

The human tragedies happening in the Balkans, not far from Thessaloniki, only confirm the Directorate and staff in their determination to contribute to a peaceful life for the people of Europe. Perhaps we can achieve this by performing our statutory role of promoting knowledge and vocational training.

The approval by the European Parliament and the Council during the last few weeks of the second Leonardo da Vinci programme is a new step forward in the field of vocational training at European level. This, combined with the appointment earlier in the year of Mr David O'Sullivan as Director-General of DG XXII (education, training and youth) of the European Commission, suggests that in spite of some criticism of the way in which the first Leonardo da Vinci programme has been implemented so far, the framework in which CEDEFOP will be implementing its 1999 work programme is a positive and dynamic one.

However, we see the criticism as a challenge to perform our tasks on time and with an eye to quality. In this connection I should mention that CEDEFOP has adopted and observes the 1998 Code of Conduct of the Committee on Budgets of the European Parliament for dealings with budgetary resources.

The first two pages of this edition of CEDEFOP Info contain a summary of the 1999 Work Programme. For more detailed information, a booklet can be obtained free of charge in German, English, French or Greek (see page 19). The 1999 Work Programme can also be found on the Internet in German, English and French (www.trainingvillage.gr).

So what has been happening at CEDEFOP in the first quarter of 1999?

In February we hosted the first meeting of the European forum on the transparency of vocational qualifications. The Forum was established by a decision of CEDEFOP's Management Board in November 1998 and is constituted and organised jointly

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CEDEFOP

about Vocational Training in the European Union

IN

CEDEFOP Annual Report for 1998 and Work Programme for 1999

Project results generate new approaches to work

As its 1998 Annual Report shows, CEDEFOP last year made considerable progress towards achieving the medium-term priorities set by its Management Board for the period 1997-2000.

The 1999 Work Programme builds on the results of last year's projects. The two publications are presented in this issue of CEDEFOP Info. What emerges is how insights gained in the course of the Centre's current work programme are being channelled directly into its project planning so as to ensure that the three priority objectives of promoting competences and lifelong learning, monitoring developments in vocational education and training in the

Member States, and serving European mobility and exchanges are attained by the start of the new millennium.

CEDEFOP's projects were far more closely intermeshed in 1998, rendering the links between project content and activities more apparent. This enabled results to be evaluated more generally, instead of in strictly project- or activity-related terms, thus enhancing their impact and informa-

tional value. CEDEFOP is adopting the same approach in its 1999 Work Programme.

The link between research, policy and practice in matters of vocational training was a principal focus of CEDEFOP's work in 1998 and will continue to be so this year. Plans are not confined to strengthening relations with vocational training circles in individual Member States; the 1998 Electronic Training Village

launched so successfully in 1998 has expanded rapidly and, with over a million 'hits' from all over the world reaching it through the Internet in its very first year, has already become a global platform for vocational training specialists. CEDEFOP is steadily developing this forum and plans to include a sector dedicated to the social partners.

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Germany

Government emergency programme to provide vocational training for young people

Industry: The appeal for training places for all is unrealistic
The new German Government wants to provide training places for all young people who have not yet found places in the current training year. An emergency programme has been set up to implement the Alliance for Employment and Training (Bundnis für Arbeit und Ausbildung), which was incorporated in the coalition agreement between the Social Democrats and the Green Alliance.

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France

Youth employment programme: a review after a year of implementation

A year after it was launched under the name of "Nouveaux services, nouveaux emplois" (New services, new jobs), the programme is being consolidated under the official title of "Nouveaux services, emplois jeunes" (New services, youth jobs).

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by the European Commission and CEDEFOP. Its objectives are to contribute to the mutual comprehension and commonly accepted interpretation of validation and certification systems, to facilitate monitoring of innovation in this field and to support European and national authorities and the social partners in their efforts to increase the transparency of vocational qualifications. We will report in future issues of CEDEFOP Info on the Forum's work.

The 'Report on Current Vocational Education and Training Research in Europe' has been a best seller in recent months. It is now also available in German and French. The English version has already been reprinted to meet the great demand

(see page 12). The Spanish version is currently being printed.

The monograph entitled 'The Vocational Training System in Sweden' has been available in English since April (see page 12); the German and French versions are in preparation.

Sales and distribution figures show that the European Journal 'Vocational Training' remains in the top spot. In the last three months, issues 15/98 and 16/99 have appeared (see page 3). Issue 16/99 ushers in a conceptual change in the contents, about which you can read more on page 3, and a new design for the cover. It would give us great pleasure to welcome you as a subscriber to this journal, if you are not already one.

At the end of last year we signed an agreement with the competent Portuguese authorities for the production and distribution of a Portuguese language version of the Journal. Under the agreement we pro-

vide articles and contributions free of charge and make a contribution to the production costs.

There have been a number of new publications on the subjects of 'funding' and 'occupational profiles' (see page 19).

In April we updated our catalogue of currently available CEDEFOP publications and CD-ROMs. You will find the catalogue enclosed with this edition of CEDEFOP Info. It is updated on a daily basis on the Internet. Perhaps you will find one or two publications of interest to you.

The Bookshop in our Electronic Training Village also provides you with direct online access to CEDEFOP publications (www.trainingvillage.gr). In the enclosed catalogue, publications available in the Electronic Training Village are marked with an asterisk.

On the subject of CEDEFOP's Electronic Training Village, the 'dossier' in CEDEFOP Info No 3/98

aroused considerable interest and met with a positive response as a result of which reprints were necessary. The number of vocational training specialists receiving rapid up-to-date information in their stated field of interest is rising sharply and currently stands at 3,300.

Cooperation with the Education Ministries of the EU Member States holding the Presidency of the EU Council of Ministers has become a permanent feature of our work. Thus, at the end of 1998 we welcomed a Finnish delegation visiting us in Thessaloniki for intensive talks. We agreed that, at the events to be held in Finland in the second half of 1999, we would report on, among other things, the findings of our projects 'Developments in the field of new occupations and occupational profiles in sectors in which employment is growing'.

We are providing support for the German Federal Ministry of Education for events held in connection

with the German EU Presidency, for example the meeting of the directors-general for vocational training in Munich and a conference on the European dimension to vocational training to be held in Potsdam in June.

At the conferences we shall also have a stand presenting CEDEFOP (see page 10).

At the end of April 1999 CEDEFOP had, for the first time, a stand at UNESCO's second international conference on lifelong learning in Seoul, Korea (see page 4).

On 18-19 March 1999 CEDEFOP's Management Board met in Thessaloniki and dealt primarily with the following business: approval of 1999 budget, draft budget for the year 2000, 1998 revenue and expenditure account, and the 1998 Annual Report (see pages 1 and 2).

Johan van Rens
Director
April 1999.

Annual report 1998 Continued from page 1

Acquiring further knowledge and insight, the exchange of opinions and experience, and informing the public were the three main areas on which CEDEFOP worked in 1998, adhering closely to its medium-term priorities. Encouraging the acquisition of skills in micro-enterprises was the subject of a special research project which this year will be extending its scope to cover small and medium-sized enterprises. Key qualifications and the need for a renewal of vocational training curricula were other aspects given particular attention in a total of 11 projects. CEDEFOP published a European synthesis report and several new country reports on the situation with regard to identification, accreditation and validation of non-formal learning. In 1999 the project will be extended to cover the private sector.

Monitoring developments in vocational training in the Member States resulted in a series of reports in various languages in 1998. Descriptions of the systems in countries that joined the European Union in 1995 are currently being processed for inclusion on a CD-ROM publication. The Electronic Training Village last year acquired a window giving up-to-date information on vocational training systems. CEDEFOP responded to the need of policy- and decision-makers for clear vocational training classifications with a special publication of 'Key Data on Vocational Training'. The aspect of transition from school to the world of work will be the main focus of the 1999 Key Data publication. CEDEFOP last year studied the question of the sources and allocation of funds to different forms of training and produced 10 reports on the subject. These will be followed in 1999 by detailed structural studies.

The spread of innovative methods of vocational training at the level of both policy and actual practice is a valuable means of encouraging vocational training. In 1998 CEDEFOP identified five areas on which it is now working to produce an overview of methodology and courses.

Last year CEDEFOP, with the European Commission, created a European forum designed to enhance the transparency of vocational qualifications. In doing so it paved the way

for a regular European-level meeting of specialists in this field from 18 states together with representatives of the social partners. In parallel with this initiative CEDEFOP looked at what was being done to ensure transparency of qualifications in the chemical industry, tourism and the health sector.

Another project in 1998 was an in depth study of the additional skills acquired through mobility. Preliminary results show young people with practical experience of working abroad to have the edge in terms of

foreign language knowledge and self-confidence. This raised the question of how employers can exploit these additional skills more frequently and efficiently than hitherto.

In 1998 CEDEFOP also collaborated with the European Training Foundation in Turin in evolving a concept for vocational training scenarios that it will be developing further in 1999.

The thematic network on trends in occupations and qualifications concentrated its efforts on a comprehensive three-volume work of refer-

ence entitled 'European trends in occupations and qualifications'. This will include both research results and recommendations for policy-makers and practitioners. The training of trainers network developed a prototype database designed to be actively used by network members who can input their own data.

The Study Visits programme last year gave 700 researchers, policy-makers and representatives of the social partners an opportunity to discuss and exchange ideas. They in turn provided considerable impetus for

CEDEFOP's project work. The 'Agora Thessaloniki' meetings were used by research specialists, policy-makers and practitioners to study the connection between worker mobility, and vocational training and the situation of the low skilled on the labour market.

CEDEFOP last year published a research report entitled 'Training for Changing Society' and this year is preparing a follow-up report to be published in the year 2000.

Quelle: CEDEFOP/SK

CEDEFOP Work Programme 1999: Ambitious goals in a significant year

Continued from page 1

Twelve new projects and study visits for 750 experts / the Electronic Training Village grows rapidly

The mid-term priorities 1997-2000 laid down by CEDEFOP's Management Board determine the 1999 Work Programme. Promotion of competences and lifelong learning, observation of developments in the Member States, and support of mobility and exchanges continue to be the three pillars under which twelve projects have been classified by subject. Their purpose is to contribute to a better understanding of developments in the key areas of VET in the European Union. Through its networks CEDEFOP can bring together a broad range of expert knowledge and continue to expand its function as a platform for the exchange of information and experience between policy makers, researchers and practitioners in the field of VET.

In 1999 CEDEFOP has four projects for the promotion of competences and lifelong learning. The Centre will examine the question of how the abilities, which make lifelong learning possible at all, develop. The subjects of the surveys are key qualifications and curriculum development, learning in small and medium-sized enterprises, steps taken by public and private companies to assess knowledge acquired through non-formal learning and the impact of modern information and communication technologies on skill requirements.

Five projects focus on the observation of VET trends in the EU Member States. CEDEFOP publishes full descriptions and summaries of the VET systems in hard copy and electronic form, working on specific items, such as brief descriptions of the initial vocational training systems in the Member States and in the Central and Eastern European candidate countries with EURYDICE and the European Training Foundation. When observing innovation, the Centre particularly examines those ideas which are tested in the Leonardo da Vinci programme. In close cooperation with Directorate-General XXII of the European Commission and Eurostat, a special edition will be published this year of the key data on VET in the EU under the aspect of "Transition from school to work". Furthermore, the Centre will publish the first European Report on Vocational Education and Training Policy and data on structures for the financing of VET in the Member States.

Three projects support mobility and exchanges in Europe. The themes here are the creation with the European Commission of a European Forum for transparency of vocational qualifications, and the role of international qualifications in in-company developments. CEDEFOP will also design different VET scenarios this

year in order to give new impulses to the VET debate in Europe.

CEDEFOP's two thematic networks - research on trends in occupations and qualifications and the training of trainers - build a bridge covering all three mid-term priorities.

Exchange and dialogue are an integral part of the 1999 study visit programme with 60 seminars and workshops for some 750 VET professionals and the "Agora Thessaloniki". It brings experts from research and policy, employer and employee organizations together three times a year for an exchange of opinion. The intention here is to make the actors more aware of the interaction between research and policy. As a partner in policy development, CEDEFOP will be concentrating this year on the specific information needs of the social partners. The Centre will support cooperation in research by, inter alia, publishing the fifth edition of the European Research Directory and preparing the second Report on Research in Vocational Education and Training.

In addition to its non-periodical publications, including descriptions of the VET systems and the final reports of CEDEFOP projects, the Centre will this year issue three numbers of the European Journal

"Vocational Training" following a new concept. Instead of dealing with one single topic, the journal will in future address several subjects in one number. Three numbers of CEDEFOP Info will also appear this year. In addition to its library and documentation service, CEDEFOP created the "Electronic Training Village" last year. This project has immediately become a hit and has more than 1,500 "residents" - registered users - who meet on-line for an exchange of experience and information. CEDEFOP's Internet site - addressed to a broad public - will continue to expand this year. This applies both to its size and the number of language versions.

Apart from this ambitious work programme with an unchanged annual budget of almost 5.4 million Euro there are other reasons which make 1999 an important year for CEDEFOP. Firstly, the Centre will move into its new premises. Secondly, the Management Board will adopt new mid-term priorities for the years 2000 to 2003.

The CEDEFOP 1999 Work Programme and the Annual Report 1998 are available free of charge in DE, EN, FR and GR from:
CEDEFOP, PO Box 27 - Finikas, GR-55102 Thessaloniki
Tel. (30-31) 490 111, Fax (30-31) 490 102,
e-mail info@cedefop.gr
and in the CEDEFOP Brussels office,
20, Av. d'Auderghem, B-1040 Brussels,
Tel. (32-2) 230 19 78, Fax (32-2) 230 58 24,
e-mail: info@cedefop.be. The full text is also available in the Electronic Training Village.

Source: CEDEFOP/SK

A new European Journal "Vocational Training": the case for change

There is a saying in English, "If it isn't broken, don't fix it!". The European Journal for Vocational Training is certainly not broken. It enjoys a high circulation with subscribers in all EU Member States ranging from European institutions, through universities and research institutes to training organisations. Requests for copies come from as far afield as Latin America and Australia. The number of authors asking to be published in the journal is increasing, as are requests to reproduce journal articles elsewhere.

So why change the journal now? Firstly, it is important to point out that the fundamental aim of the journal has not changed. The journal will continue to aim to contribute, in particular by bringing a European perspective, to debate on, and consideration of, the development of vocational education and training. It will continue to report on ideas, policy options, research and innovation in this field.

In addition, the journal will continue to serve a wide audience. The journal is not the reserve of specialists, but wishes to make the issues and debates surrounding vocational education and training accessible to all of those interested in its development.

What is changing is the way the journal seeks to realise its aim.

The decision to change was not taken lightly. The Editorial Committee instigated a careful review of the journal. It tested the feasibility of the journal achieving its aim, given its wide audience of policy-makers, researchers and practitioners from many different countries with different backgrounds and traditions. The committee examined the content and structure of the journal, the relevance of the subjects it has addressed, the rigour of the analyses, the quality of the arguments, and indeed the clarity of the writing itself. It also considered the developments taking place in the field of

vocational education and training and the sources of future journal articles.

The conclusion was that the journal has published many well-written articles of considerable interest and insight. One of its strengths has been to provide a European perspective either by publishing the results of comparative transnational research or by publishing different articles looking at the same issues from the perspective of different countries. However, the committee also concluded that, for the journal to realise its aim effectively, a change of format and style was needed and that to continue to concentrate each issue of the journal on a single theme is no longer desirable.

Like all good publications from time to time, the journal needed to evolve.

In times past, when there were relatively few journals dealing adequately with the question of vocational education and training, certainly at European level, the thematic approach was valuable and needed. However, many of the themes considered by the journal have now reached a state of maturity. To continue the thematic approach would inevitably lead to a repetition of subjects or to the artificial creation of themes that deal with issues previously considered. Furthermore, since the journal last changed its format some five years ago, new transnational networks carrying out research into vocational education and training have been set up. The single-theme approach would lead to the journal missing the opportunity to publish some interesting results because the subject matter did not coincide with the theme that the journal was treating, or planned to treat, in the coming months.

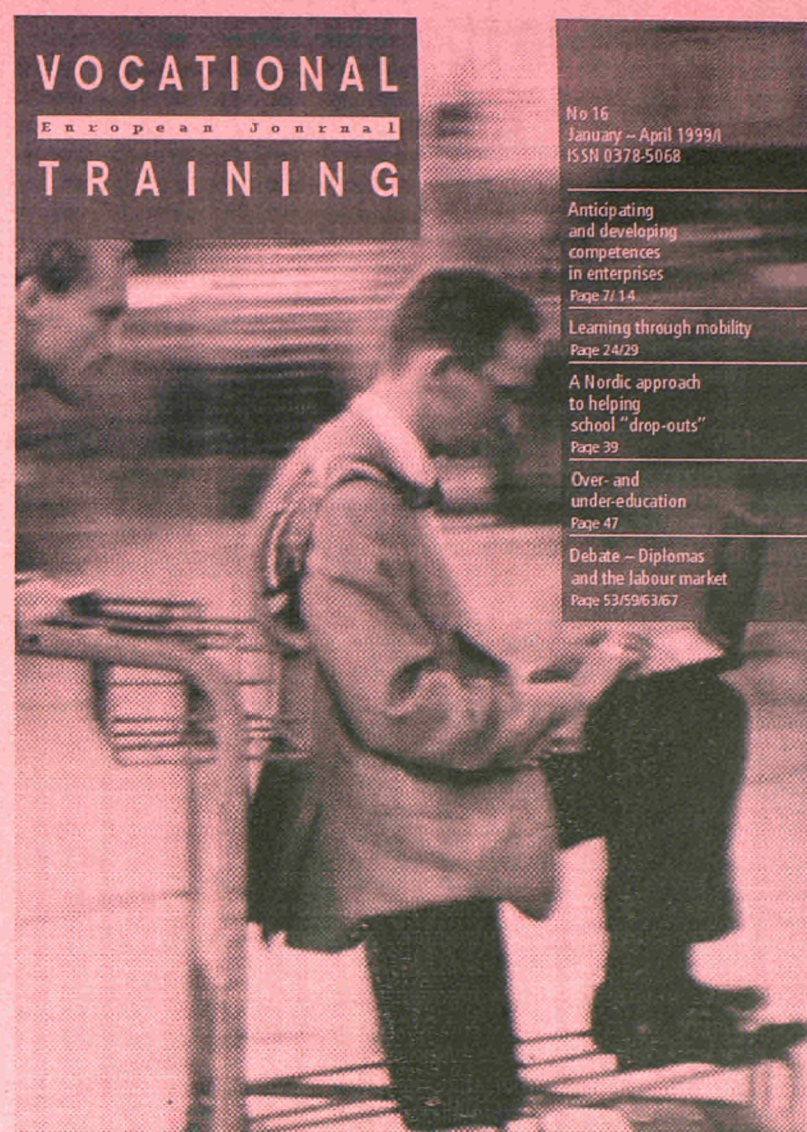
Consequently, each issue of the new journal will deal with a variety of

themes. This does not rule out the occasional issue being devoted to, or dominated by, a specific theme, but this will be the exception rather than the rule.

By adopting a more open approach it is our intention to attract a large number of contributions and publish articles from researchers and specialists in vocational education and training and employment. In this way we aim to make the journal the obvious place to publish the results of high-quality research, in particular comparative transnational research. It is our aim that the journal be seen as one of the most effective means for researchers in the European Union to bring the results of their work to the attention of a wide audience, in order to contribute to a deeper understanding of the issues that drive the developments in vocational education and training.

To do this successfully contributions submitted to the journal must be exact and precise, yet accessible to a wide and diverse readership. Contributions must be clear in order to be understood by readers from different backgrounds and cultures, not necessarily familiar with the characteristics of the vocational education and training systems of the different countries in the European Union. To enable them to understand clearly the context and to consider the arguments put forward in the light of their own traditions and experience.

The journal will carry articles that set out ideas and report on research results and experience at national and European level. In addition, the journal will publish position papers and reaction statements on issues in the field of vocational education and training in - what is intended to be - a regular feature entitled "Debate", where different views on, and interpretations of, issues will be published to try to illustrate the range, and often the complex character of, the challenges faced.



Since edition 16/1999 there has been a new approach to the contents and the cover has been redesigned.

Contributions can be submitted in any official European Union language. All contributions submitted to the journal for publication will continue to be refereed and reviewed by members of the journal's Editorial Committee, or by referees appointed by them. Each article will be considered on the grounds of the quality of its analysis and argument, as well as its readability.

The journal will continue to be published three times a year in English, French, German and Spanish. How-

ever, more language versions of the journal may appear.

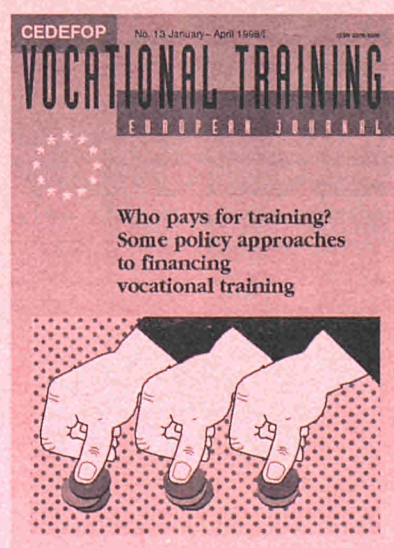
At the end of 1998 CEDEFOP reached an agreement with the competent Portuguese authorities on the translation, technical production and distribution of a Portuguese language version of the Journal and on a financial contribution to the production costs. We plan to explore this option with other countries which might wish to publish the journal in their own language.

Source: CEDEFOP/SB

European Journal "Vocational Training"

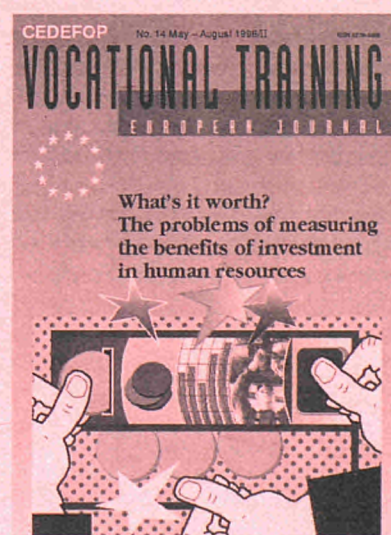
It is published in DE, EN, ES and FR. (ISSN 0378-5068)

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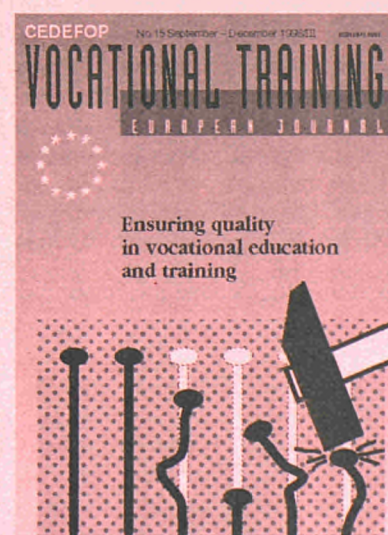
No 13 January - April 1998/I
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No 14 May - August 1998/II
What's it worth? The problems of measuring the benefits of investment in human resources
Cat.-No.: HX-AA-98-002-EN-C

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No 15 September-December 1998/III
Ensuring quality in vocational education and training
Cat.-No.: HX-AA-98-003-EN-C

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<http://eur-op.eu.int/EN/general/s-ad.htm>

The TTnet house in the CEDEFOP Electronic Village

In 1998, CEDEFOP set up a Community Training of Trainers Network. A national TTNet has now been established in each Member State, the participants being certain bodies specialising in the training of trainers (public authorities, representatives of the social partners, universities and research centres, higher colleges for the training of trainers, etc.).

The term "trainer" is used to refer to teachers (in the educational system) and trainers (in the training system), providing vocational education and training.

The set of national networks brings together some 180 bodies specialising in the training of trainers. In this sense, TTnet is a network of national networks.

TTnet has set itself three types of aim:

1. to develop a shared capital of documentary information and promote the transnational flow of information (TTnet database);
2. to promote transnational cooperation (providing technical support to

the promoters of Community projects such as Leonardo and Socrates in the field of the training of trainers, and to generate opportunities for meetings, debates and joint discussions on issues related to the training of trainers (workshops, specialist seminars, distance seminars and work groups, etc.);

3. to stimulate research on the training of trainers (optimising the use of existing research and promoting an annual plan of research in fields of specific concern in the training of trainers).

On 7 May 1999, the "TTnet house" in CEDEFOP's electronic village (<http://www.trainingvillage.gr>) is to be inaugurated. Everyone is welcome to enter the TTnet house, consult its "library", join in a virtual conference (chat room) and take part in discussion forums, debates and teleconferences, or look into the database and consult the wide and very comprehensive range of archives (trainers' training agencies and systems, research, legislation, events, etc.).

Various steps have already been taken, and a number of studies and research projects have been completed. A work group on "Information quality criteria and parameters" has been set up, and a study on "Criteria and parameters for defining innovation in the training of trainers" will shortly be published as a "CEDEFOP Document - contribution".

All the EU Member States are taking part in this CEDEFOP initiative, whose main feature is that it offers a new working method: networking. This method was defined at a seminar held in Dublin, in 1997, in cooperation with FAS and in particular with Mr Brendan Harpur, national TTnet network coordinator in Ireland (see page 18 below).

Further information can be obtained from:

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The electronic training village - from Crete to Seoul

The Second International Congress on Technical and Vocational Education took place in Seoul, Republic of Korea, from 26-30 April. The theme was Lifelong Learning and Training for the World of Work in the Twenty-first century. It was organised by UNESCO in co-operation with the government of the Republic of Korea and addressed some of the central issues relating to learning and training in the early years of the next century - issues that confront both developed and developing countries in an age of rapid social, economic and technological change.

CEDEFOP participated in the event and CEDEFOP staff presented and demonstrated the Electronic Training Village (ETV) in an exhibition linked to the Congress. The number of visitors to the ETV from outside Europe is already very substantial, and it is expected that following CEDEFOP's participation in this event, information about the ETV will be spread to an even wider group of decision makers in the field of VET throughout the world.

The Congress was preceded by a number of regional preparatory

conferences. CEDEFOP participated actively in the European regional preparatory conference, which took place in Crete in September 1998, with the theme "Vocational education and training at the dawn of the 21st century". This was organised by the Organisation for Vocational Education and Training (OEEK), which supervises and monitors the Institutes for Vocational Training (IEKs) in Greece.

The issues covered were:

- vocational education and training and new technologies
- environmental education and training
- changing role of the public and private sector in VET
- international character of economic activities and tourism
- vocational training and non-commercial transactions.

The results of this conference are being published in Greek, English and French and will be available from OEEK, Department of Library and Documentation, 1 Ilioupoleos Ave., GR-17236 Ymittos, Greece.
Contact:
Ms Ermioni Barkaba,
Tel + Fax: (30-1) 9764484

Source: OEEK/CEDEFOP/JMA/CMC)

Germany/Europe

The German EU Presidency sets the course for the knowledge society

Adoption of the new generation of European education programmes / Euro-passport clears the way for the recognition of vocational qualifications

'The Future of Europe: Learning together - Cooperation in Research' is the motto of the German EU Presidency in the fields of education and research. 'Young people wish to make more use of the European Union as an educational area', says the German Federal Minister of Education, Ms Edelgard Bulmahn. When presenting her programme for the

EU Presidency she announced, among other things, the introduction of a 'Euro-passport'. For the first time there will be a uniform certificate for vocational qualifications acquired abroad. Bulmahn sees the Euro-passport as an important step towards raising the status and acceptance of internationally acquired vocational qualifications.

One of the priorities of the German EU Presidency in the field of education is the adoption of the second generation of EU programmes - Leonardo da Vinci for the promotion of cooperation in VET, and Socrates for the school, university and adult education areas. The EU Ministers of Education have agreed on a total budget of EUR 2.77 billion for both programmes over a period of seven years. The new programmes will intensify educational exchange and transnational pilot projects in the

field of education. The German Government has set itself the target of having the new programmes adopted at the Council of Education Ministers on 7 June this year.

A European initiative 'Youth and Europe' is also planned during the EU Presidency. Among other things, it will reinforce international cooperation in VET. Current plans are that the European Council should adopt the relevant Memorandum at the beginning of June.

The German Ministry of Education also plans several European events in June in order to intensify the debate on forward-looking education themes such as entrepreneurial independence as an educational goal, changes in education systems brought about by the new information technologies, realising lifelong learning and the international openness of education and training systems.

Source: BMBF/CEDEFOP/SK

Germany/Europe

Exchange of experience introduces European accents to national vocational training concepts

Leonardo pilot projects put more emphasis on Europe's labour market

European exchange of experience is extremely valuable for national regulatory activities in initial and continuing vocational training and is directly translated into new qualification concepts. This was the conclusion reached in January 1999 by the participants of a European seminar on the contribution of Leonardo projects to the development of new job outlines and qualification profiles.

80 specialists from 22 European countries attended the event organized in Dresden by the Federal Institute for Vocational Training (BIBB) as the national coordination unit of the Leonardo da Vinci programme. The

seminar had the goal of ascertaining the impact of the Leonardo pilot projects, and of finding out how national vocational training systems can benefit from the results. The participants took stock of the situation in three workshops on media production and management, environmental engineering, and network and system engineering.

Since 1995 185 pilot projects dealing with the European dimension of national VET concepts were implemented under the aegis of the BIBB. They led to the production of curricula, learning material and training concepts which take account of the labour market requirements in Europe.

For instance, the participants of Leonardo projects developed continuing training concepts for solar technology, tele-work and telecommunications which have been incorporated in the German VET system via a continuing training examination in a chamber district. The prerequisite for such a transfer is, however, that the people responsible for VET in the individual countries should participate in these projects or at least be informed at an early stage of the results. The seminar participants believe that all those involved (the project staff and regional actors, the social partners, the national vocational training policy makers and the European Commis-

sion) must contribute to the dissemination of the concepts. They said that the Commission should make more use of the creativity and support of the projects and the Member States than it has done in the past. Together with them the European Commission should see that there is more effective dissemination of the project findings throughout Europe.

The contributions of the workshops and a summary of the discussions can be found in Internet under the address <http://www.bibb.de/leonardo/index/htm>. Furthermore, three publications issued by the Leonardo coordination unit of BIBB give information on current Leonardo pilot and research projects. The Compendium 1997 describes all

59 projects which were supported in Germany in 1997. Two theme-oriented brochures entitled "Multimedial learning" and "Environmental education in the crafts sector" have appeared in the "Leonardo-pilot" series. They describe how the themes have been handled in the European context and how they can be implemented in practical professional work.

All publications are available free of charge from the Bundesinstitut für Berufsbildung, BIBB Leonardo-Koordinierungsstelle, Fehrbelliner Platz 3, D-10707 Berlin, Tel (49-30) 86432260, Fax (49-30) 86432637, e-mail leonardo@bibb.de

Source: BIBB/CEDEFOP/SK



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Bi- and multilateral cooperation/ Training policy

Bi- and multilateral cooperation

The Netherlands

Integration of methods for accreditation of non-formal learning - Multi APEL

The Leonardo project Multi APEL was launched in January 1999. The title of the project refers to Accreditation of Prior Experience and Learning:

- with a multi-method approach
- within different sectors/branches - thus multi-branch
- and within different countries - thus multi-country

The main objective of the project is to develop an integrated model to assess and accredit prior learning and experience. Specific goals of the project are to develop a common model for APEL that can be used in different countries and to develop instruments for APEL in the care and electronics sectors.

A model for accreditation of non formal learning will be developed by partners in the Netherlands, Ireland, France and Greece. Two other countries, Portugal and Romania, will participate in meetings to find out what APL can mean for their countries. Experiences from different countries and examples of good practice will be integrated in one model that can later be used in different countries and in different sectors. In the model open space will be available to integrate specific assessment criteria from a sector or country. In this way formal recognition and accreditation will be possible in each situation.

Accreditation of prior experience and learning is of interest for many European countries. This was shown by the Leonardo-seminar in Dublin, in February 1998 and from the activities of the European Commission and CEDEFOP in this regard. However, only a few countries have concrete experiences. This project allows countries with less experience to gain more information. In seminars/workshops the developed model and products will be presented. In addition the following question will be answered during the project - is it possible to implement the model for APEL in the specific context of these countries and if so, how could this be done?

The project, which will finish at the end of 2000, will produce method-

ologies for the analysis of education requirements in the sense of the specific educational requirements of individuals, i.e. what the candidate still needs to learn in order to obtain a full qualification. Specifically this means a model and instruments for

determining and recognising the competencies of the candidate, in short, a model and instruments for APL. The following products will be delivered.

- a common European model for APL (in Dutch and English);

- APL procedures for the care and electrotechnics sectors (in Dutch and English);

- a newsletter to be published every six months during the project ("MULTI-press"), giving the interim results or findings of the project. The

newsletter will also be available on the Internet;

- final report (in English).

For more information:
Noorderpoort College (Ms S. Boerma),
Platolaan 2-4, NL-9404 EN Assen
Tel. (31-592) 332 332, email: dng@castel.nl
Source: CINOP

Europe/Germany

Transnational network carries out 'VET in steps'

Evident success of the pilot project in the European Building Site Network

The name is the programme. The Berliner Zukunftsbau GmbH, a Berlin construction and training enterprise for occupational assistance to youth, is actively tackling the European future of vocational training. Together with partners in the EU Member States who are members of the European Building Site Network, it is developing the European dimension in a special segment of VET: building occupations. The successes of the recently concluded transnational pilot project 'building site as place of learning - vocational training in steps' is undertaken with partners in England, Finland, Italy and The Netherlands are quite evident.

The three-year project, which started in December 1995, put the framework training plans for joiners and masons into practice by translating them into clearly sub-divided, target group-oriented curricula, and applying them in the 'building site as place of learning' project. The aim was the subsequent certification of young persons as external skilled workers - joiner / mason - with a recognised vocational certificate. Transnational training exchanges accompanied the development of this project. Within two years 40 Zukunftsbau trainees underwent seven three-week periods of practical work at building sites in the partner countries. In exchange, 22 trainees from Cardiff (UK), Roosendaal (NL), Helsinki (FIN) and Livorno (I) received practical on-the-job

training in selected modules at building sites in Berlin. The exchange was arranged through the European Leonardo da Vinci programme and financed by the European Horizon and Youthstart programmes or through national resources.

This transnational cooperation led to the addition of more modules to the curricula. It now imparts crafts qualifications with a European standard and contains the basic elements of a modular training system in Europe: 'Basic knowledge module' (UK), 'Ecological wood construction' (FIN), 'Historical reconstruction' (I), 'Metalworking course for joiners' (NL).

The trainers met in four transnational seminars every year and exchanged experience and knowledge of modular training. The topics discussed were the comparison and the transfer of adapted methods of imparting knowledge to the young persons being trained and the joint development of training and trainer material on the basis of modules.

The Zukunftsbau GmbH started developing this European partnership in training for the construction sector in 1992 and found its first partners in England, Italy and The Netherlands. Two years later, they merged to form the European Building Site Network, which partners from Hungary, France, Portugal and Greece have also joined in the meanwhile.

This network is characterised by particularly close and diverse relations. Technical conferences and the joint presentation of project outcomes for external evaluation guarantee a broader dissemination of the findings than in those projects which only concentrate on one specific subject. This network is sustainable because the partnership of the European Building Site Network continues even after an individual project has been completed. This ensures the continuous and steady transfer of project outcomes.

In addition to this, the network has a multi-functional structure. It guaran-

tees transfer of know-how and evaluation through the general assemblies of the members and through national conferences including national multipliers. Modular curricula and other training material are geared to the needs of the members. The social partners and representatives of educational establishments plus the representatives of the local, national and European construction industry are actively involved. In addition, the network combines practical urban renewal with exchange of trainees and trainer seminars dealing with on-the-job learning at the building sites of the partners.

Source: Zukunftsbau GmbH/CEDEFOP/SK

The contacts for more detailed information on the results of the pilot project and for questions and suggestions can be reached under the following addresses:

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**CENFIC Training
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Cristina Ferreira
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Prior Velho
P-2685 Sacavém

**City of Helsinki -
Education Department**
Vocational and Adult
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Aila Ahlroth
Josafatinkatu 2
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**Ente Livornese
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Dr. Mario Bertoli
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(Partner for the Euro-
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**Cardiff Bay Devel-
opment Corporation**
Baltic House - Chris
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Mount Stuart Square
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UK - Wales
(Partner for the Euro-
pean Building Site Net-
work in the North)

MOWLEM Training
Bay Construction Train-
ing Centre
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Cardiff CF1 6JE
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**Vallila Technical
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Sturenkatu 18-22
FIN-00510 Helsinki

KEPA Pieria
Centre for Research,
Planning and Develop-
ment
Emmanuel Kosmadakis
Ethnikis Antistasis 8
GR-60100 Katerini

**Centrum voor
Beroeps Oriëntatie
en Beroepsopleiding
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Theo van de Veerdonk
Postbus 12345 - Pieter
Langendijksingel 1
NL-5200 GZ's
Hertogenbosch

The Netherlands/Germany

Germany and the Netherlands report slow progress in dual certification

Economic relations between the Netherlands and Germany are close and important. Germany is the most important partner for the Netherlands. Centraal Orgaan Landelijke Organen (COLO), the Association of national bodies for vocational training in consultation with Centrum voor Innovatie van Opleidingen (CINOP), the National centre for innovation in education and training, is in the process of carrying out an investigation into cross border co-operational training and education.

The investigation is focusing on the border regions (Euro region) and is charting networks and projects geared towards dual certification. COLO is investigating whether Dutch and German institutions are entering into agreements concerning the recognition of one another's courses and certificates.

Results of the investigation indicate that in the field of dual certification, very little progress has as yet been achieved. However, in the metal

industry, dual certification agreements have been reached for a number of courses, while in other sectors, such as the chemical and agricultural sectors, partial successes have also been achieved.

For more information, please contact COLO (Christof Wielemaker), P.O.Box 7259, 2701 AG Zoetermeer
Tel.: (31-79) 352 3000, Fax (31-79) 351 5478
e-mail: colo@colo.nl

CINOP (Karel Visser),
P.O.Box 1585, 5200 BP's Hertogenbosch
Tel. (31-73) 680 07 27, Fax: (31-73) 612 34 25,
e-mail: kvisser@cinop.nl

Source: COLO news/CINOP

Germany/United Kingdom

Training bridge to other worlds of work

Agreement on new German-British exchange programme for trainees

The German Ministry of Education and the British Department for Education and Employment have agreed on a new bilateral exchange programme for young trainees. The "Training Bridge" offers young people the possibility of working as trainees for three to six weeks in a company in the partner country. Every year at least 100 German and as many British participants should get the chance of acquiring experience in the working world of the other country.

Through this new exchange programme the two countries wish to build up a network of enterprises and training institutions which will

guarantee long-term German-British cooperation. On the German side, the Carl Duisberg Society will be responsible for coordination and implementation. Its expenditure on subsidies and administration will be borne by the German Ministry of Education. In both countries sponsors from industry will support the programme. Up to now German companies have agreed to provide more than 50 training places for young Britons.

Contact:
Carl-Duisberg-Gesellschaft e.V.,
Weyerstraße 79-83, D-50676 Köln,
Tel.: (49-221)2098-0, Fax (49-221) 2098-111,
e-mail: info@k.cdg.de, Internet: www.cdg.de

Source: BMBF/CEDEFOP/SK

France/Germany

Opportunities for vocational training in Germany for young French people

Athena: Qualifications sans frontières

The French Consulates-General in Mainz and Frankfurt have launched a measure to support young French people wishing to serve their apprenticeships in Germany. They are offered three years' training based on the alternance principle (the dual system). A good knowledge of German is required, and a general or vocational baccalaureate is desirable.

A special partnership has been established with a number of major concerns, including:

□ the Rhineland Palatinate Savings Bank Union, for training for bank staff,

□ Deutsche Bahn AG, for service-sector training in Franco-German groups (customer service officers), and

□ BASF for secondary training in the chemicals industry (Chemielaborant, Chemikant). The Athena association team can also find apprentice masters for other more individualised types of training.

Over 70 apprenticeship contracts have already been signed since the programme was launched five years ago by the French Consulate-General in Mainz. Most of the young people trained under this measure find jobs

in Germany. Very often they are taken on in the workforce by their apprentice masters on completion of their training. If not, they can take advantage of support offered by the International Jobs Market (Bourse Internationale des Emplois), another service provided by the Athena initiative.

For further information:
Young people who are interested can contact:
Athena association, Qualifications sans frontières
Postfach 1929, D-55009 Mainz
French Consulate-General, Mainz
Tel. (49-6131) 61 66 55
Fax (49-6131) 61 66 57
e-mail: CGF.athena@t-online.de

Sources: CEDEFOP/IEFG

Germany/France

French training places for German youth

Chamber of Crafts in Oldenburg arranges contacts with Compagnons du Devoir

The Compagnons du Devoir, one of the oldest French journeymen's associations, is offering German school-leavers training places in France in 1999 too. The main area of training which can last up to three years, is the building crafts sector. The final

certificates are also recognized in Germany. Applications can be submitted by school-leavers who are 16 to 19 years old and have knowledge of French.

Young persons interested in this offer can contact the Chamber of Crafts in Oldenburg under the telephone number (49-441) 232255. The Chamber arranges the training places in France.

Source: Norddeutsches Handwerk No.1/2, 21.01.1999/CEDEFOP/SK

Training policy

Germany Continued from page 1

Government emergency programme to provide vocational training for young people

...With this measure the German Government wants to help some 100,000 young people who have no initial training or have been unemployed for more than six months after completing their initial training.

The first measures to be taken are to fill training places which are still vacant and to encourage the creation of additional in-company training places. If those measures are not sufficient, training places outside companies will fill the gap. Offers are being made to young people who are unemployed despite having completed their vocational training, to enable them to acquire additional qualifications or to be re-integrated into the working world through subsidising wages or employment creation measures. The remaining elements of the emergency programme are training and preparatory measures for young people who have no final vocational certificates,

and aids for disadvantaged young people in employment. The European Social Fund is contributing approximately EUR 308 million to the total cost of EUR 1.03 billion. As early as February 1999, firm offers were made to over 160,000 young people. So far more than 33,000 young people have been involved in concrete measures under the emergency programme.

The German Industry and Trade Advisory Board for Vocational Education (Kuratorium der Deutschen Wirtschaft für Berufsbildung) welcomes the intention of the German Government to make special efforts to promote vocational training and occupational integration for young people but thinks that the appeal for training places for all is unrealistic. The confederations of industry represented in the Advisory Board point out that 15 percent of school-leavers do not have the maturity for training

because of educational and social deficiencies. The demand to fill 50 percent of training places with young women cannot be fulfilled because too few women are interested in industrial/technical occupations. The percentage of women could be raised if the care sector was included in the dual vocational training system. The government responded on 10 March 1999 with draft legislation providing for a national ordinance on training in the field of old-age welfare care.

The confederations of industry have agreed to increase their training commitment in the coming years. But the pre-condition for this is a rejection of mandatory provisions as stated in the government declaration. Current information on the emergency programme can be obtained at the following Internet site: <http://www.100000jobs.de/ausbildung.htm>

Source: SPD aktuell/BfA/BIBB/KWB/CEDEFOP/SK

Germany

How can the training crisis be overcome?

Youth - Education - Employment Forum presents memorandum with 20 recommendations

The Youth - Education - Employment Forum has drawn up a memorandum on ways and means of overcoming the training crisis. The Forum consists of independent experts from science, industry, administration and social work. In 20 points the group recommends ways and means of implementing in Germany the goals of the European Employment Summit of November 1997. These points include offering young persons a job, training or re-training after six months of unemployment at the latest. The new German government has also included this goal in its emergency programme to reduce youth unemployment.

In its recommendations the Forum concentrates on a number of key factors which include more flexibility, permeability of vocational training, recognition, modularization and transparency of qualifications. The memorandum also recommends in-company training above and beyond current needs, training commitments in all collective agreements and subsidies for training, plus intensive promotion of young people with educational and social deficits.

The contact address of the Forum is Forum Jugend - Bildung - Arbeit, Freudenberg Stiftung, Freudenbergstraße 2, D-69469 Weinheim, Tel. (49-6201) 17498, Fax (49-6201) 13262.

Source: BIBB/CEDEFOP/SK

Germany

DGB speaks of "colossal mis-development" in training occupations

Ten-point model for a new regulatory system / Industry welcomes readiness to accept partial qualifications and training components

A re-organization of the recognized training occupations no longer suffices. The VET system as a whole must be re-oriented. This was the opinion expressed at a press conference in Bonn at the beginning of this year by Regina Görner, Board Member of the German Trade Unions Confederation (DGB). Vocational training today must reach beyond the required adaptation to new technical and work-organizational developments and include the possibility of shifting within the fields of activity, said Görner. This not only implied a changed, but also a greater need for qualification. Today, in all training programmes there was a need for more basic knowledge and less specialization, more options, more interfaces between different training courses and greater transparency of vocational qualifications.

But, in actual fact, a reverse trend was to be observed: more sectors were moving towards their own tailor-made training regulations. But this was precisely the wrong path, because the flexible labour markets of the future called for the broadest and most efficient training possible. The basic problem which Görner discerns may be seen in the example of the commercial occupations. In addition to ten purely commercial occupations, there were four more just for financial services. In addition to wholesale, retail and industrial clerks, there were now audio-visual media clerks, commodity clerks, automobile business clerks, publishing house clerks, railway and road traffic clerks. The health clerk, the fairs and exhibitions clerk and even the two-wheeler clerk were now being discussed. Görner thinks that

this trend is a "colossal mis-development". Her credo is: no more sector-specific occupations but cross-sectoral, function-oriented training. The know-how for the specific branch of activity could be imparted through standardized components; the part of the components to be taught in the vocational school could take the form of block instruction.

Görner proposed a ten-point model for a new overall system covering the regulation of recognized training occupations. It envisages broad-based occupations which will enable a change of job without long periods of re-training. Occupational categories should be classified in relation with one another, training occupations should be classified according to a uniform system. There should be a uniform description of key qualifi-

cations in all training regulations, core qualifications should include the essential package of qualifications required for a specific occupational category or a whole sector. The necessary partial qualifications - certified in a vocational training passport - could, at the end, replace the final examination. Furthermore, they could be the subject of different types of continuing training and thus at last bring about a real link between initial and continuing training.

The confederations of German industry firmly refuted Görner's view of a "colossal mis-development". The new organization and updating of many occupations played a vital role in meeting training place requirements and ensuring future-oriented training provision. Furthermore, it was an established fact that all training occupations covered both technical and basic competences.

Apart from sector-specific occupations, there were also many transversal occupations with cross-sectoral elements. On the other hand, the confederations of industry expressly welcomed the readiness to accept partial qualifications and training components mentioned by the DGB. In their eyes, this offered a chance to create training and employment opportunities for those young people who were not yet ready to cope with a regular three-year training course.

For further information:

1) Deutscher Gewerkschaftsbund, Hans-Böckler-Straße 39, D-40476 Düsseldorf, tel.: (49-211) 4301 211, fax: (49-211) 4301 324, E-Mail: info@bundesvorstand.dgb.de,

2) Kuratorium Der Deutschen Wirtschaft für Berufsbildung, Adenauerallee 8a, D-53113 Bonn, tel.: (49-228) 915 23-0 fax: (49-228) 915 23-99

Source: DGB/KWB/CEDEFOP/SK



Foto: Rudolf J. Schmitt

Spain

The Basque vocational training plan reflects a global approach and provides an individual record card

In April 1997, the Basque Government approved the Basque Vocational Training Plan, defined as the basic instrument for identifying and satisfying the production system's needs and requirements concerning manpower skills and qualifications. The Plan was conceived and defined from a global, integral perspective on skills, qualifications and vocational training in general. In other words, it recognised that planning must take account of individual needs, of existing demand and of measures to develop training and skills, and that is should also cover both initial and continuing training. Training measures and action should furthermore be addressed to the population as a whole - to students at school, young people with no qualifications looking for their first job, unemployed workers, workers in jobs and so on.

The Basque Vocational Training Plan takes a broad view of the issues arising from the relation between education, training and employment and attempts to anticipate them as far as possible. This is particularly important when the production system, the economy and society as a whole are subjected to rapid, constant change. The Plan also aims to be systematic, and is designed to go beyond the usual, rather unimaginative approaches based on the sum of partial reforms.

As a priority, the Plan introduces an integrated qualifications and vocational training system capable of providing co-ordinated, global, optimum treatment for skill-, qualification- and VET-related problems en-

countered by different groups of people, organisations and companies. This means that vocational training in all its forms has a single, common point of professional reference that orients training action towards the kind of skills and qualifications required by production processes and the labour market.

The system is also capable of evaluating and recognising the different ways in which people today acquire skills and improve their professional qualifications. These differences are recognised and integrated by the certificates awarded.

This integrated vocational training and qualifications system offers a comprehensive institutional response to training needs through a comprehensive modular training catalogue offered at a network of centres. The catalogue is organised into modular packages adapted to the needs of young people and the active population in general.

Finally, the system introduced a skill acknowledgement credit system for the whole of the Basque Country which is sufficiently flexible to permit the recognition and certification of skill units acquired in different ways, at different times and in different places. An individual skill record is opened for anyone beginning a training programme linked to a series of skill units, or applying for the first time for such skills to be assessed and officially accredited. This individual record, which accompanies the applicant permanently, documents the skill units and qualifications achieved, together with the

procedures used to acquire them and the authorised organisation or centre that issued them.

Taken together, the skill credit acknowledgement scheme and the accompanying individual skill record provides an efficient instrument to companies, trade unions, employment offices and services and training agents for encouraging transparency in the labour market, aiding human resource planning and providing support for the definition of training programmes.

To develop the Plan, the Basque Government has created a monitoring body called the Basque Vocational Qualifications System Ob-

servatory and the Basque Vocational Training and Qualifications Office. Another related organisation, the Quality and Assessment Office, is currently being set up.

The Basque Vocational Qualifications System Observatory was created to provide and distribute the figures, data and general information needed in the planning of vocational training and manpower policies.

The Basque Vocational Training and Qualifications Office is to be entrusted with the task of defining the structure of the qualifications involved and of establishing and maintaining the Vocational Qualifications System at the highest levels of qual-

ity and social acceptance. It will also promote developments and improvements in vocational training.

Qualification design for the machine manufacturing industry was finalised in December 1998. Qualifications for the computer, electricity, electronics, telecommunications, construction and production maintenance and services industries are to be designed in 1999.

More information can be obtained from: Basque Government (Gobierno Vasco), Duque de Wellington 2, Lakua, E-1010 Vitoria-Gasteiz Tel.: (34-945) 188331 Fax: (34-945) 188336 E-mail: huisecoa@ej-gv.es Internet: http://www.euskadi.net

Source: Basque Government

Spain

Priority for the long-term unemployed

New provisions approved in October 1998 adapt the National Vocational Training and Occupational Integration Plan (Plan FIP) to the guidelines of the National Action Plan for Employment and the National Vocational Training Programme. This entails changes in the parts of Plan FIP dealing with priority treatment for specific target groups and training activities.

When selecting trainees more emphasis will be placed on the following factors: length of the period of unemployment (long-term unemployment), whether the person re-

ceives unemployment benefits or allowances; the existence of family responsibilities; lack of qualification and age and status of women.

These provisions give priority to training subjects leading to certificates of occupational proficiency and/or new occupational activities with high employment potential or new sources of employment, such as a) public utility services such as improvement of housing, vigilance and security, improvement of public urban areas, public transport, neighbourhood businesses, activities relating to waste management, water

management, protection and conservation of natural zones, and concerned directly or indirectly with energy saving;

b) recreation and cultural services, such as promotion of tourism, development of local culture, promotion of sports, the audiovisual sector and preservation of cultural heritage; c) services of a daily and domestic or personal nature such as child care, provision of care at home for incapacitated or aged persons, assistance to young persons with difficulties and social problems, and the new information and communication technologies.

Source: Boletín Oficial de Estado/INEM

France

New agency to promote higher education internationally

Agence Édufrance was set up on 6 November 1998 by the Foreign Ministry, the Education Ministry and the Ministry for cooperation. Its mission is to promote higher education available in France abroad.

Based in Sophia-Antipolis in Nice, Édufrance is a public interest economic grouping in which the three Ministries are represented, together with any universities or colleges of higher education wishing to join.

The goals are both cultural and commercial, announced Claude Allègre, Education Minister: to form a foreign élite and to establish France on the world education market.

The work of Édufrance should expand the growing number of foreign students in France, the aim is to reach 500,000 over the next four years. At present France has only 130,000, lagging well behind the United Kingdom (200,000) and the United States (560,000). This is why improvements are needed in the first contact, the granting of visas and the transparency of university courses.

For further information:
Université Nice Sophia-Antipolis - Parc Valrose - F - 06108 Nice Cedex 2
Press release of 6 November 1998 on the creation of Édufrance:
<http://www.education.gouv.fr/actu/edufranc.htm>
Source: INFFO Flash/Centre Inffo

France

Reorganisation of higher education with a view to European harmonisation

On 30 November 1988 Mr Claude Allègre, the French Education Minister, outlined a programme for the Europe-wide harmonisation of higher education systems. The universities themselves will be responsible for implementing the reform at the start of the 1999 academic year.

The predicted changes in higher education will be directed toward making French education more visible on the international scene, establishing equivalences, facilitating the movement of students and educators within Europe and, in the French framework, bringing universities and the *grandes écoles* closer together.

The programme follows a conference at the Sorbonne in Paris on 25 May 1998, where the French, German, UK and Italian education ministers signed a joint declaration on the harmonisation of degree courses, advocating the creation of an "open European higher education area". This declaration embodied the proposals made in a report entitled

"Towards a European model of higher education", delivered to Claude Allègre by Jacques Attali in May 1998.

What is recommended is to organise higher education into two groups of courses, one "pre-first degree", the other "post-first degree" and to establish three common levels for the recognition of diplomas: bac+3 (a three-year course following the baccalaureate), bac+5 and bac+8. None of the existing diplomas would disappear, if only to avoid disrupting the recognition of the various diplomas in collective agreements.

Nevertheless, the level of courses will be clearly identified: bac+3, bac+5 (the *Diplômes d'études approfondies* - DEA or diplomas of advanced studies and the *Diplômes d'études supérieures spécialisées* - DESS or diplomas of advanced specialist studies) or bac+8 (Doctorates), with a view to the recognition of equivalent levels of study in Europe. Out of a similar concern for "international visibility", DEAs and

DESSs will be called "mastaires" or Master's degrees. In addition, there are plans to establish a "licence professionnelle" or vocational first degree, which will be open to holders of a *Diplôme universitaire de technologie* (DUT - University diploma of technology) or *Brevet de techniciens supérieurs* (BTS - advanced technician's diploma), both at the bac+2 level, enabling holders to go on to the bac+3 level.

For further information:
Declaration to the Sorbonne, Paris University, on 25 May 1998
<http://www.education.gouv.fr/actu/declar.htm>
Guidance document of December 1998 offered for consultation by the Education Minister.
<http://www.education.gouv.fr/sup/harmonieeurop.htm>
Ministère de l'Éducation nationale, de la Recherche et de la Technologie
Direction de l'Administration
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Pour un modèle européen d'enseignement supérieur: rapport au ministre de l'éducation nationale Jacques Attali, May 1998
This report can be downloaded from the Ministry's Internet website: <http://www.education.gouv.fr/fo-rum/attali.htm>

Source: INFFO Flash/Centre Inffo

France

French employers re-organise and agree a social charter

The "Mouvement des entreprises de France" (MEDEF): the new name of the French employers' association, formerly the "Conseil national de patronat français" (CNPF), was announced at its convention de Strasbourg on 27 October 1998. At the same convention, the former National Council also remoulded its charter, which had barely been altered since the association was founded in 1946. It unveiled a new logo in the colours of France and Europe, featuring three human faces representing "those without whom no enterprise can exist": the entrepreneur, the employee and the shareholder.

MEDEF's executive council, enlarged to include more representatives of the national network, has been radically remoulded to make it "a body truly representative of the French enterprise". Its work will be more effectively channelled through the 600 trade associations, 85 federations and 165 local unions in its membership.

The Strasbourg convention was the culmination of a process dubbed "en avant l'entreprise" ("forward with the enterprise"), the broad-ranging consultation of heads of enterprises launched in 1998 by Ernest-Antoine Seillière, President of the organisation.

MEDEF intends to promote the entrepreneurial spirit. In the economic and social parts of its plan, it puts forward state reform as an absolute priority. It calls for less aid for employment and relief from certain social contributions, with a plea for an extended, decentralised social dialogue. Lastly, it wants to see "a

redefinition of parity representation to give the social partners genuine decision-making power". Quite apart from social protection, there are new fields of action to explore, especially training and education which represent the "true parity of tomorrow", in order to bring them closer to the entrepreneurial world.

In this setting, the "training days" organised by the former CNPF in Deauville on 7-9 October 1998 provided an opportunity to present a range of personal testimony and expertise from within the employers' movement on the theme of competences. The idea was that performance arises not from training as such but from the reorganisation of work and a new form of skills management.

According to Ernest-Antoine Seillière, the enterprise and the employee working there will both benefit from training. The firm has to adapt very rapidly, generate ideas and transform them into services. For the worker, "the skills acquired and recognised in the workplace are the true guarantee of success in his working life". "Today a person's job security is no longer imposed by the Labour Code but earned by that person's employability", pointed out the chairman of the training committee, Bruno Lacroix. According to this concept, an employee "can progress by broadening his skills". In practice, "the head of an enterprise states his priorities under his firm's training policy. He accepts any request that reflects the priorities. Training may or may not take place during paid working hours, since it is a tool whereby the employee can exercise his own personal management of his employability".

In his closing speech, Bruno Lacroix called upon the social partners to become, at national level, "the developers of a vocational qualification policy", through the creation of real fora for surveying the evolution of occupations. "They must also determine the criteria and conditions for the evaluation of qualifications, by giving their consent to evaluation bodies and monitoring their work - whether those qualifications have been acquired in the initial training setting or throughout people's working lives".

One of the eleven workshops held for these "training days 98" was on international practice in the area of competences. It was possible to identify five common values in the 22+ countries represented:

- the fundamental role of management;
- the central role of competence in enterprises;
- the strong link between competence and an enterprise's strategy;
- employee motivation;
- the importance of consultation in any measures.

The 22 countries also agreed that an international body should be set up to monitor company practices in the field of competence.

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Deauville 1998: objective competences - dossier
La revue des entreprises - MEDEF, n°606,
December 1998, pp.55-66

Sources: INFFO Flash; Social links/Centre Inffo

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Initial training/Continuing education and training policy/Employment policy

Initial training

Italy Plans for longer compulsory schooling and an integrated education and training system

In the broad framework of a new Social Pact signed in December 1998, the Italian government is seeking to introduce an integrated system of education and vocational training as a measure to promote growth and employment. It will eventually be compulsory to attend education or training activities up to the age of 18, a requirement which may be fulfilled at school in vocational training or in apprenticeship. The skills thus acquired will have the value of training credits.

Compulsory education will in 1999 be extended by one year to the age of 15, a total of nine years. This is the first step in a process which aims to extend training to 18 years of age and 13 years' duration.

Measures will also be taken to combat the phenomenon of drop-outs and to train teachers. The government and the social partners intend to extend the use of in-company training periods for students, while apprentices will be required to train for at least 120 hours a year outside their enterprises.

An inter-professional fund for continuous training is being set up with an endowment of 600 billion lire (310 million EUR) in 1999 and 500 billion lire (258 million EUR) per year in 2000 and 2001. It is also planned to set up a fund for the training of temporary workers (known as "interim" workers).

The Minister of Education, Berlinguer, has made it known that in the integrated education-training system it will only be possible to enter the labour market with one of the following qualifications: an upper secondary school-leaving certificate, an apprenticeship contract or a vocational qualification. Skills acquired through working experience

will be recognised for the purposes of awarding training credits, as will training or school.

Training credits obtained in this way will facilitate the pathway towards a certificate and access to higher technical-vocational training. The aim is to raise at the same time the quality of general education and in-company vocational experience.

This objective can only be achieved by reassessing at national level the analysis of training needs as part of a partnership action involving the regional authorities, social partners, central government via the Ministries concerned (Labour, Education, etc.) and universities. This may also lead to a review of the role of the existing State vocational schools. Special measures are envisaged for the disabled and handicapped.

The future implications of these measures are as follows:

- a general re-organisation of school cycles;
- a closer link between school (especially vocational schools) and training;
- a substantial improvement in the quality and quantity of training supply, and
- a gradual development of forms of apprenticeship with training in excess of the 120 hours envisaged by current legislation.

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Source: ISFOL

Greece Technical-vocational schools are launched

The Greek Ministry of National Education and Religious Affairs introduced a major educational reform in 1997 (see CEDEFOP Info 2/98). Within the framework of this reform, Technical-Vocational Lycea (TEL) - leading to qualifications at EU Level 3 - and Technical-Vocational Schools (TES) - EU Level 2 qualifications - are replaced by Technical-Vocational Centres (TEE).

TEEs started operating in the 1998-99 school year. They offer technical-

vocational programmes to gymnasium (lower secondary education) graduates aimed at providing general education as well as technical-vocational specialization and at facilitating the integration of their graduates in the labour market.

The courses provided in TEEs are organized in 2 cycles. Cycle A lasts 2 years and the graduates get a Level 2 certificate, while they can be enrolled in Cycle B which lasts 1 year and provides a Level 3 certificate.

The graduates of both cycles can get a license to practice an occupation. Additionally, Cycle B graduates have priority in enrolling in the post-secondary training level Institutes of Vocational Training (IEK), while they can enter Technological Educational Institutions (TEI) - non-university higher education institutions, after eighteen (18) months working experience.

Source: OEEK

Austria 1 600 training places through new occupations

Sectors with good future prospects opened up

The introduction of new training occupations in Austria has turned out to be an effective strategy to overcome the acute shortage of training places. In autumn 1998 alone, 1,000 new training enterprises with 1,600 additional training

places could be achieved through 23 new training occupations created since 1997.

Some of the new training occupations, e.g. EDP technician (m/f), EDP clerks and media clerks, are to be found in the EDP and multimedia sectors with good future prospects. Other new occupations are planned

in information technology and telecommunications engineering.

Austria intends to continue with the development of new occupations in the future. At the same time, the country faces the task of modernizing its apprenticeship system in order to keep pace with current economic developments.

Source: abf-austria/CEDEFOP/SK

Portugal Second chance school

Within the framework of the European Commission's programme for "Second Chance Schools" organised by the Directorate General for Education, Training and Youth, Portugal will soon have its own Second Chance School. The main purpose of these schools is to offer, through education and training, fresh opportunities for vocational integration to youngsters who have left school before the end of compulsory schooling and are suffering from social exclusion. In this context, partnerships are established with

local firms with a view to helping these young people find their place in society and the working world.

Portugal's first Second Chance School will be in the municipality of Seixal, the home of 6,500 youngsters at risk of exclusion as a result of dropping out of school. This group corresponds to 21.3% of the town's total school population.

When it opens, the school will take in some 60 pupils aged 16 to 25, split into 6 classes of 10 pupils to optimise

the administrative and teaching management and monitoring.

For three years the pupils will receive education that, by the end of the period, will be the equivalent of the ninth year of school education. Curricula will be personalised and the teaching methods will be directed towards meeting the young people's needs, so that they can learn through interaction with their surroundings and can acquire the knowledge and skills they require to enter the working world.

Sources: Journal Publico/CICT

Continuing education and training policy

France

National association for the vocational training of adults: seven objectives for the future

The *Association nationale pour la formation professionnelle des adultes* (AFPA - National association for the vocational training of adults), which comes under the Ministry for Education and Solidarity, is a component of the public employment service, together with the *Agence nationale pour l'emploi* (ANPE) and decentralised ministerial departments in the French regions and *départements*. Operating on a national scale, it is one of the most important job training agencies in France, with over 400 establishments throughout the country. Its special feature is its tripartite management: the governmental authorities, and employers' and employees' organisations.

Over the next five years, AFPA is to focus its efforts on providing services to jobseekers, to help them return to working life. On 28 January 1999 the Association signed a second contract for development with the state covering the period from 1999 to 2003 (the first contract covered the years from 1994 to 1998). The purpose is to establish AFPA more firmly in its mission of supporting the authorities. It defines seven "progress objectives".

ANPE has also signed a progress contract with the state covering the same period. With its expertise in the labour market, the Agency has set itself the aim of consolidating its

share of the market by registering three million job vacancies a year.

With the declared intention of strengthening the complementary links between the two public bodies, AFPA is to cooperate with ANPE on organising an integrated mechanism for providing personalised support to jobseekers and for contributing, through the provision of guidance, job training and the certification of qualifications, to the achievement of the objectives defined by the government's national action plan for employment. It is to reinforce its links with its partners in the public employment department in the hopes of working "closer to the grass-roots".

The state is to provide budget support to AFPA "to back the improvement in its overall performance" and to help it to achieve the following seven objectives:

□ by the end of 2001, 80% of jobseekers entering the training system will be covered by the joint service to support career plans created by AFPA and ANPE

□ the entry of a beneficiary to the training system will be formally recorded in an "individual training commitment" concluded between the beneficiary and AFPA and describing his/her progress

□ more adults will be included among the beneficiaries receiving publicly funded training

□ the AFPA mechanism will be targeted towards achieving the aims and priorities defined in the national action plan for employment

□ in each centre, all the officials and technical staff will develop activities entailing direct involvement in the workplace

□ each major field of training will be the subject of close scrutiny

□ AFPA will arrange for the opti-

mum allocation of its staff to direct production activities.

By the end of the contract for development, all AFPA training courses should lead to the certification of the skills acquired (by means of a full or partial qualification). The validation arrangements will give scope for recognition of vocational competences acquired through experience.

The procedures for the validation of these competences, obtained in or outside training, will be studied jointly with ANPE.

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<http://www.afpa.fr>

Source: INFFO Flash/Centre Inffo

Spain

Developing the training components of training contracts

In December last year the National Institute for Employment (INEM) approved a model training contract and drew up the instructions for the application and development of the training components of this contract, thus taking a further step towards a reinforcement of links between the training world and the world of work.

The purpose is to make the entrepreneur or employer familiar with the model training contract which he has to sign and submit to his local employment office, and in which he has to enter the data on the training centre and on compliance with the theoretical training laid down in the contract.

Another objective is to make available to employers - through the network of INEM's provincial directorates and employment offices - information and advice on the centres in their area providing the theoretical training laid down in the contracts. Those Autonomous Communities which have been given the competence for active employment policies, will provide the necessary information through their own networks to those who request it. They will register the training contracts agreed in their territory and send a copy of these contracts to the relevant provincial directorate of INEM.

The body charged with the accreditation of the centres offering the

subjects in the catalogue and training map related to these contracts is INEM. The data will be used to prepare a census of the training centres accredited to provide the theoretical training laid down in the training contracts.

The accredited centres are authorised to issue a certificate, after the theoretical training has been completed, attesting the theoretical contents of the training given and the level achieved by the trainee. The employer, in turn, has to issue another certificate, not more than one month after the contract has expired, attesting the duration of theoretical training and the attained level of practical training.

Source: Boletín Oficial de Estado/INEM

CONFERENCES - SEMINARS - EXHIBITIONS

1 to 2 June 1999
Munich/D
Multimedia in der beruflichen Aus- und Weiterbildung
Bundesministerium für Bildung und Forschung
Information:
Bundesministerium für Bildung und Forschung
Referat Öffentlichkeitsarbeit
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D-53170 Bonn
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Fax: (49-228) 57 2094
e-mail: information@bmbf.bund400.de

4 June 1999
Geneva/CH
Université de Genève
Experiences novatrices: des associations apprenantes
Organisers:
Faculté de psychologie et des sciences de l'éducation
Genève et Conservatoire national des arts et métiers (CNAM)
Paris
Contact:
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8 to 10 June 1999
Stuttgart/D
Unternehmerische Selbständigkeit
Ein Bildungsziel für Europa
Information:
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14 to 15 June 1999
Hamburg/D
Forward Thinking - Keys to the Future in Education and Research
Information:
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20 to 24 June 1999
Vienna/A
19th World Conference on Open Learning and Distance Education
International Council for Open and Distance Education
ICDE
Gjerdrums vei 12
N-0486 Oslo
Tel: 4722+ 95 06 30
Fax: 4722+ 95 07 19
E-mail: icde@icde.no

21 to 22. June 1999
Potsdam/D
Qualifizierung für Europa
Ergebnisse und Perspektiven der grenzübergreifenden
Berufsbildungskoooperation
Information:
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9 to 11 July 1999
Worcester/UK
International Conference on Lifelong Learning: Policy, Practice and Possibility.
Worcester College University
Policy into Practice Research Centre
Information:
Hazel Alley
Research Office
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Henwick Grove
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Tel.: (44-1905) 855065
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E-mail: h.alley@worc.ac.uk

4 to 7 August 1999
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'The Guidance Event of the Millennium'
International Careers Guidance Conference
Lifelong Careers Guidance for Lifetime Career Development
Contact:
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Fax: (44-171) 424 3329
E-mail: JuneCadogan@banks-sadler.co.uk
<http://www.icg-uk.org>

24 to 28 August 1999
Göteborg/S
Advancing Learning Communities In the New Millennium
8th European Conference for Research on Learning and Instruction EARLI 1999
(European Association for Research on Learning and Instruction)
Department of Education
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<http://www.ped.gu.se/biorn/earli/conf/conf.html>

20 to 24 September 1999
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Engineering Education in the Third Millennium
28th Engineering Education Symposium 1999
International Society for Engineering Education (IGIP)
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22 to 25 September 1999
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Conference of The European Educational Research Association
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Fax: (44-131) 556 9454
e-mail: eera@scree.ac.uk
<http://www.eera.ac.uk>

Ireland

New departure for adult education

The promotion of lifelong learning has moved centre stage in educational policy in Ireland with the publication of the Green Paper on Adult Education*. The appointment for the first time of a Minister of State with specific responsibility for adult education and, earlier, the commitments to lifelong learning contained in the agreement of the social partners Partnership 2000 (see CEDEFOP Info 2/97 p.11) signalled a growing recognition of the issue.

The Green Paper defines adult education as "any systematic learning by adults, either formal or informal, which is not interrupted education or training". It ranges from literacy, numeracy, basic education and personal development to advanced professional training and is provided in a number of diverse settings, by diverse methods and by a variety of providers.

The need to provide a coherent policy framework for this diverse provision is all the more compelling in the present economic climate in Ireland where there is strong demand for labour. A predicted fall in the numbers of highly qualified young people entering the labour market in the years ahead due to a falling birthrate points to the importance of retaining and retraining existing workers rather than depending solely on recruiting labour. The technological age resting as it does on assumptions concerning literacy competence, and also the need to maintain competitiveness, demands constant updating of skills.

Adult education has an important role in addressing the issues of poverty and disadvantage. 63% of unemployed people in Ireland have less than upper second level education, a level which has become a pre-requi-

site for career and educational progression. The OECD International Adult Literacy Survey of 1997, furthermore, showed that about 25% of the Irish population were found to score at the lowest literacy level and that participation in adult education and training at 30% is very low by international standards of 40%. In comparison with other countries, Ireland has a less flexible educational system, with few part-time options, low participation of older age groups in third level education – 5% as opposed to 54% in the UK – and a lack of systematized alternatives to the Leaving Certificate for third level entry purposes.

The proposals advanced for further government action in the area of adult education and training include:

- implementation of a national adult literacy programme to incorporate key features of awareness, out-

reach, development of local referral networks and flexibility of provision as the main priority;

- development on a phased basis of a "back to education" initiative targeted at the nearly 640,000 people over 15 years of age who have not completed upper secondary education through the expansion of existing programmes, Youthreach, Post-Leaving Certificate courses and the Vocational Training Opportunities Scheme;
- establishment of a National Adult Learning Council to promote a co-ordinated strategy among the various providers;
- establishment of local adult education boards representing key interests at local level to determine area needs and develop integrated area plans;
- development of services to support access to adult education such as childcare, guidance and counsel-

ling and support for those with disabilities;

- establishment of a working group on future recognition of qualifications in an effort to widen recognition to include new qualifications in the field, some of which will involve the accreditation of prior learning.

The Green Paper marks the start of a process of consultation with key players on the development of adult education.

* Department of Education and Science: *Adult education in an era of lifelong learning – Green paper on adult education*. 1998. ISBN 0-7076-6175-7. IRE5 (6.35 EUR). Available: Government Publications, Postal Trade Section, 4-5 Harcourt Road, IRL-Dublin 2. Tel: (353-1)661 3111 ext 4040/4045. Fax: (353-1) 475 2760

Source: FAS

Ireland

Increase in company training rate

How much training do Irish firms undertake? And how does this rate compare to other EU countries? These questions are the focus of a recent FAS-Training and Employment study*. Using evidence compiled by the Continuing Vocational Training Survey (CVTS) under the FORCE programme, the results for Ireland are compared with data from other EU countries.

The survey on which the European information is compiled was conducted in 1994 and covered companies employing 10 or more persons in manufacturing, construction, private services and public utilities in the then 12 EU countries**. The study finds that Ireland and the United Kingdom follow broadly similar patterns, unlike many of the Mediterranean countries, which have lower rates of training. The main findings are:

- The percentage of firms carrying out any training (77%) was higher than in most EU countries (57%) as was the proportion of employees attending training courses. However, the average time spent by participants on training courses in Ireland (25 hours per annum) was just over half the EU average of 45 hours per annum.
- The overall percentage of payroll spent on training courses in Ireland

(1.5%) was in line with the EU average of 1.6%.

- On examination of the training rates within broad occupational groups, the difference between Ireland and the EU were relatively small at the higher occupational end (managerial/professional group), but, in relation to the lowest group (craft/operatives group), the EU figure was only 17% compared to 37% in Ireland.

Based on Labour Force Surveys up to 1996, the report also presents the outcome of recent research on the extent of training of the employed in Ireland. The results show the level and the nature of education/training received, by age, gender, status, industry and occupational group. The results show that a slightly higher percentage of females participate in training than males in Ireland. This contrasts with the EU as a whole where males are slightly more likely than females to go on training courses. Participation by older persons in Ireland, however, is low. The Irish rate declines from 21% of 15-24 year olds to 4% in the 45-54 age group.

Overall the figures show an increasing amount of training of employed people in Ireland - education/training participation by employed per-

sons in Ireland rose by 50% between 1986 and 1996 - and that Irish companies perform satisfactorily compared to the EU as a whole. The duration of training courses, however, and hence the cost of courses, is relatively low. Overall, Irish firms' spending of 1.5% of their payroll on training courses is in line with EU norms.

The following improvements are recommended:

- an increase of the time spent on training courses,
- an increase in some presently low sectors (e.g. construction and hotels/restaurants), and
- an increase in the very low rates of training of older employed persons.

* Fox R: Training of the employed in Ireland: trends and comparisons. Available free of charge. Dublin: FAS-Training and Employment Authority, Planning and Research, 27-33 Upper Baginot Street, IRL-Dublin 4. Tel: (353-1) 607 0526 Fax: (353-1) 607 0634 Email: roger.fox@fas.ie

** Eurostat: Continuing vocational training survey in enterprises - results - 1994 (CVTS) Luxembourg: Office for Official Publications, 1997. ISBN 92-828-1498-X (EUR 7)

Source: FAS

United Kingdom

Greater competitiveness through developing entrepreneurship

In December 1998 the UK government published its White Paper on Our Competitive Future: Building the Knowledge Driven Economy. An underlying theme in the White Paper is the strengthening of British capabilities, knowledge, skills and creativity.

The government wants to develop entrepreneurs and is spending UK£ 15 million (ca. EUR 22.1 million) to support education and business

partnerships. The Qualifications and Curriculum Authority is to consider developing entrepreneurship skills in schools. The government is expanding its Young Enterprise Scheme into Higher Education and funding eight new enterprise centres in universities.

It will support the establishment of a Management and Enterprise National Training Organisation and a Management and Enterprise Council

which will work with government in developing a strategy for the development of managers.

Creating a learning culture is fundamental to achieving greater competitiveness. New initiatives like Individual Learning Accounts, University for Industry, and training elements of the New Deal are key issues.

The government will benchmark investment in training in sectors and

has asked the Accounting Standards Board to see how intangible assets including skills and knowledge can be disclosed in reports.

Regional Development Agencies have been given UK£39 million (ca. EUR 57.4 million) to identify key skills gaps and set out plans to address them. The National Skills Taskforce is contributing to a national strategy to meet communications and information technology

sectors needs. Modern Apprenticeships will expand together with national traineeships.

More information: Department for Trade and Industry 1-19 Victoria Street London SW1HO 0ET Tel.: (44-171) 215 50000 Fax: (44-171) 222 2629 Internet: www.dti.gov.uk/

Source: IPD

Employment policy

France Continued from page 1

Youth employment programme: a review after a year of implementation

... The announcement has been made by member of Parliament Jean-Claude Boulard, the author of a report* providing information on the application of the law on the development of youth employment, enacted on 16 October 1997**. The report summarises observations in the field by Deputies and makes 25 proposals on encouraging a second wave of job recruitment for young people. The proposals include: clarifying the durability of the activity and progress in a young person's status, redoubling efforts for unskilled or low-skilled youngsters, creating scope for 26- to 30-year-olds without unemployment benefit, and developing training.

The French Government set itself the target of creating a total of 150,000 jobs for youngsters by the end of 1998. That target has been reached. On 23 November last, the Ministry for Employment and Solidarity announced that 151,926 jobs had been created (78,676 by local authorities and associations, 65,000 by the Education Ministry and 8,250 by the National Police), and that 109,014 young people had in fact been recruited.

As to the nature of jobs in associations and local authorities, 60% of employers are associations, 31% are local authorities and the remaining 9% are mixed-investment compa-

nies, public housing bodies and hospitals. Most of the young people are aged under 26 (80%), but the proportion in the 26-30 age group is steadily rising. The majority of applicants are jobseekers (73%), and 20% of this group are long-term unemployed. The lower skilled have also been catered for under this programme: 30% of the young people recruited have no qualifications or at best a "CAP" (*certificat d'aptitude professionnelle*), and two thirds have at most passed their baccalaureate.

Every sector of the economy is involved. About 15.5% of the projects are in the "family, solidarity and

health" sector, 15.5% in the environmental sector, 10.9% in the arts, 8.9% in housing and the surroundings and 8.5% in education. Next come tourism, security, transport and the courts.

In the public education sector, some 30% of classroom support workers are in priority education zones, 61% or whom are in primary schools and 31% in secondary schools. In the National Police, most of the backup workers are assigned to "sensitive" districts. The majority are male (82%), aged 22 to 25, 29% of whom have qualifications lower than the baccalaureate.

Although the programme is developing well nationwide, the rate of success in individual *départements* varies a good deal, mainly according to the degree of commitment displayed by local authorities towards direct recruitment or the co-funding of the jobs created.

* "Emplois-jeunes : 25 propositions pour une deuxième vague" [Jobs for young people: 25 proposals for a second wave"]. Information report no 1211 presented by Jean-Claude Boulard, on behalf of the Committee for cultural, family and social affairs to the National Assembly on 18 November 1998.

** For further information: Ministry for Employment and Solidarity Internet website, under the heading of "Nouveaux services, emplois jeunes" http://www.travail.gouv.fr/actualites/emploi_jeune.html

Source : INFFO Flash/Centre INFFO

United Kingdom

New Deal - is reality darkening the vision?

The government's New Deal (see also CEDEFOP Info no 1/98) programme is going through some heavy water as drop out rates of 40% are reported. Fears that the UK£ 5 billion (ca. EUR 7.36 billion) flagship programme is failing come as economic forecasts suggest a rise in unemployment over the next two years. The New Deal's aim was to provide high quality training to the unemployed under 25s as they took up positions with accredited employ-

ers. Over 29,000 employers have signed up to the deal but the calibre or attitude of some candidates leaves a lot to be desired according to the Welfare Policy Centre of the Hudson Institute.

A new report* by the independent Centre for Local Economic Strategies voices similar concerns indicating that the failure of the public sector to play its full part in the New Deal will seriously impact on the success

of the programme when the economy downturns in 1999. The public sector accounts for only 2-3% of the subsidised jobs offered. The programme, the report says, will not "achieve its full potential without the participation of the public sector in areas of high unemployment." The report which covers local authorities and national health trusts and authorities says the main reasons for the poor response to the New Deal are lack of resources, lack of suitable

vacancies, low levels of labour turnover, bureaucratic inertia and low level of applicants. The study suggests that the programme as it stands is too rigid to fully succeed - either because the options are not suited to public sector employers' circumstances or because it does not take enough account of the diverse nature of local public services. The "design and delivery of the New Deal does not yet allow for sufficient ownership by local partners".

However, Andrew Smith the employment minister declared that "the New Deal has already got about 30,000 young unemployed people off benefit into jobs." The government said 21,000 of these jobs are unsubsidised whilst another 50,000 young people are being trained or educated for employment.

Despite the set-backs, the government is pressing ahead with the programme, and following a pilot project, announced the national expansion of the New Deal for lone parents to 500,000 single mothers with a child over five. Some leaders in welfare reform consider the scheme for single mothers will only work if participation is made compulsory. The government is also raising the age limit for the New Deal extending it to older workers between 25 and 65. Twenty-eight pilot studies will be set up across the country to extend the scheme to 60,000 older workers who have been unemployed for 12 to 18 months. Under the scheme older workers will be given individually tailored help and presented with four options: to take a job with an accredited employer; to take up full time training or educational courses; to work in the voluntary sector or to enter self employment. Loss of benefit sanctions will not extend to the long term older unemployed, who are already eligible for UK£ 75 (ca. EUR 110) per week subsidy to help them into work.

A recent survey by Industrial Relations Services**, however, found employers are generally pleased with the quality of recruits and are benefiting from an improved Employment Service.

Moreover, Parliament's Select Committee on Education and Employment in its report*** on the New Deal has given it a cautious welcome but has advised employment services to ensure that young people remain employed following their initial subsidised employment. The Employment Service in its latest strategy document indicates ways in which it will improve its service to New Dealers****.

More information from: Department of Education and Employment, New Deal Task Force, Employment and Lifelong Learning Directorate. Tel no: (44-870) 0012345 Fax: (44-171) 925 500 - E-mail: info@dfee.gov.uk Information Office Tel no: 44 171 9255189 Internet: <http://www.dfee.gov.uk>

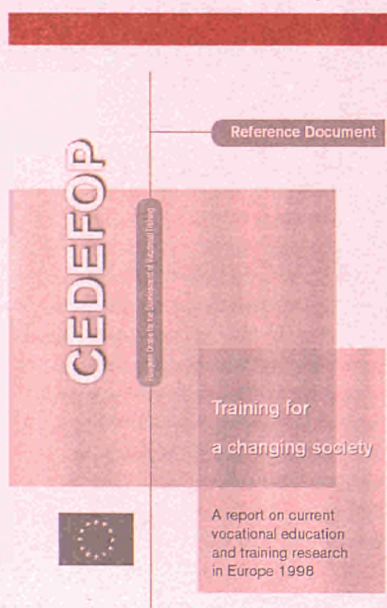
* *Joining up? The New Deal, The public sector and the employer option* Centre for Local Economic Strategies, Barclay House, Whitworth Street West, Manchester M1 5NG. Price UK£ 15.00 (EUR 22.07) Tel.: (44-161) 236 7036 Fax: (44-161) 236 1891 E-mail: cles@mecr1.pop.tel.org.uk Internet: <http://www.cles.org.uk>

** Industrial Relations Services, Employee Development Bulletin, December 1998, Eclipse Group Ltd, 8-20 Highbury Place, London N5 1QP. Tel: (44-171) 354 5858 - Fax: (44-171) 226 8617 - Internet: <http://www.irs.eclipse.co.uk>

*** Select Committee on Education and Employment eighth report from the Stationery Office, 51 Nine Elms Lane, London SW8 5DR UK. Tel no: (44-171) 8739090 Fax: (44-171) 873 84 63 - Price: UK£ 8 (EUR 11.77) or free from web site www.parliament.the.stationeryoffice.co.uk

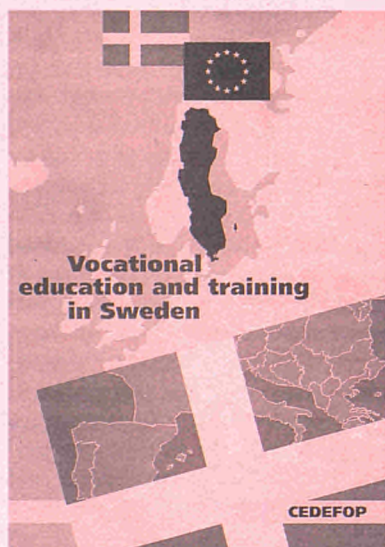
**** *The Way ahead: Toward 2000.* The Employment Service, free. Tel.: (44-171) 273 6173 Fax: (44-171) 273 6082 E-mail: ert.es.svh@gtinet.gov.uk Internet: <http://www.employmentservice.gov.uk>

Source: IPD



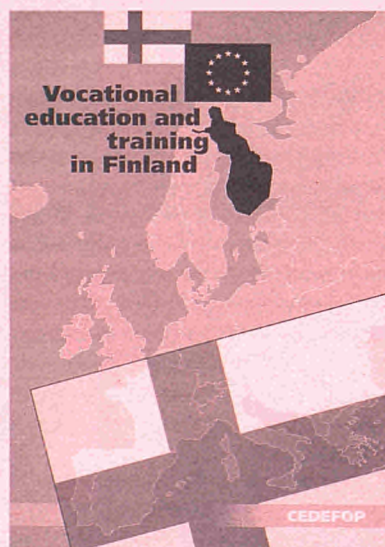
Training for a changing society
A report on current vocational education and training research in Europe 1998
Luxembourg: EUR-OP
2nd revised edition, 1999, 294 p.
Languages: DE, EN, FR
Price: EUR 19
Cat.-No.: HX-19-98-827-EN-C
ISBN 92-828-5640-2

May be obtained from the EU sales offices



Vocational education and training in Sweden
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Luxembourg: EUR-OP
1997, 135 p.
Languages: DE, EN, FI, FR
Price: EUR 18,50
Cat.-No.: HX-06-97-577-EN-C

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CEDEFOP publications



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New training organizations and programmes/ Quality and certification

New training organizations and programmes

Belgium

Fast courses in new communication technologies

Since October 1998 the *Office communautaire et régional de l'Emploi et de la Formation professionnelle* (FOREM - the Community and Regional Agency for employment and vocational training) and the *Institut de Formation Permanente pour les Classes moyennes et les Petites et Moyennes Entreprises* (IFPME - Institute for permanent training for small firms and traders) has been organising short courses (3 to 20 hours) on new information and communication technologies. These courses are partially subsidised by the Walloon Government.

The training is directed at jobseekers, those working in small and medium-sized firms and self-employed people wishing to add to their skills in this field.

The programme is in two main parts. The first relates to the Internet and Intranet. The student is introduced to the Internet and finds out how to use it, communicate by electronic mail and present information. The second is on telecommunications and their applications, with an introduction to telecommunications, groupware, electronic trading and teleworking. The courses are held at over thirty locations throughout the Walloon Region (except in the German-speaking Community).

The courses are free of charge for jobseekers. For businesses, there is a fixed charge of 250 Belgian Francs (6.20 EUR) an hour per participant.

Further information from:
FOREM Internet site: <http://www.forem.be>
Source: FOREM (CIDOC)

Belgium

FOREM: a new range of on-line services

Inaugurated in September 1995, the Internet website for the *Office communautaire et régional de l'emploi et de la formation professionnelle* (FOREM - the Community and Regional Agency for Employment and Vocational Training) has been steadily developing, matching more closely the expectations of its users - employers and jobseekers.

In addition to the usual features such as a noticeboard of job vacancies, a list of vocational training courses, an address book, open centres and FOREM's glossary, the website has just introduced three practical services for its users: on-line registration, on-line CVs and a Quick CV feature.

"On-line registration" means that anyone looking for a job in the Walloon Region can register as a jobseeker and freely access all FOREM's services, acquiring or retaining certain social rights and obtaining an on-line receipt of his or her registration.

The "on-line CV" service is directed at both jobseekers and employers. Applicants may present their skills and job knowledge to potential

employers and hope to attract their attention. They may compose three different CVs outlining alternative fields of experience. They can produce a summary of their CVs that will be displayed when an employer is searching for recruits. They can also get advice on the wording of their CVs. On their side, employers may contact potential applicants on-line, look at the CV summaries and select those matching the recruitment profile.

The "Quick CV" is for company recruitment managers. A firm looking for new personnel can automatically receive up to 20 CVs by electronic mail that fit the job profile it has defined.

FOREM is also planning in the near future to develop the equivalent of

the Quick CV for jobseekers, to be known as "Quick Job". The applicant will be able to specify job profiles and then be sent job vacancies matching his or her own profile by electronic mail.

On the European level, FOREM offers its users a very useful service: "links to employment". This lists the various websites of European public employment bodies and of various institutions such as CEDEFOP and EURES.

Through this concept of on-line services and information, FOREM's Internet site is a genuine response to the needs of its direct users: jobseekers and employers.

Further information from:
FOREM Internet website: <http://www.forem.be>
Source: FOREM (CIDOC)

Sweden

The Swedish employment market takes a great interest in QVE

Since late 1996 a pilot project involving qualified vocational education (QVE) is being carried out in Sweden (see CEDEFOP Info 3/97). This is a new form of post-secondary education in which one-third of the time is based on advanced application of theoretical knowledge at a workplace. The courses are open to those coming direct from upper secondary school and to people who are already employed and wish to develop their skills within a defined area.

A governmental commission has been appointed to run the QVE pilot project and it invites educational institutions and companies to take

part in the pilot project. The project is based on close co-operation between enterprise and the various course providers and is intended to correspond to real needs in the employment market.

The pilot project has expanded rapidly and in spring 1998, the government announced a further expansion and a prolongation of the project until 2001. Up to 1998, 8000 student places (3500 in 1997) have been approved. During 1999, 12000 students will study in QVE.

There are no restrictions in terms of the sectors in which QVE is to be provided. However, due to current

demand in the employment market, a considerable number of the 205 courses approved so far are found in the fields of information technology and the engineering industry. There are also courses in other areas such as commerce, tourism, health care and environmental control.

The purpose of the QVE project is to compile experience relating to new courses, new educational forms and new course providers. Concurrent with the project, there will be an investigation of the extent of interest in this type of vocational education on the part of the employment market and the students involved. Up to now, the results have been

encouraging. In the latest selection process only one third of the applications from various course providers could be approved. On average there are four applicants for each student place. So far, 1061 students have finished a QVE. 72% of those have found employment within three months of graduation and 10% have continued to study.

Luleå University of Technology is responsible for ensuring that an independent evaluation of the pilot project will be carried out. Aspects of the courses to be evaluated include the questions of whether they correspond to employment-market needs and whether the students

have received education of quality and relevance to future employment.

On the basis of the experience gained to date, the commission is to draft a proposal on how courses of this kind can be incorporated into the education system. Based on the experience gained, the government intends to decide on the future development of QVE.

Further information can be obtained from
Commission on Qualified Vocational Education,
Regeringsgatan 30-32,
S-103 33 Stockholm Sweden,
tel (46-8) 4051000,
fax (46-8) 4054498.
Internet: www.ky.gov.se

Source: SEP, Stockholm

Trade unions develop innovative workplace learning partnerships

Trade unions, according to David Blunkett, Secretary of State for Education and Employment, have " a crucial role to play in the skills agenda ... they are uniquely placed to influence learning in the workplace."

In recognition of this the government has set up a Union Learning Fund to give unions UK£ 8 million (ca. EUR 11.77 million) over four years to help develop innovative

projects that involve unions in workplace learning.

The government announced the first 45 successful bids in September 1998 involving 21 unions. Some of the bids involve unions co-operating with some household name employers such as Coca Cola, the Bank of England and Nat West. Successful bids must focus on one of the following aspects of learning at work: advice, guidance and information;

equality and access; organisation and employee development and young workers. Wherever possible, the projects should be linked to other publicly supported learning initiatives such as the University for Industry and Individual Learning Accounts. These links will help provide mutual support to all the policies in the area of vocational skills and training. Successful bids include: building partnerships in lifelong learning, learning in captive time in

the transport sector and learning barriers for part time workers.

The TUC's Learning Services Task Group in its recommendations* included the creation of "union learning representatives". The representatives' functions would include: generating demand for learning amongst members; giving advice and information to members about learning; identifying the learning needs of individual members; work-

ing with employers to introduce, implement and monitor initiatives, such as Modern apprenticeships, New Deal, Investors in People and NVQs, that can have benefits for members.

*Learning Services Task Group report, TUC General Council report to Congress 1998. TUC Congress House, Great Russell Street London WC1B 3LS. Tel no: (44-171) 6364030 Fax: (44-171) 6360632 E-mail: info@tuc.org.uk Internet: http://www.tuc.org.uk

Source: IPD

Euro Afro hairdresser curls and straightens

Finally the time has come: the Afro hair⁽¹⁾ occupational profile has been established by the social partners. Despite the fact that more and more people with frizzy hair are living in the Netherlands, there is no recognised diploma for Afro hairdressers or registration of the profession.

Changes are starting to happen in this area. In five months a complete occupational profile study has been carried out by CINOP, the Centre for

the Innovation of Education and Training. Under the guidance of a steering group from the business community, education and training and the social partners, in a relatively short period the field of study has been defined, the questionnaire and list of activities formulated, the fieldwork (establishing contacts and visiting 68 salons in the Netherlands) performed and the analysis of the collected material carried out. The level of cooperation on the part

of respondents was tremendous, and partly due to this cooperation (a response rate of more than 80% being achieved) and the efforts of the steering group it was possible to deliver the profiles.

What resulted are two occupational profiles of the Afro hairdresser, both with a broad field of activity but of differing 'heaviness'. At the present time, a firm foundation has been laid for future training for Afro hair treat-

ment as a result of the establishment of the profiles. The next step is the translation of the occupational profile into a training profile and the associated qualifications and attainment targets. Fitting into the existing qualifications structure in particular is an important step which will still have to be taken.

Although there are training courses for Afro hair in a large number of countries, the Netherlands is the first

country where direct coordination with occupational practice has taken place for future training.

For further information: CINOP (Mr. J. Nafzger) Pettelaarpark, 1, Postbus 1585, NL - 5200 BP's-Hertogenbosch - Tel. (31-73) 6800 815, e-mail: jnafzger@cinop.nl

Source: CINOP

⁽¹⁾ Afro hair is understood as meaning curly hair of African origin.

Quality and certification

Training cheques for small and medium-sized firms

The Wallon region suffers from a shortage of training, often aggravated by the mismatch between school education and the labour market. According to a European Community study carried out as part of the FORCE programme, Belgian firms offer an average of eight hours' training to each worker per year, and even then Walloon firms are reported to provide less than this average.

While larger firms make more regular use of staff training sessions, smaller firms still need to acquire this mentality. For this reason the Walloon Minister for Employment and Vocational Training has launched

the idea of a simple, flexible and rapid mechanism for the promotion of training for SME workers on the open market: the training cheque.

This system, which came into force on 1 December 1998, is aimed at firms in Wallonia with a work force of fewer than 50. The right to training is open to the firm's employees, but also to the employer, whether he or she is the company manager or an independent self-employed person.

The Walloon Region subsidises each small firm at the rate of up to 600 Belgian Francs (14.87 EUR) per worker and per hour of training. This subsidy covers all or part of the cost

of training. The annual ceiling per firm is 400 hours' training.

The training envisaged should serve the growth of a small firm - information technology, languages, marketing, exports - or on more technical matters associated with the work of the enterprise. Courses are held during normal working hours and are taught by an approved trainer. The list of accredited trainers is available from FOREM, which has set up a "training cheque" unit responsible for coordination and for the provision of information to firms.

The "training cheque" scheme works as follows:

- ❑ the firm selects ad hoc training from an accredited operator. It purchases the number of training cheques it needs from the project management firm, SODEXHO PASS. The cost of a cheque worth 1,200 BEF (29.75 EUR) is 600 BEF.
- ❑ workers give the cheques to the trainer in the course of their training.
- ❑ the firm receives a refund of the value of the cheques handed over to the trainer, i.e. 1,200 BEF (29.75 EUR), minus the cost of the trainer's services.

The arrangement has already attracted 400 Walloon firms. Perhaps the training cheque will become a true passport in the new millennium.

Further information: FOREM (Cellule « Chèque-formation » C/O CEPEGRA) - avenue des États-Unis 7 B-6041 Gosselies Tel. (32-71) 37 04 60 Fax: (32-71) 20 61 98

Press Service, Department of the Walloon Minister for Employment and Training (Mme van Laethem) rue du Moulin de Meuse 4 B-5000 Beez Tel. (32-81) 23 47 06 Fax (32-81) 23 47 73 Internet: http://vancau.wallonie.be

Source: FOREM (CIDOC)

Development of occupational and training profiles in the Flemish Community

Recent developments in the Flemish Community show an increased interest in harmonising VET curricula and job requirements on the labour market.

In this respect, the Flemish Social and Economic Council (SERV) organised a workshop around the theme of occupational profiles to be used for the development of training profiles. SERV began systematically describing job contents for most of

the economic sectors in 1997, using a methodology culled from tested international methods and established by the Higher Institute for Labour Market Research (HIVA). Complementary to this, the Flemish Educational Council (VLOR), continually draws up vocational curricula, based on the SERV results.

Not only VLOR but also the Flemish Employment and Vocational Training Service (VDAB) and the Flemish

Institute for Independent Entrepreneurship (VIZO), along with the training centre of the Auxiliary National Joint Committee for White Collar Employees (CEVORA) and the Fund for Vocational Training in the Construction Sector (FVB) are using the new job descriptions in the development of their respective training programmes.

More specifically, through the FVB, a new agreement between the con-

struction sector and the educational sector has been signed, in order to ensure close co-operation in the field of technical, vocational and special (secondary) education for future construction workers. The agreement stipulates the organisation of practical training periods in this sector, where vacancies remain hard to fill.

Also of interest is the planned introduction of modularization of the educational system: the subject

matter will be divided into modules, each leading to a partial diploma. This should stimulate enterprises to employ workers without an overall higher diploma.

Further information from: Lieve Van Den Heuvel, tel: (32-2) 217 0745 fax: (32-2) 217 7008 SERV - Jozef II-straat 12/16, B-1000 Brussels

Sources: De Standaard/Gazet van Antwerpen/SERV/ICODOC

Germany

Enhance the quality of vocational training

Special brochure from Certqua presents the concept and certification procedure

The society for the promotion of quality "Certqua" has, in cooperation with the publishing house, Luchterhand, published a special brochure on quality management in vocational training. The brochure describes the quality assurance concept based on the international quality standard ISO 9000, the application of individual quality elements

and the certification procedure in educational establishments.

The brochure is intended to be a contribution to the enhancement of quality and efficiency in vocational education and training and is available in DE free of charge from Certqua, Adenauerallee 12-14, D-53113 Bonn, Tel. (49-228) 104480, Fax (49-228) 104482.

Source: BIBB/CEDEFOP/SK

The Netherlands

New service in the field of international diploma comparison

The expert agency for international diploma comparison is located in the section of Centraal Orgaan Landelijke Organen (COLO) - the Association of the National Bodies for Vocational Training - which deals with international diploma comparisons. The expert office issues recommendations on the comparability of certificates obtained outside the Netherlands with Dutch certificates issued within secondary vocational training and adult education.

This service was recently expanded. Now if a person who has obtained a certificate within secondary vocational training in the Netherlands is considering emigration, he or she is able to contact the expert office for a personal qualification description. These descriptions consist of an explanation of a specific Dutch certificate, and describe the qualifica-

tion and the course that lead to the qualification. Together with every qualification description, an outline is provided of the Dutch secondary vocational education, so that it is clear within what context the certificate was obtained. Emigrants are also able to obtain information at the corresponding office about vocational education in the country to which they are intending to move. On the basis of a qualification description, it should be more simple to interpret and evaluate the Dutch certificate, once abroad. COLO also assists people arriving in the Netherlands with comparisons for their certificates obtained abroad.

More information from : COLO (Ms Helen van Honk-Kreft) P.O.Box 7259, NL-2701 AG Zoetermeer Tel.: (31-79) 352 3000 Fax: (31-79) 351 5478 E-mail: colo@colo.nl

Source: COLO Compass/CINOP

Ireland

Qualifications and youth employment

The issue of over-qualification in the labour market in Ireland is the subject of a recent publication.* The study examines

- whether a high degree of overlap exists in the status of occupations taken up by second-level school-leavers and third-level graduates - particularly the nature and extent of "overqualification" amongst-third level graduates,
- how the poorly educated fare in the job market and
- how the functioning of the education system can be improved.

The analyses are based on a national survey of 1985/6 school leavers, who were first interviewed in mid 1987 and then in late 1992, i.e. one and six years respectively after they had completed their second level education.

Examining the factors influencing the overall labour market experiences of school/college leavers, the authors single out the inflexibility of the Irish educational system. Part-time and second chance opportunities are limited, they state, and progression routes to higher education, particularly for poorly qualified

school leavers, are inadequate. On the labour market front, the latter also face strong competition for unskilled jobs. Almost a third of school/college leavers experience emigration during their first six years in the labour market, while migration within Ireland involves a similar proportion.

A substantial overlap in the occupations entered in the early stages of careers by those with higher and lower level qualifications is observed. This overlap declines rapidly over time with those with higher level qualifications experiencing greater upward mobility through promotion or movement to better jobs. Substantial proportions of young people with Leaving Certificate and higher qualifications do, however, remain in jobs for which they appear "overqualified" (ca. 20%).

The overdependence of employers in the services sector of the economy - retail/wholesale, hotel and restaurant areas - on "overqualified" temporary and part-time labour - many of whom are non-nationals - with little need for training, has to be addressed. The report recommends a

rapid expansion of apprenticeships and traineeships (see CEDEFOP Info 1/98 p.14) to enable the least qualified to advance/train.

Greater "institutional flexibility" in educational provision is the main recommendation of the report, that is flexibility in part-time provision, in facilitating mixing education/training courses, in cumulative credit arrangements, in greater integration of qualification systems and in progression routes to further education for the poorly qualified. These proposals are echoed in the recent Government Green Paper on Adult Education (see page 11 of this issue of CEDEFOP Info). Expansion of early school interventions to significantly reduce the level of educational failure and subsequent high levels of unemployment among deprived youth is similarly advocated.

*Hannan DF et al: *Trading qualifications for jobs: overeducation and the Irish youth labour market*. 1998. ISBN 1-86076-106-2. IRE 16.95 (EUR 21.52). Available: Oak Tree Press, Merrion Building, Lower Merrion Street, IRL-Dublin 2). Tel: (353-1) 676 1600. Fax: (353-1) 676 1644

Source: FAS

Foto: Manfred Vollmer

France

Génération 92 - The preliminary findings of a special survey by the Centre for studies and research in qualifications (Céreq)

A close look at five years in the careers of 27,000 young people

"Generation 92" is Céreq's new contribution to the store of information on young people's entry into the working world. The purpose of the survey was to monitor young people coming onto the labour market in 1992, irrespective of their level of training. It describes their occupational status in 1997 and analyses the routes they have taken. The survey was conducted throughout France in 1997-1998, and focused on 27,000 young people representing 530,000 educational system leavers out of the total estimated population group of 640,000. In setting up this survey, the most ambitious ever conducted by Céreq, difficulties were encountered due to its innovatory

approach, but it helped to develop original solutions in concepts, reference groups, the configuration of files, the nomenclatures used, sampling methods and procedures for telephone polls and the search for non-respondents. The survey was used to tackle at least five issues: training, career development, employment, the family context and the young person's role in negotiating his or her career development. Overall, the findings provide an excellent picture of 1992 leavers and the vicissitudes they have encountered over the five years covered by the survey. It is a better trained generation than its predecessors, but one that has suffered from a not very propitious economic situation at the time of entering the working world. Career development has

differed widely, depending on the level of training. None of the young people questioned followed exactly the same path. Taking the period as a whole, the young people who left their initial training in 1992 have experienced up to 19 different situations (employment, unemployment, inactivity, etc.) over the five year period. As regards the complexity of the career path, measured by the number of changes in status, there were no differences associated with the level of training or gender. This irregular pattern was experienced at every level, except perhaps at the two extremes: long-term unemployment was experienced by those with a low level of training, and long-term employment - in that fewer different jobs were held - was the general experience among those

with a high level of training. In 1997 the jobs occupied by the 1992 generation were comparable to those in the working population as a whole, although they continued to be less stable. Earnings gaps increased according to the level of a job, but to a greater extent among young men than young women, who suffer less from competition from older women having a less firm foothold in responsible positions on the labour market. Nevertheless, there is keener competition for access to certain occupations among graduates. Lastly, the stream of education or training is a major differentiating factor. Young graduates from industrial and technical streams earn more than do those with equivalent qualifications from service industry streams. People

holding higher education diplomas in science subjects earn more than those with diplomas in arts subjects. Even so, the status of graduates is radically different from that of young people leaving the lowest levels of training. Members of the former group are rarely unemployed, and most have secure, skilled jobs. In 1997, half of the members of the latter group were unemployed and those in work often had temporary or part-time jobs.

For more information: Céreq, Centre d'Études et de Recherches sur les Qualifications 10, place de la Joliette, F-13474 Marseilles cedex 02 Tel: (33-4) 91 13 28 28 Fax: (33-4) 91 13 28 80 http://www.cereq.fr Contact : Michèle Mansuy

Sources : Bref Céreq n°149 / CEDEFOP/IEG

United Kingdom

Skill shortages, skill gaps. What's in a name?

In CEDEFOP Info 3/98 the problems of skill shortages were highlighted. Now two new reports from the National Skills Task Force and the TEC National Council have spurred the government to action. It is to provide UK£ 38million (ca 55.9 million EUR) per year to help improve the supply of skills to the market. Mr David Blunkett, Secretary of State for Education and Employment considers the government's task is to widen the available pool of labour and to raise competitiveness rather than reduce the economic activity levels or to see unemployment as a tool of anti-inflationary policy. He said, "We must use skills as a way out of the difficulty."

Funds will go to the new Regional Development Agencies (RDA) to develop along with further and higher education institutions a skill strategy for each region. The funding package includes a UK£5 million (ca. 7.4 million EUR) rapid response fund to retrain those involved in large scale redundancies.

The reports go to great lengths to differentiate between the types of skill problems facing the UK economy. Skill shortages are defined as an absolute lack of potential applicants with the skills required. These are mainly confined to information

technology specialisms. Skills gaps are shortfalls between the skills that existing employees possess and those that their employer requires for full business effectiveness. These may include applying the latest technological innovation or interpersonal skills such as those required at call centres, which can occur even where no skill shortages exist. They can arise from inappropriate recruitment and selection practices, poor financial and non financial rewards, such as pay and conditions, training and career prospects, and the image of the industry or job.

According to the Task Force's report* and the findings of the TEC National Council** the way the UK educates and trains people is the underlying problem. The National Council believes that providing proper training and satisfying work could do much to encourage applicants. Further, employers should look to their existing workforces when skill needs change and provide more upskilling and retraining rather than turning to the external labour market. The Task Force recommends that information on skills issues needs to be improved and disseminated to employers, providers and individuals. Employers need to look at their selection procedures whilst providers need to make education and training relevant to

employers and employees - a stronger focus on transferable skills, more flexible learner centred provision and modular focused courses and qualifications.

A recent survey of shortages in communications and information technology skills highlighted unfilled vacancies across a wide range of jobs including operating networks, design, graphics and animation. The skills crisis has been heightened by the extra demands created by the millennium bug, the introduction of the euro and the latest national telephone numbering and code change.

Another research finding has found that skills shortages could threaten job creation among small and medium sized firms unless more training is undertaken. The finding by Cambridge University's Centre for Business Research is the result of a survey of 2,500 SMEs. More than 40% of those polled did not train workers while half of those that did train spent less than 1% of their wage bill on it.

The Hospitality Training Foundation¹⁾, the hospital industry's national training organisation has found that the industry will generate an additional 400,000 jobs by 2006, 20% of all

new jobs in the economy. As well as filling these vacancies it will need to replace staff lost through natural wastage, some 340,000 in 1998. The skills crisis in the industry can only be averted by training development. Employers need to focus on:

- training to raise the skill levels of their workforce;
- flexible recruitment, including how jobs are advertised, and employment practices;
- disseminating good practice in employment, education and training to the rest of the industry.

Yet another industry failing to meet the needs of clients is the construction industry. In a report*** by the Government's task force set up in autumn 1997 a commitment to people including their training forms one of the five drivers for change needed to re-invigorate the construction industry.

A labour market survey**** conducted by the Engineering and Marine Training Authority revealed half of 4,200 engineering sites surveyed could not recruit the staff they needed. Over half of sites with recruitment difficulties identified a lack of applicants with the required qualifications and skills as the main reason. A third of all the surveyed sites said they were experiencing a

skills gap between the skills of current employees and those needed to meet business goals.

** "Towards a national skills agenda," National Skills Task Force, available from Prolog, PO Box 5050, Sudbury, Suffolk CO106YJ. Free, quote SKT1
Tel no: (44-845) 6022260
Fax: (44945) 6033360
E-mail: dfee@tec.co.uk

*** Skills for success: a report on the skills needs of business", TEC National Council. Further information from TEC National Council, Westminster Tower, 3 Albert Embankment, London SE1 7SX.
Tel no: (44-171) 7350010
Fax: (44-171) 735 0090
E-mail: info@tec.co.uk

**** "Rethinking construction", " Department of the Environment, Transport and the Regions. Available from the Stationery Office, 51 Nine Elms Lane, London SW85DR.
Tel no: (44-171) 8739090
Fax: (44-171) 873 8200
E-mail: book.bordersvso.co.uk.
Price UK£ 2 (2.94 EUR) or free from <http://www.construction.detr.gov.uk/cis/rethink/>

***** Engineering and Marine Training Authority, Vector House, 41 Clarendon Road, Watford, Herts WD1 1HS.
Tel no: (44-1) 923 238441
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E-mail: sguest@emta.org.uk
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1) Further information from: The Hospitality Training Foundation
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Source: IPD

United Kingdom

National Vocational Qualifications (NVQs) - Are there too many? Why are there such wide variations in costs?

The Qualifications and Curriculum Authority (QCA) is to carry out a root and branch review of NVQs. Over the next six months 15 sector advisory groups will be set up, all chaired by prominent business leaders. A spokesman for the Authority said "one of the purposes of looking at every NVQ will be to see which ones no longer serve the purpose for which they were designed."

The sector groups began meeting in December and will continue throughout 1999. They will hear presentations concentrating on skills needs, training and qualifications. Estimates of the number of vocational qualifications are about 1700 of which there are 900 NVQs. Nick Tate, the Chief Executive of the Qualifications and Curriculum Authority, said streamlining qualifications will be one option under review. "My view is that there are too many qualifications - it is confusing to employers. I am keen to talk to employers about whether they want more flexible qualifications."

The Vice- President of the Institute of Personnel and Development, Trevor Bromelow considers Scottish/ Na-

tional Vocational Qualifications need to be redesigned and dynamised to open up for individuals and organisations together the opportunity to demonstrate world class standards of excellence. They also need to be made more relevant to the realities of the specific workplaces in which S/NVQs holders are employed. Employees who are competent enough in one organisation can find themselves quite out of touch with the standards in another high performing one. As well as addressing employers needs for tailoring S/NVQs more closely to the workplace they should also bridge the gap between individual and organisational standards. The IPD considers also that, as part of making S/NVQs more flexible for individuals' careers mobility and lifelong learning whilst at the same time keeping the qualifications relevant to job roles in organisations, there is a need to certificate and recognise individuals' attainment at NVQ unit level, (or cluster of units) short of a full NVQ qualification.

Another aspect of NVQs is the wide variation in costs of training employees in particular to level 2. Recent government commissioned re-

search* by the Institute of Employment Research Warwick University has found that the average net cost of training to NVQ level 2 ranged from just over UK£ 1000 (ca. EUR 1,471) in the electronics sector to nearly £9000 (ca. EUR 13,243) in the construction industry. Costs were liable to be higher if there was a possibility of progression to higher NVQ level because training was more highly structured and contained a significant off-the-job element.

* "Employers net costs of training to NVQ level 2(RR57)" April 1998
ISBN 085522 775 3 - available from DFE Publications, PO Box 5050, Sudbury, Suffolk CO10 6ZQ.
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Source: IPD

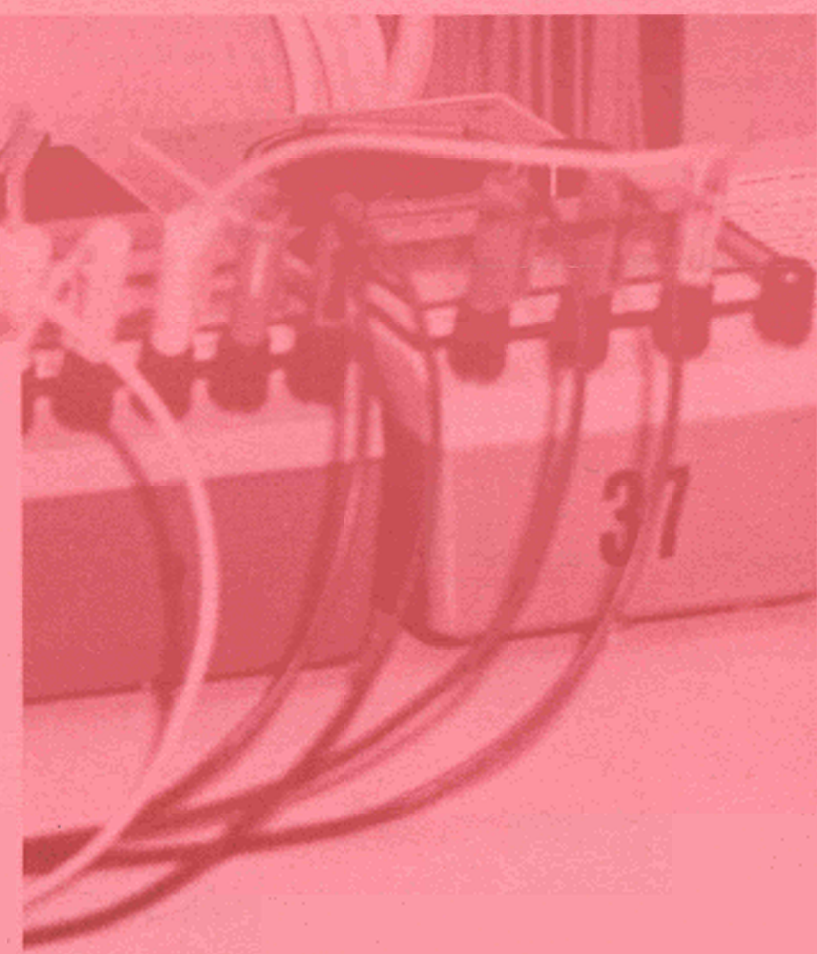


Foto: AEG - Telefunken

Germany

Latest trends in vocational qualification

IAB and BIBB interview a representative sample of 34,000 selected employees

The Institute for Labour Market and Occupational Research (IAB) and the Federal Institute for Vocational Training (BIBB) hope to obtain important findings on the acquisition and use of vocational qualifications from their most recent survey of employed persons. The two institutes started in 1979 to collect data at regular intervals from a representative sample of 34,000 employees on the progress and use of their qualifications. The surveys, repeated at intervals of five

to six years, permit a longer-term trend analysis of qualification-relevant requirements.

The latest 1998/99 survey also makes it possible to get relevant data on other indicators, e.g. the link between acquisition of qualifications and actual employment and workplace structures, the dissemination of new technologies and participation in continuing training.

The first results will probably be available after spring 1999 from the Bundesinstitut für Berufsbildung, Fehrbelliner Platz 3, D-10707 Berlin, Tel. (49-30) 864 32 23, Fax (49-30) 864 32 606.
Source: BIBB/CEDEFOP/SK



Page 17 Financing B: New funding initiative for training by Flemish companies; UK: People skills scoreboard - a skills audit in the engineering industry; **Page 18 Training of trainers** IRL: Training of trainers network; Sources; **Page 19 Special target groups** B: SYMBIOSIS Project: "Interculturalism and Exports"; P: Vocational training for the rehabilitation of drug users; D: Final vocational certificate through modules; **Page 20** Selected bibliography.

Financing/Training of trainers/ Special target groups

Financing

Belgium

New funding initiative for training by Flemish companies

In January, a new funding framework VLAMIVORM for vocational training initiatives by Flemish enterprises was launched. This initiative extends the already existing VLAMINOV framework (through which enterprises benefit from a tax reduction for investing in the creation or retention of jobs) to investment in training.

Concretely, enterprises that keep their staff at a constant level in 1999, are entitled to a (property) tax reduction of 25 000 BEF (ca. 620 EUR) (for SMEs with less than 50

workers) or 10 000 BEF (ca. 250 EUR) (for bigger companies), the condition being that this money is used for training initiatives. Companies that create new jobs will receive a 5 000 BEF (ca. 125 EUR) bonus. If the new job is given to a long term unemployed person with a low qualification profile, the bonus will amount to 10 000 BEF. It is estimated that the total costs will amount to some 3 000 million BEF (ca. 74.4 million EUR) in 1999.

The Flemish social partners have already agreed on what might

qualify under this measure, i.e. continuing vocational training, specialist training, retraining, language courses, management training, quality control training, environment-related training etc. Special attention will be given to training for poorly skilled individuals. In order to avoid malpractice, enterprises will have to draw up a training policy plan, which is to be accepted first inside the organisation by the works council or the trade unions' representatives. Furthermore, companies will have to send in reports of their training expenditures in 1999.

While the earlier VLAMINOV framework aimed at a rather limited number of economic sectors, VLAMIVORM extends to the major sectors and includes 'new' branches such as telecommunications, informatics, consultancy etc. (the banking and insurance sectors are however excluded).

With this initiative, the Flemish Community is responding to the EU demand for an increased investment in training. Furthermore, these actions are judged to be complementary to existing EU funding (via the Euro-

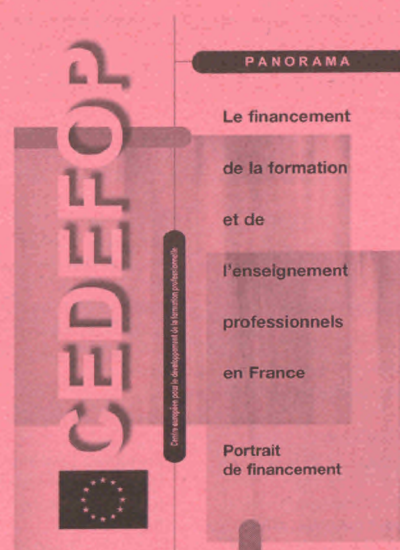
pean Social Fund) and are not considered to be a distortion of competition.

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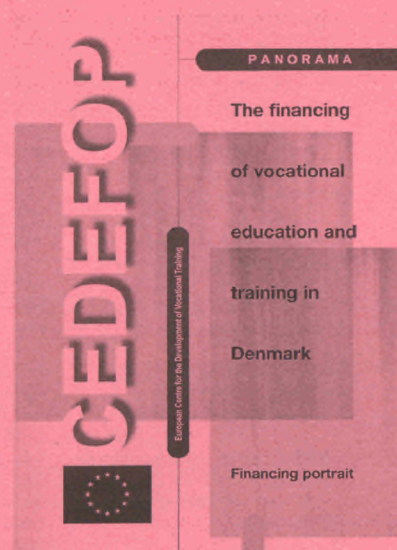
Sources: VEV-Snelbericht N° 15/De Standaard/
Financieel Economische Tijd/ ICODOC



Finanzierung der Berufsbildung in Österreich
Finanzierungsporträt
CEDEFOP panorama 5088
1998, 78 pp.
Language: DE
Cat.-No.: HX-20-98-090-DE-C
Free of charge on request from CEDEFOP



Le financement de la formation et de l'enseignement professionnels en France
Portrait de financement
CEDEFOP panorama 5089
1998, 81 pp.
Language: FR
Cat.-No.: HX-20-98-074-FR-C
Free of charge on request from CEDEFOP



The financing of vocational education and training in Denmark
Financing portrait
CEDEFOP panorama 5090
1999, 73 pp.
Languages: DA, EN
Cat.-No.: HX-20-98-098-EN-C
Free of charge on request from CEDEFOP

United Kingdom

People skills scoreboard - a skills audit in the engineering industry

A radical, pathfinding report* on investment in training issued by the Engineering Employers Federation and the Engineering and Marine Training Authority should be used as a framework for establishing similar "skills audits" throughout the economy according to the government.

The "people skills scoreboard" for the engineering sector is a comprehensive study of training investment and its linkage with commercial performance. Believed to be the first of its kind, the report records for each engineering business details such as annual training spend, recruitment of graduates and apprentices, sales growth and employment turnover. Some 178 companies completed the survey in full. The research finds that the engineering industry spends 0.5% of its turnover on "off-the-job training."

The study is seen as a significant development in promoting a culture of lifelong learning in UK companies. As a result government officials are talking to national training organisations and trade associations covering some 15 other industrial sectors, in fields such as construction and textiles, to examine how the "skills audit" approach could shed light on the training investment that might be needed in the rest of the economy.

*1998 People Skills Scoreboard for the Engineering Industry,
Engineering and Marine Training Authority,
41 Clarendon Rd,
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Tel no: (44-1923) 238441
Fax: (44-1923) 256 086
E-mail: sguest@emta.org.uk
Internet: http://www.emta.org.uk
Price UKE 15 (22.07 EUR)

Source: IPD

CEDEFOP publications

Training of trainers

Ireland

Training of trainers network

A national network of trainers project with links to other European countries was launched recently in Ireland. Sponsored by the staff development division of FAS-Training and Employment Authority and the EU ADAPT programme, the trainers network aims to create a professional support structure for trainers in Ireland. "Trainer" is broadly defined to include those involved in any aspect of adult and continuing education, in-company training and vocational education and training.

This initiative on the training of trainers emerged from the necessity for improved systems and processes

of identifying and meeting trainers' development needs particularly in a climate of changing technology and evolving skill requirements. The project is being developed in partnership with organisations in Belgium, France, Italy, the Netherlands and Norway under the title DIVE - Development and Implementation of Vocational Training for Employees. Each partner undertakes to organise a number of seminars for trainers on innovative technical, methodological and socio-economic topics, the deliberations of which will then be disseminated among the local networks. A transnational satellite conference will be held each year to

support dissemination and spin-off activities and to assist the trainers' management in implementing the newly acquired knowledge and skills. The first satellite conference entitled "Changing boundaries between learning and performing" took place in December 1998.

The national network is comprised of a number of local learning networks of trainers, which come together to provide development and support, share best practice and address issues on trainer development. Each local network will be an action learning group, driven by individual learning needs and linked to a re-

gional and national network. The local networks have access to web-based communication and learning resources. A website has recently been developed by FAS for trainers to use on an ongoing basis for accessing and disseminating up-to-date information on best practices and innovations*. The local networks are linked to a regional network, which in turn is supported at national level by a consortium. This consortium, composed of public sector organisations, third level institutes, professional organisations and the social partners, will influence policy and direction on teacher training in Ireland.

The initial project will end in December 1999 but it is envisaged the work of the network will continue. It is one of the aims of the project to expand to other European countries after 1999 and to create a permanent European platform for just-in-time training of trainers (see page 4 above).

*<http://www.fas.ie/trainersnetwork>
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Source: FAS

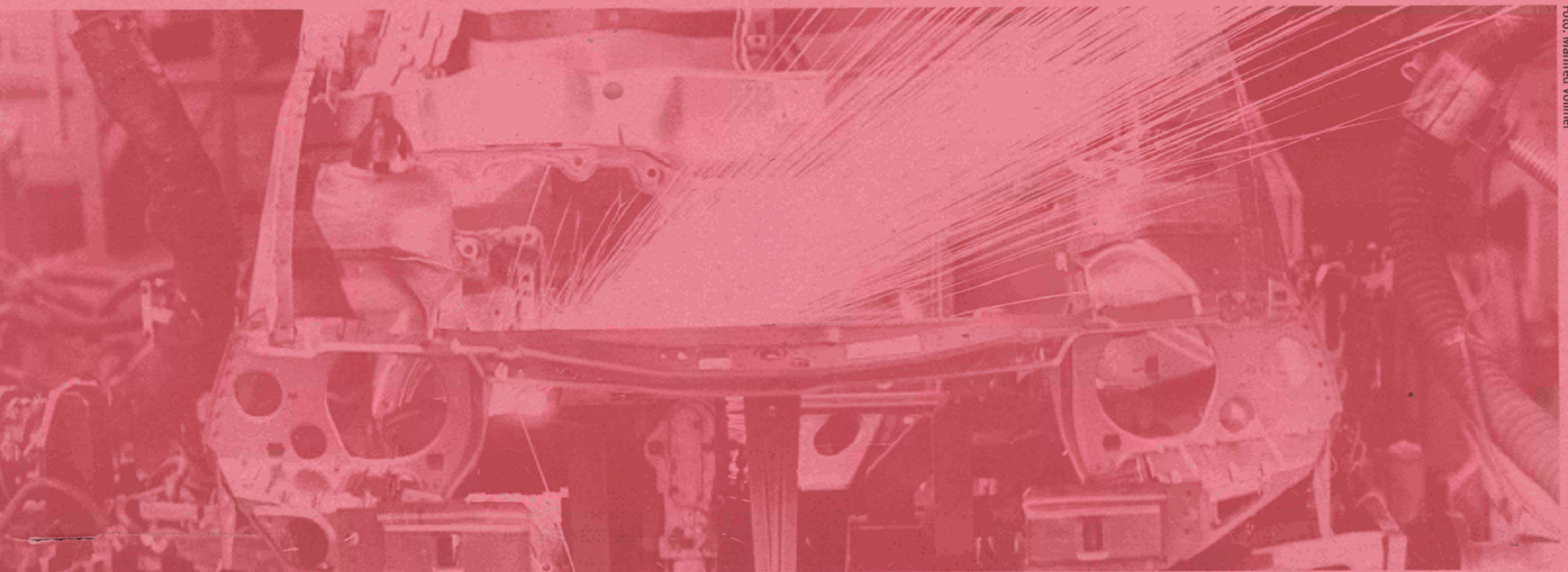


Foto: Manfred Vollmer

Sources

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Special target groups

Belgium

SYMBIOSIS Project: "Interculturalism and Exports"

This project, developed by FOREM (*Office communautaire et régional pour l'emploi et la formation professionnelle* - community and regional agency for employment and vocational training in Wallonia), aims to help young people of foreign origin (from the Maghreb, Turkey and Eastern Europe) living in Belgium to make the most of their many potential skills by attending a training course on exporting to the markets of their origins, with whose languages they are familiar.

People wishing to act as "commercial intermediaries" were chosen in the light of stringent criteria, taking particular account of the applicants' interest in the field of export, their motivation, ability to communicate and negotiate, language knowledge, level of education, work experience, liking for travel, the network of contacts in their countries of origin and their multi-culturalism. The screening entailed tests on motivation and language skills, as well as a discussion with managers of export firms and experts from FOREM's "Faire le Point" ["Taking Stock"] Project Centre in Verviers.

The Project Centre has developed an original training/action scheme based on six concepts: useful skills, interactivity, action, integration of training/action into a coherent project, direct links to the trade, and an ongoing, personalised framework.

The scheme has four main sections:

training: the six-week programme includes an introduction to new information and communication technologies, marketing, international commercial law, logistics, business negotiation and the role of interculturalism in international trade relations

language immersion: a two-week total immersion course in England (funded by the Walloon region's language immersion project)

personal research: every day for two to four hours, participants conducted their own search for information and courses and developed their network of contacts. They were supervised by a resource officer

work experience: a preliminary practical period in the participant's country of origin, to develop a network of contacts and broaden his or her knowledge of the country's social, cultural and economic fabric; and a second work experience period in a Walloon enterprise so that the applicant could try out the skills acquired in the course of training.

Particular attention was paid to the job search period during and at the end of the training/action period. The aim was to restate the applicants' career goals in the light of the training they had received, to assimilate and learn to use jobseeking techniques, to organise an active, intensive job search plan and to secure support for setting up their own businesses. The Symbiosis project has the backing of the *Agence Wallonne à l'Exportation* (AWEX - Walloon export agency), the *Association des Chambres de Commerce et d'Industrie* (Association of Chambers of Commerce and Industry), the *Centre pour l'Égalité des Chances et la Lutte contre le Racisme* (Centre for equal opportunities and the campaign against racism) and the European Social Fund.

For further information:
FOREM Verviers (Mme Yadranka Zorica) - Centre de projets "Faire le Point"
rue Jean Gôme 8 - B-4802 Heusy
Tel. (32-87) 22 55 11 - Fax (32-87) 23 15 71 - E-mail: yadranka.zorica@forem.be
Source: FOREM (CIDOC)

Portugal

Vocational training for the rehabilitation of drug users

The report of a commission on a national strategy for the anti-drugs campaign presented to the Portuguese government in October 1998 has stressed the importance of social reintegration - finding a job in particular - to the success of drug user treatment programmes.

This has led to a decision by the Council of Ministers to set up the LIFE-EMPLOYMENT Programme, in the global context of active employment and training measures under the national programme for the prevention of drug dependence (the LIFE Project), in co-operation with the Institute for Employment and Vocational Training (IEFP).

The basic aim of the LIFE-EMPLOYMENT programme is to speed up the social and occupational integration of drug users as an essential contribution to the treatment of drug dependence. Actions under this programme are the provision of information, guidance and vocational training. The programme encourages closer liaison among the treatment agencies, the public employment departments and the public and private bodies produc-

ing training programmes. It provides momentum for the implementation of employment and training programmes and active measures, both general and specific. The providers include integration and special training agencies, units for integration into active life (UNIVA) and job clubs. The programme arouses the awareness of local operators in an effort to encourage them to become actively involved in the process of social integration for drug users, in particular through participation in existing programmes. It sets up specific measures to support the social and occupational integration of former drug users, such as work experience schemes, integration premiums and support for employment and self-employment. Work experience will be acquired in the workplace, under the guidance of monitors having the appropriate background and training for this function.

Regional agencies for the LIFE-EMPLOYMENT programme will be set up at the delegations of the Institute for Employment and Vocational Training.

Sources: CICT/Decision of the Ministerial Council n°136/98

Germany

Final vocational certificate through modules

Pilot project proves success of modular 'late' qualification while in employment

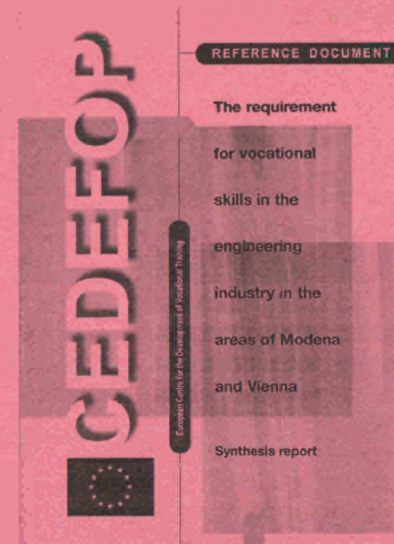
Module for module is the best way of acquiring a 'late' vocational certificate (i.e. certificate acquired later than is normal) for many candidates. This is proved by a pilot project initiated by the Federal Institute for Vocational Training (BIBB).

The rigid time and organizational frameworks of traditional training provision for acquiring a certificate at a later stage are difficult to fit into individual life pathways, especially in the case of disadvantaged youth. The results of the pilot project show that unskilled persons can cope much better with modular 'late' qualification

while in employment. The success has brought about the envisaged effects: various continuing training institutions have taken over individual modules but also entire modularized occupational categories, in their training provision for the acquisition of a 'late' vocational certificate.

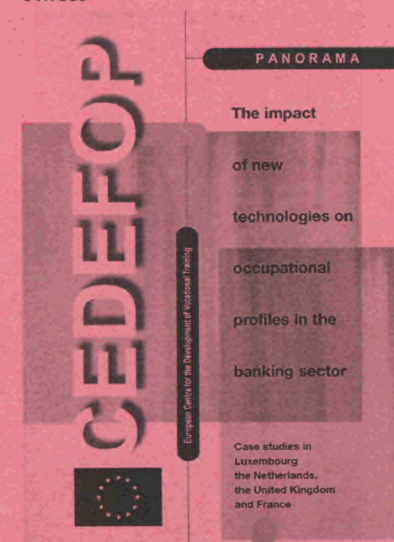
In its book "Modul für Modul" the BIBB introduces its concept of modular training provision for the acquisition of a 'late' vocational certificate and recommends that others follow its example. This book is available in German at a price of EUR 17.89 from W. Bertelsmann Verlag, Postfach 100633, D-33506 Bielefeld, Tel. (49-521) 911010, Fax (49-521) 9110179.

Source: BIBB/CEDEFOP/SK

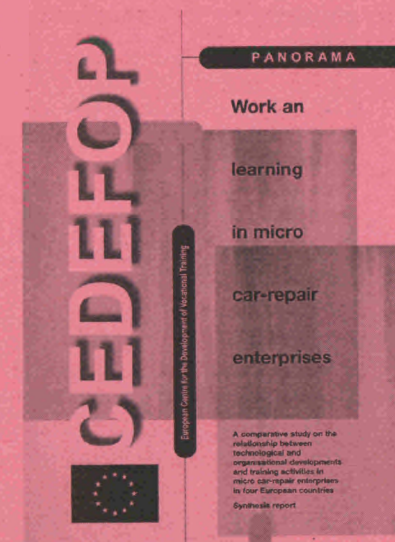


The requirement for vocational skills in the engineering industry in the areas of Modena and Vienna - Synthesis report
CEDEFOP Reference Document 1506
1998, 54 pp.
Languages: EN, IT
Price: EUR 8,50
Cat.-No.: HX-15-98-924-EN-C
May be obtained from the EU sales offices

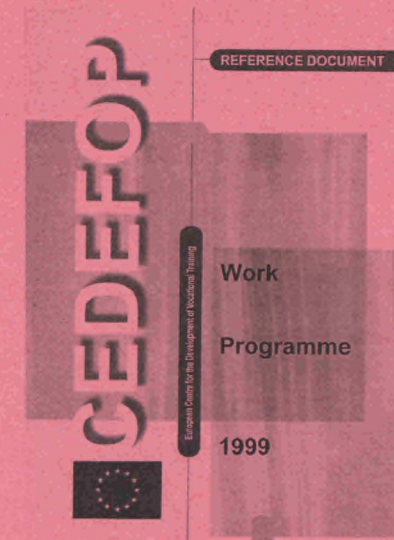
A sectoral approach to training in the printing industry and the hospital sector
Synthesis report of a study in five European countries
CEDEFOP panorama 5081
1998, 56 pp.
Language: EN
Cat.-No.: HX-18-98-429-EN-C
Free of charge on request from CEDEFOP



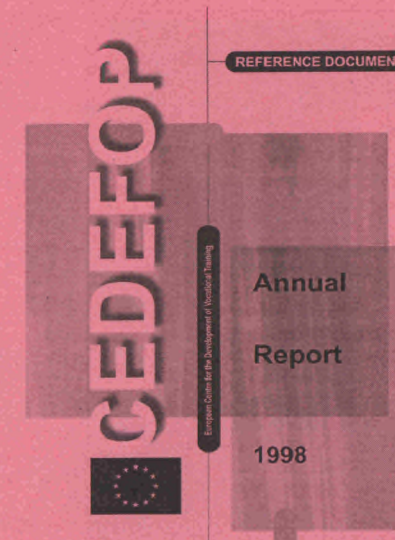
The impact of new technologies on occupational profiles in the banking sector
Case studies in Luxembourg, The Netherlands, the United Kingdom and France
CEDEFOP panorama 5084
1998, 188 pp.
Languages: EN, FR
Cat.-No.: HX-18-98-421-EN-C
Free of charge on request from CEDEFOP



Work and learning in micro car-repair enterprises
A comparative study on the relationship between technological and professional developments and training activities in micro car-repair enterprises in four European countries
Synthesis report
CEDEFOP panorama 5082
1998, 78 pp.
Language: EN
Cat.-No.: HX-18-98-897-EN-C
Free of charge on request from CEDEFOP



Work Programme 1999
1999, 59 pp.
Languages: DE, EN, FR, GR
Cat.-No.: HX-19-98-043-EN-C
Free of charge on request from CEDEFOP



Annual Report 1998
1999, 64 pp.
Languages: DE, EN, FR
Cat.-No.: HX-19-98-051-EN-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. Prepared by Anne Wainert e-mail: anw@cedefop.gr

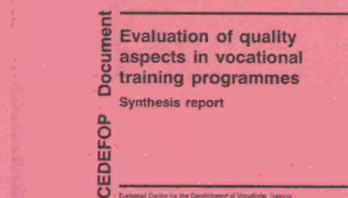


Vocational education and training - the European research field : background report, volume 1.

European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1998, 352 p. (Reference document)
ISBN 92-828-3613-4 (v.1); ISBN 92-828-3612-6 (v.1 + v.2)
Cat. no.: HX-13-98-001-EN-C EN

Vocational education and training - the European research field : background report, volume 2.

European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1998, 321 p. (Reference document)
ISBN 92-828-3614-2
Cat. no.: HX-13-98-002-EN-C EN



Evaluation of quality aspects in vocational training programmes : synthesis report.

SEYFRIED E
European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1998, 43 p. (CEDEFOP Document)
ISBN 92-828-5161-3
Cat. no.: HX-16-98-437-EN-C EN

The financing of vocational education and training in Denmark : financing portrait.

HANSEN M E
European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1999, 74 p. (Panorama, 90)
ISBN 92-828-5683-6
Cat. no.: HX-20-98-098-EN-C EN DA

Human resource accounting - interests and conflicts : a discussion paper.

FREDERIKSEN J V; WESTPHALEN S A
European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1998, 55 p. (Panorama, 85)
ISBN 92-828-3334-8
Cat. no.: HX-18-98-445-EN-C EN

Les transformations des compétences du personnel technico-commercial dans une société basée sur les connaissances : études de cas en France, au Portugal et en Ecosse.

PAUL J-J et al. (eds.)
Institut de recherche sur l'économie de l'éducation, IREDU; Dinâmia - Centro de Estudos sobre a Mudança Socioeconómica, Dinâmia; Scottish Qualifications Authority, SQA; European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1998, VII, 120 p. (Panorama, 77)
ISBN 92-828-3761-0
Cat. no.: HX-14-98-825-FR-C FR

panorama



Identification, validation et accréditation de l'apprentissage antérieur et informel : France.

FEUTRIE M
European Centre for the Development of Vocational Training, CEDEFOP
Luxembourg: EUR-OP, 1998, V, 79 p. (Panorama, 71)
ISBN 92-828-2551-5
Cat. no.: HX-11-97-423-FR-C FR



Proceedings of the Ampere Seminar, Luxembourg, February 1997

European Commission - DG XXII; Amitié - Bologne; Université catholique de Louvain
Luxembourg: EUR-OP, 1998, 176 p.
ISBN 92-828-2414-4
Cat. no.: C2-07-97-046-EN-C EN FR DE

Leonardo da Vinci - Impact Compendium.

European Commission - DG XXII
Brussels: Leonardo da Vinci - Technical Assistance Office, TAO, 1998, 106 p.
Leonardo da Vinci - TAO, 9 rue de l'Astronomie, B - 1210 Brussels, Fax: +32.2.227.01.01, e-mail: 101363.461@compuserve.com URL: http://europa.eu.int/en/comm/dg22/leonardo/impactcomp/index.html
EN FR DE

Combating exclusion from the world of work : ESF project examples.

European Commission - DG V
Luxembourg: EUR-OP, 1998, 52 p. (Employment and European Social Fund)
ISBN 92-828-2961-8
Cat. no.: CE-12-98-700-EN-C EN FR DE

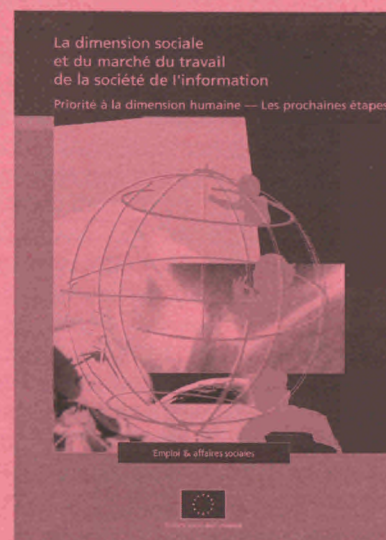


Helping young people along the path from school to work : ESF project examples.

European Commission - DG V
Luxembourg: EUR-OP, 1998, 52 p. (Employment and European Social Fund)
ISBN 92-828-2955-3
Cat. no.: CE-12-98-700-EN-C EN FR DE

Promoting equal opportunities for men and women : ESF project examples.

European Commission - DG V
Luxembourg: EUR-OP, 1998, 48 p. (Employment and European Social Fund)
ISBN 92-828-2964-2
Cat. no.: CE-12-98-683-EN-C EN FR DE



The social and labour market dimension of the Information Society : People first - The next step.

Commission of the European Communities - DG V
Luxembourg, 1998, 45 p.
ISBN 92-828-2702-X
Cat. no.: CE-09-97-672-EN-C
URL: http://europa.eu.int/en/comm/dg05/info_soc/home.htm
EN FR DE ES EL DA FI IT NL PT SV

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

Skill needs : linking labour market analysis and vocational training.

European Training Foundation, ETF
Luxembourg: EUR-OP, 1998, 135 p.
ISBN 92-9157-161-X
ETF
Villa Gualino, Viale Settimio Severo 65, I-10133 Torino. info@etf.it URL: http://www.etf.it/etfweb.nsf/pages/vetreport3
EN

Enhancing the role of social partner organizations in the area of vocational education and training in the candidate countries of Central and Eastern Europe : institutional arrangements.

European Training Foundation, ETF
Luxembourg: EUR-OP, 1998, 29 p.
ISBN 92-828-4385-8
ETF
Villa Gualino, Viale Settimio Severo 65, I-10133 Torino. info@etf.it
Cat. no.: AF-16-98-683-EN-C EN

Development of standards in vocational education and training : volume 1.

KUNZMANN M; LAUR-ERNST U; HOENE B
Federal Institute for Vocational Training, BIBB
Luxembourg: EUR-OP, 1998, 47 p. (Manual)
ISBN 92-828-4427-7;
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URL: http://etf.it/etfweb.nsf/pages/vetmanual.html
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Free movement of persons in the European Union : an overview.

SUBHAN A (ed.) ; PAPAHAZI E
European Parliament - Directorate General for Research
Brussels: European Parliament, 1998, 46 p.
(Civil Liberties - PE 167.028)
European Parliament, Rue Wiertz, B-1047 Brussels, Tel: (0032-2)284 3684, Fax: (0032-2)284 9050, e-mail: asubhan@europarl.eu.int
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Implementation of information technology for supporting collaboration in distributed organizations.

MUNKVOLD B E
The Norwegian University of Science and Technology;
Trondheim: NTNU Trondheim, 1998, 267 p.
(Doktoravhandling, 1998:40)
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ISBN 82-471-0236 EN

Making the curriculum work. Programmes scolaires : mode d'emploi.

Organisation for Economic Co-operation and Development, OECD
Paris: OECD, 1998, 123 p.
ISBN 92-64-16141-4
OECD,
2 rue André-Pascal, F-75775 Paris Cedex 16, oecd@oecd.org
EN FR

Reviews of national policies for education : Italy.

Organisation for Economic Co-operation and Development, OECD
Paris: OECD, 1998, 117 p.
ISBN 92-64-16112-0
OECD,
2 rue André-Pascal, F-75775 Paris Cedex 16, oecd@oecd.org
EN FR

Overcoming failure at school.

Organization for Economic Co-operation and Development, OECD
Paris: OECD, 1998, 97 p.
ISBN 92-64-16151-1
OECD,
2 rue André-Pascal, F-75775 Paris Cedex 16, oecd@oecd.org
EN FR

Structure and agency in youth transitions : students experiences of vocational further education.

RUDD P; EVANS K
Journal of Youth Studies (Abingdon) 1(1), 1998, p. 39-62
ISSN1367-6261;
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