE DA EL ES FI IT NL PT SV

Implementation of the First Action Plan on Innovation for Growth and Employment: Communication from the Commission.

European Commission
Luxembourg: EUR-OP, 1998, 26 p.
(Documents COM, (97) 736 final)
ISSN 0254-1475, en
ISBN 92-78-30202-3, en
EN FR DE DA ES EL FI IT NL PT SV
Cat.: CB-CO-98-054-EN-C

Social action programme 1998-2000: communication from the Commission.

Commission of the European Communities
Luxembourg: EUR-OP, 1998, 18 p.
(Documents COM, (98) 259 final)
ISSN 0254-1475, en
ISBN 92-78-35517-8, en
EN FR DE DA ES EL FI IT NL PT SV
Cat.: CB-CO-98-288-EN-C

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



Guide to programmes.
European Commission - DG XXII
Luxembourg: EUR-OP, 1997, 118 p.
ISBN 92-827-5625-4, en
DG XXII Library, B7-0/31,
Rue de la Loi 200,
B -1049 Brussels,
Fax.: 32-2-296.4259
EN FR DE DA ES FI IT NL PT
Cat.: C2-06-97-674-EN-C FREE



Activities in the fields of education, training and youth 1994-96.
European Commission - DG XXII
Luxembourg: EUR-OP, 1998, 95 p.
DG XXII Library, B7-0/31,
Rue de la Loi 200,
B -1049 Brussels,
Fax.: 32-2-296.4259
ISBN 92-828-1538-2, en
EN FR
Cat.: C2-07-97-919-EN-C FREE



What the programmes have achieved: Towards a Europe of knowledge.
European Commission
Brussels: DG XXII, 1998, 36 p.
DG XXII Library, B7-0/31,
Rue de la Loi 200,
B -1049 Brussels,
Fax.: 32-2-296.4259
EN



Second chance schools - European pilot projects: volume 1 the commitment of cities.
European Commission - DG XXII
Luxembourg: EUR-OP, 1998, 28 p.
ISBN 92-828-1908-6, en fr
DG XXII Library, B7-0/31,
Rue de la Loi 200,
B -1049 Brussels,
Fax.: 32-2-296.4259
EN FR
Cat.: C2-44-97-001-A1-C FREE



Second chance schools - European pilot projects: volume 2 the challenges of the pilot projects.
European Commission - DG XXII
Luxembourg: EUR-OP, 1998, 59 p.
ISBN 92-828-1909-4, en fr
DG XXII Library, B7-0/31,
Rue de la Loi 200,
B -1049 Brussels,
Fax.: 32-2-296.4259
EN FR
Cat.: C2-44-97-001-A2-C FREE

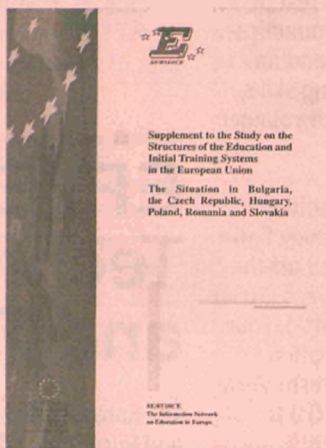
Training and management of human resources in the service sectors: Seminar Brussels 24 September 1997.
European Commission - DG XXII
Brussels: European Commission - DG XXII, 1998, 21 p.
DG XXII Library, B7-0/31,
Rue de la Loi 200,
B -1049 Brussels,
Fax.: 32-2-296.4259
EN



Re-designing management development in the New Europe.
European Training Foundation, ETF
Luxembourg: EUR-OP, 1998, 164 p.
ISBN 92-9157-068-0, en
ETF, Villa Guallino,
Viale Settimio Severo 65,
I-10133 Torino,
Tel.: 39-11-630 22 00,
Fax 39-11-630 22 00,
info@eft.eu.int
http://www.eft.it/pages/ftp/managtrain/mantrain-en.zip
EN
Cat.: AF-05-97-462-EN-C FREE

Evaluation of activities in the field of management training in the NIS

European Training Foundation, ETF
Turin: ETF, 1998, 76 p.
ETF, Villa Guallino,
Viale Settimio Severo 65,
I-10133 Torino,
Tel.: 39-11-630 22 00,
Fax 39-11-630 22 00,
info@eft.eu.int
http://www.eft.it/pages/ftp/managtrain/mngtrain-en.zip
EN



Supplement to the study on the structures of the educational and initial training systems in the Member States of the European Union: the situation in Bulgaria, the Czech Republic, Hungary, Poland, Romania and Slovakia.
The European Education Information Network, EURYDICE
Brussels: EURYDICE, 1997, 144 p.
ISBN 2-87116-272-7, en
EURYDICE European Unit,
15 rue d'Arlon,
B-1050 Brussels,
eurydice.uee@euronet.be
EN

Gender and jobs: sex segregation of occupations in the world.

ANKER R
International Labour Office, ILO
Geneva: ILO, 1998, 444 p.
ISBN 92-2-109524-X, en
ILO, CH-1211 Geneva 22
EN

ILO thesaurus: labour, employment and training terminology.

International Labour Office - Central Library and Documentation Bureau, ILO
Geneva: ILO, 1998, 5th ed.
XXXIII, 791 p.
ISBN 92-2-007355-2 en fr de es
ILO, CH-1211 Geneva 22
EN FR ES DE

Human capital investment: an international comparison.

Organisation for Economic Co-operation and Development, OECD - Centre for Educational Research and Innovation, CER
Paris: OECD, 1998, 113 p.
ISBN 92-64-16067-1, en
OECD Fax: 33-1-4910.4276,
sales@oecd.org
EN FR

University research in transition.

Organisation for Economic Co-operation and Development, OECD
Paris: OECD, 1998, 103 p.
(Science technology industry)
ISBN 92-64-16030-2, en
OECD Fax: 33-1-4910.4276,
sales@oecd.org
EN FR

Providing a secure environment for learning.

Organisation for Economic Co-operation and Development, OECD
Paris: OECD, 1998, 82 p.
(Programme pour la construction et l'équipement de l'éducation)
ISBN 92-64-05756-0, en fr
OECD Fax: 33-1-4910.4276,
sales@oecd.org
EN FR

Validation and recognition of competences and qualifications: European discussion paper for the social partners.

HEIDEMANN W; KRUSE W
Düsseldorf: Hans Böckler Stiftung, 1998, 69 p.
Hans Böckler Stiftung,
Bertha-v.-Suttner-Platz 1,
D-40227 Düsseldorf,
http://www.boeckler.de
EN FR DE

Vocational education and apprenticeships in Europe - challenges for practice and research.

HEIKKINEN A; SULTANA R G (eds.)
University of Tampere
Tampere: University of Tampere, Department of Education, 1997, 293 p.
(University of Tampere, Department of Education. Series B, 16)
ISSN 0786-5856
ISBN 951-44-4196-6
University of Tampere,
P.O.Box 617,
FIN-33 101 Tampere
EN

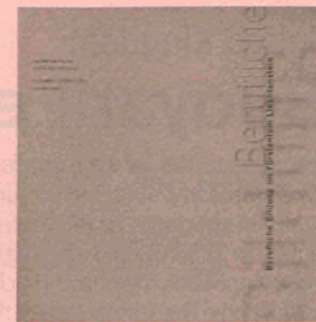
Formation professionnelle: libérer les initiatives des organismes privés et clarifier les règles, livre blanc

Fédération de la Formation Professionnelle, FFP
Paris: FFP, 1998, 63 p.
FFP,
3 Rue Léon Bonnat,
F-75016 Paris,
Tel.: 33-1-4430.49,
Fax.: 88-1-4430.4918,
ffp@wanadoo.fr



Promoting vocational education and training: European perspectives.

BROWN A, ed.
European Commission - LEONARDO programme; EUROPROF
Tampere: Tampereen yliopiston opettajankoulutuslaitos, 1997, 137 p.
(Ammattikasvatussarja, 17)
ISBN 951-44-4193-1
University of Tampere,
P.O.Box 617,
FIN-33 101 Tampere
EN

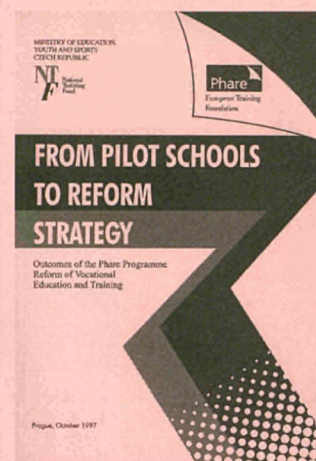


Vocational education in the Principality of Liechtenstein.

Liechtensteinisches Amt für Berufsbildung; Leonardo da Vinci - Büro Liechtenstein
Schaan: Liechtensteinisches Amt für Berufsbildung; Vaduz: Leonardo da Vinci - Büro Liechtenstein, 1997, 44 p.
Leonardo da Vinci - Büro Liechtenstein,
c/o Fachhochschule Liechtenstein Maranumstrasse 45,
FL-9490 Vaduz,
Tel.: 41-75-237 62 03,
Fax: 41-75-237 62 64
EN DE

La formación en las empresas de base tecnológica en la Europa en desarrollo

OTERO HIDALGO C, ed
Madrid: Estudios Internacionales, 1998, 259 p.
ISBN 84-922388-1-X
ES



From pilot schools to reform strategy: outcomes of the Phare programme reform of vocational education and training.

GROOTINGS P; KALOUS J (eds.)
National Training Fund, NTF
Prague: Fragment, 1997, various pagination
ISBN 80-7200-168-X
NTF, Václavské nám. 43,
110 00 Praha 1, CR,
Tel.: 420-2 242 14533,
Fax: 420-2 242 14533,
czechncu@leonardo.nvf.cz
EN



Page 17 Funding vocational education and training; the CEDEFOP approach for providing information and informing debates; Measuring the costs and benefits of training - the challenge for research; Summary; **Page 18** Issues concerning current and future financing arrangements - the challenge for Member States and the EU; The challenges for CEDEFOP; **Page 19** Information on financing VET systems within the EU; Issue-based discussion dossiers; Research on the returns to CVT in enterprises; Final remarks; **Page 20** Timetable.

Funding vocational education and training; the CEDEFOP approach for providing information and informing debates

Introduction

The financing of vocational education and training (VET) has become increasingly challenging over recent years and is likely to become even more so. The overall challenge concerns creating and meeting an increasing demand for training given the 'pressure' of scarce financial resources. The rationale for increasing training demand is well-recited; structural economic change, rapid technological development, intense

global competition and the need for a more flexible labour market with a well-trained and adaptable workforce. In the context of an ageing population and high levels of structural unemployment, it is not sufficient to channel higher levels of finance towards initial training. Resources need to be created and identified to ensure continuing training for all, and active labour market training policies for those currently,

or at risk of, being excluded. Many of these issues have been at the centre of EU initiatives, such as promoting the principles of lifelong learning and employability.

Paradoxically, the socio-economic rationales for increasing training have added to a downward pressure on the available financing resources. Public expenditure, in general, is 'tight' in the face of increasing social

expenditure. Enterprises facing intense competition are looking to cut costs. Individuals, faced with greater insecurity in a flexible labour market with a higher incidence of unemployment, are often reluctant to commit their own resources. Growing importance, therefore, is being placed on the accountability and efficiency of training expenditure, i.e. ascertaining whether the benefit outweighs the cost and

whether the appropriate spending decisions are being made at the right level. This has led governments and enterprises to re-assess their existing VET structures and financing arrangements. Economists and other researchers have also looked to define and measure more accurately the benefits of training to try to identify who should bear the costs of training and what the optimum level of investment is.

Measuring the costs and benefits of training - the challenge for research

The potential benefits of training to individuals, enterprises, the economy and society are numerous. For the individual, higher wages, employment stability and social integration are just a few examples. For the enterprise, benefits include increases in productivity, improved quality and a more motivated workforce.

For the economy, training can lead to increasing growth, enhancing the quality of life for all, and reducing social problems and future social expenditure. If these benefits could be measured and apportioned against the costs, then it ought to be simple to ensure that the expenditure, as an investment, would

be undertaken by the beneficiaries and the optimum level of training would be attained. Yet, this is rarely the case. The problem is, in part, a lack of information. Reducing this information gap, however, is not easy for a number of reasons. These include:

How to define training?

Training is a generic term for a number of very diverse activities, often with very different aims, occurring in different places and for differing lengths of time.

How to identify the costs?

The direct costs of training are fairly easy to measure, for example, the cost of training material, teaching costs, etc. The indirect costs are more difficult; for example, the amount of wages foregone by an apprentice or trainee, any associated administration costs and the production loss incurred by the enterprise. Identifying the costs of training is affected by its definition; for example, defining informal, on-the-job learning within enterprises as training means identifying the costs of a loss of production for the trainee and the trainer.

How to identify the benefits?

Most of the benefits outlined above do not have a linear link with training, but are affected by other factors. An increase in enterprise productivity will not merely depend on the training level of the workforce but also on the business cycle and other management decisions and strategies. A number of the benefits, such as increased motivation, are intangible and are thus difficult to measure accurately.

When to measure the benefits?

The point in time at which training costs are borne is not the same point at which the benefits accrue. Training can yield short, intermediate or long-term benefits depending on the goals and the type of training pursued.

These are just a few of the difficulties associated with measuring the costs, the benefits and the beneficiaries of training. Empirical analysis is hindered by conceptual and methodological difficulties, insufficient data, and - for comparative work - different institutional and legal arrangements. A number of existing studies confirm these problems and the importance of overcoming them; for example, the different effects of 'specific' versus 'general' training on enterprise productivity were high-

lighted in a study undertaken by CEDEFOP in 1997¹.

Despite a number of studies concerning the effects of training, information gaps hinder the quantification of the effects of training and the qualification of the respective roles of the different financiers. In economic terms, all financial expenditure is a risk. The risk is greater when the results of the expenditure cannot be formulated in tangible terms. One answer to this problem is to try to translate intangible assets into tangible terms, by giving them a concrete value. This issue forms part of the current discussions on human resource accounting, the exploration of which formed Objective 5 of the European Commission's White Paper in 1995 on Teaching and Learning: towards a learning society.

Summary

"In a context of financial scarcity, vocational education has to provide clear evidence of economic and social returns"². Whether such evidence is quantifiable or can be gained through considering and evaluating the responses to the training financing challenges needs to be considered further.

1) This was the Irish Study undertaken by ESRI (Ireland) in 1997 for the CEDEFOP project "Approaches and Obstacles to the evaluation of investment in CVT: Discussion and case studies within six Member States".

2) Financing Technical and Vocational Education: Modalities and Experiences - UNESCO, 1996

Issues concerning current and future financing arrangements - the challenge for Member States and the EU

The idea that VET can lead to economic and social prosperity is not new. Individual Member States have established VET structures, based on their individual social, economic and political aims, within which training funding levels are negotiated.

Whether these structures are geared to, or able to, respond to the challenges of growing VET aspirations is crucial to identifying future financing requirements. Public and private sector financial flexibility has been affected by budgetary constraints and increasing competition. Particular sectors are facing an uncertain economic future, wherein the importance of training is secondary to other considerations. For small- and medium-sized companies (SMEs), these problems are enhanced where the cost of training is disproportionately high. In addition, individuals need to adapt to a culture of lifelong learning.

The individual VET structures which have developed reflect, in one way or another, an established perception of the potential benefits of VET to the individual, enterprises, the economy and society as a whole. Hence, public and private funding (from the social partners, enterprises and individuals) already plays an important role. The issue is whether these established funding roles are sufficient, given the challenges raised. This implies an increased

commitment, not just in monetary terms, but also in strategic policy terms to encouraging the established roles to be fulfilled and expanded (or altered) in an efficient and effective way.

A number of the Member States have introduced innovative mechanisms to try to increase expenditure and/or to target current expenditure more effectively. These include the establishment or re-organisation of training levies and voluntary funds, securing an ever-higher financial commitment to certain types of training. A fund agreed by the Social Partners within the agricultural sector of Germany³ has extended its remit to include training for the unemployed, with mixed financing arrangements. In France, enterprises voluntarily spend, on average, twice the level of the compulsory levy for continuing vocational training (CVT) expressed as a percentage (1.5%) of the total salary bill on training. A number of governments have committed increasing finance to moving from passive to active labour market policies with an enhanced emphasis on training. Job rotation in Denmark and a pilot project in Germany⁴ (Berlin) are just two examples: these schemes combine enterprise CVT with labour market training, through the substitution of employees participating in CVT with an unemployed person; financing is shared

between enterprises and public authorities according to the detail of the individual schemes. In addition, substantial EU funding supports many training programmes throughout the EU.

All of the above examples, indicate a trend toward sharing costs more evenly among the stakeholders of training. The multiplicity of potential beneficiaries of training justifies the view that they are also a source of potential future funds, and that under-investment in training (due to market failure, etc.) needs to be corrected by sharing financial responsibility rather than by shifting it to the public sector. While the principle of cost-sharing for certain training is accepted, in practice the weighting is rarely clear, due to an inability to assess who receives the greatest benefits. This problem is enhanced when other cost-pressures are present. One example is the debate in Germany concerning the future balance of financing for the dual-system. In addition, the reaction of existing political, labour market and VET structures will be influenced by the current balance of power among the stakeholders in the system.

As well as expanding the principle of cost-sharing, a number of changes have been made to the way in which funding is distributed as a means to

ensure the efficiency and relevance of the system. There has been a general trend towards decentralising VET structures and placing funding at the level where more effective decisions can be made. For example, the Swedish public training system (the AMU system) has been partly privatised and transformed into a revenue-financed corporate concern. Other trends have included the move towards unit-based allocation formulas and the consideration of moving from input- to output-allocation methodologies. A number of demand-side measures have also been introduced, such as government funding of training leave (Denmark) or tax incentives (UK). Given the importance of SMEs within EU countries, specific direct - or indirect - incentive policies for investing in training are often aimed at them. Examples include the introduction of training grants and loans in the UK.

In addition, many enterprises have been re-considering their approach to training. Some larger firms have re-evaluated their human resource development programmes, often through out-sourcing to achieve higher levels of, and better quality, training for more employees. The effects of this can be seen in training markets where the number of private providers has grown markedly. For smaller firms, a number of voluntary funds have been established in the

Netherlands which are mutualised and used for employee training. Such developments frequently reflect an increased emphasis on the importance of training by the Social Partners, and are included and formalised within collective agreements.

Whether such responses are sufficient to achieve the ambition of lifelong learning for all is questionable. What is clear, as was concluded in a CEDEFOP publication, "the institutional context within which financing and instruments operate is a critical determinant of their financial and training effects"⁵. We currently have a very unclear picture of these elements essential to improving trans-national understanding of different approaches and what can be learnt from these. Without such an understanding, we are unable to establish which measures are particularly effective within certain contexts and can inform discussions in other arenas.

3) For more information on this fund see "Approaches and Obstacles to the Evaluation of Investment in Enterprise Continuing Vocational Training: discussion and case studies in six Member States of the EU" (see page 15).

4) For more information on Job Rotation in Denmark and Germany see Grünewald, U., D. Moraal (eds.), (1998) "Models of Financing the Continuing Vocational Training of Employees and Unemployed", W. Bertelsmann Verlag, Bielefeld.

5) "Financing continuing training: what are the lessons from international comparison?" - Keith Drake/Jean-François Germe: CEDEFOP Panorama 1994

The challenges for CEDEFOP

The challenges for CEDEFOP concerning its work on financing VET are numerous, due to its complexity. We need to ensure that further work is undertaken concerning the information gap in identifying the costs and benefits to training and to whom the benefits accrue, especially within the area of enterprise training, given that this is the area where research is currently patchy. Given the importance of the national training contexts, we also need to explore these as a way to provide information on the financing training strategies being employed and to consider the factors (political, economic, and social) affecting those strategies. In addition, we need to explore certain approaches to the financing training dilemma - maximising the benefits and ensuring cost-efficiency - as a way to examine the motivations and implications of those approaches.

In order to pursue these aims, CEDEFOP has adopted a three-tiered approach:

1. Compiling information on individual financing VET systems within the EU
2. Preparing issue-based discussion dossiers
3. Undertaking research on returns to CVT in enterprises

This approach has not been formulated in isolation from other institutions and researchers working in VET and, while we are not yet in a position to establish a formal network devoted to financing, it is possible that this could be an option in the future.

1. Information on financing VET systems within the EU

This project was started in 1997 as a means to provide information on the financing structures, funding sources, distribution mechanisms as well as some quantitative information within individual Member States covering initial vocational training, continuing vocational training and training for the unemployed. The rationale is that VET-financing structures differ greatly among Member States depending on traditions, institutional structures and political

strategies. In order for this work to be an effective area of comparison and to encourage the exchange of information between Member States, the factors influencing financing decisions need to be explored.

Ten portraits - for Austria, Denmark, Finland, France, Germany, Greece, the Netherlands, Spain, Sweden and the UK - are currently being prepared for completion at varying times throughout 1998. As descrip-

tive reports, they will cross-reference the CEDEFOP monographs, in order not to repeat information about the overall VET structure and the individual VET programmes. The last five portraits will be undertaken in 1999.

At this stage, achieving reports with comparable data will not be possible. While the contractors are all working to the same detailed requirements, they are requested to use their own national training definitions and to provide agreed data

based on those definitions. For some countries, the required data will not be available at this stage, for example, on the indirect costs of training for either initial or continuing training or for training the unemployed. For other countries, even the most basic data on direct expenditure will not be available or might not be reliable. As this project is designed to be ongoing, with updated reports every 2-3 years, we expect them to grow in their sophistication and comparability. What is

most important at this first stage is to gain an objective and agreed description of how the financing VET systems operate.

When the full 15 reports are completed, a synthesis report identifying certain characteristics or particular trends within VET financing in the EU might be prepared. We will explore the possibility of such a synthesis when the reports are completed.

2. Issue-based discussion dossiers

This aspect of our Work Programme seeks to identify certain areas of financing VET that are of particular interest, or new aspects of financing which should be explored. The objective of these dossiers is to discuss certain issues in a balanced way in order to inform policy-makers at the EU and Member State level. They should serve to discuss the merits and de-merits of particular financing mechanisms or topics, as well as to provide specific case studies concerning actual examples of their implementation.

The dossiers are very open and wide in their content. Two are currently being prepared. The first concerns the issue of output-related funding within VET, and the second human resource accounting. These are outlined below. Other issues under consideration are:

- vouchers
- compulsory/voluntary levies
- tax incentives (enterprise/individual)
- fiscal measures for SME's
- training loans

A dossier on output-related funding

The issue of linking a percentage of funding to the output of vocational education and training, whether it is school-based initial vocational training or labour market training, is often viewed as controversial. While it can be perceived as a powerful incentive to improve the quality of training and funding efficiency, it can also be viewed as a mechanism which further disadvantages certain social groups (through 'creaming') and compromises rather than enhances quality within the training process. This dossier discusses these issues in a balanced way and informs of experiences with this

mechanism in countries within, and outside of, the EU.

A dossier on human resource accounting

This is an issue which is increasingly debated. The Commission's White Paper on Teaching and Learning emphasises the treatment of "capital investment and investment in training on an equal basis"⁶ to explore possible ways to account for investment in intangible resources. As we move towards the 'Knowledge Society', the challenge for the future will be measuring the value of knowledge within enterprises in the same way as other assets are measured.

The potential of human resource accounting (HRA), however, remains stronger than concrete progress. A number of conceptual, methodological, legal and institutional barriers exist. In addition, there are different interests associated with this issue, both in defining its objectives and the way in which these should be pursued. The dossier on this topic will provide an overview of the various approaches to human resource accounting as well as a comprehensive outline of the stakeholders' interests in HRA.

6) European Commission White Paper - "Teaching and Learning Towards a Learning Society".

3. Research on the returns to CVT in enterprises

A project undertaken in 1997 by CEDEFOP considered the evaluation of returns to enterprise-related training in six Member States (Austria, Denmark, France, Germany, Ireland and Italy). The six studies varied greatly. One was based on quantitative analysis, the others on qualitative analysis and on discussing some of the issues attached to this topic. The individual projects were also undertaken at different economic levels. A summary of these six reports coupled with a methodological and policy discussion can be found

in the CEDEFOP publication "Approaches and Obstacles to the Evaluation of Investment in Continuing Vocational Training: Discussion and Case Studies from Six Member States of the European Union", which will be available in Summer 1998.

Perhaps the greatest value of this project has been to use it as a springboard to undertake further, more targeted work in this area. We are currently completing the first stage of a 3-step approach to a

further project. The first stage comprises a review of work within and outside of the EU which has considered and measured the returns for enterprises of investing in training and the problems associated with it. The results of this review should provide us with information on research gaps as well as particularly good methodologies that could be employed in a CEDEFOP study. The second stage will be a 'feasibility' study on whether the work in this area can be usefully built upon by CEDEFOP and, if so, what type of

work would be most appropriate. The third stage will be to undertake a project based on the knowledge acquired in the first two stages.

The completion of the first, 'review' stage will result in the publication of a discussion document entitled "Exploring the Returns to Continuing Vocational Training in Enterprises: a review of research both within and outside of the European Union". This report has been prepared by Alan Barrett - an economist from the Economic and Social Research Insti-

tute in Ireland - and Ben Hövels - a sociologist from the Instituut voor Toegepaste Sociale wetenschappen in the Netherlands - and is expected to be available in Summer 1998. It will be accompanied by a questionnaire inviting views and ideas on how this work can progress with a view to enlarging participation for the next, 'feasibility' stage. CEDEFOP would welcome your participation in this 'discussion' process.

CEDEFOP project coordination:

Sarah Elson-Rogers
Tel.: 30-31+490 160,
Fax: 30-31+490 102,
e-mail: ser@cedefop.gr

Sven Age Westphalen
Tel.: 30-31+490 019,
Fax: 30-31+490 102,
e-mail: saw@cedefop.gr

Final remarks

The issue of financing VET is crucial to a number of policy aims at the level of the EU and the individual Member States. It is a complex and complicated issue which is affected as much by political and economic reality as by theoretical concepts and, hence, is influenced by a number of contextual factors. With the strategy outlined above, CEDEFOP aims to inform about financing issues, ensure a broad exchange of experiences and stimulate and forward debates.

CEDEFOP

Approaches and Obstacles to the Evaluation of Investment in Enterprise CVT:

discussion and case studies within six Member States of the EU

Summer '98

Exploring the Returns to Continuing Vocational Training in Enterprises: a review of research both within and outside of the European Union

ESRI
ITS

Summer '98

Output Related Funding in VET-

A Discussion Dossier and Case Studies

Dr Alan Felstead
UK

Summer '98

The System of Financing VET in Finland -

A Portrait

National Board of Education
Finland

Autumn '98

The System of Financing VET in Spain -

A Portrait

University of Barcelona
Spain

Winter '98

The System of Financing VET in Sweden -

A Portrait

Statistics Sweden
Sweden

Winter '98

The System of Financing VET in France -

A Portrait

Centre Inffo
France

Autumn '98

The System of Financing VET in Germany -

A Portrait

Dr Timmermann
Germany

Autumn '98

The System of Financing VET in the UK -

A Portrait

Further Education and
Development Agency
UK

Winter '98

The System of Financing VET in Austria -

A Portrait

Industrie Wissenschaftliches
Institut
Austria

Winter '98 / spring '99

The System of Financing VET in Denmark -

A Portrait

PLS Consult,
Denmark

Autumn '98

Human Resource Accounting -

A Discussion Dossier

KPMG,
Denmark

Autumn '98

The System of Financing VET in the Netherlands -

A Portrait

Instituut voor Toegepaste Sociale
wetenschappen
The Netherlands

Winter '98

The System of Financing VET in Greece -

A Portrait

University of Macedonia
Greece

Winter '98 / spring '99

Timetable

CEDEFOP has a number of publications planned for 1998 within the area of financing VET. Please note that the timetable is only indicative⁷:

7) Regarding publication 'languages', all reports will be published in English plus one or two other languages. For the reports concerning the evaluation and returns to CVT, a first publication will be made in English and the second language decided according to demand. For the 'portraits', publication will be in the national language and English, other languages will be considered on request. For the 'discussion' dossiers, publication will be in English, French and German.