



# CEDEFOP

about Vocational Training in the European Union

## Letter from the Director

In February 2000 CEDEFOP will be 25 years old.

The "Centre", the name by which CEDEFOP is affectionately known amongst ourselves, spent its childhood and youth in Berlin in Germany. When it came of age in 1995, it moved to Thessaloniki. First of all it rented a pretty little house among the pinewoods in the American Farm School, and in July it moved again, this time to a fine large building that befits its present size and role. The Centre has been growing very fast over the past few years, and now has 104 people working for it today. They are motivated by the great challenges to Europe in the 21<sup>st</sup> century: to guarantee every citizen a rich, harmonious working life; to end unemployment and social exclusion; to develop a sense of responsibility, citizenship and solidarity; to impart a taste for living and creating. All this, as we know, is achieved through education and training, and through vocational training in particular.

CEDEFOP, which has been working on the promotion and development of vocational training in Europe for the past 25 years, has gradually become the European Union's central reference point for vocational training.

The Centre's terms of reference are many-sided. Its products and services are directed at a steadily growing audience: the European Commission; Member States; the social partners; European Parliament; regional authorities; and initial and continuing training researchers and practitioners both in European Union Member States and associate countries (Iceland and Norway) as well as in countries applying for membership.

CEDEFOP has over the course of 25 years acquired undeniable expertise and skills in the traditional fields in which it operates: data selection, compilation and analysis; contributing towards the development and coordination of research; the profitable use and dissemination of relevant information on initial and continuing training; support and encouragement for a concerted, multinational approach to the problems of initial and continuing training.

But CEDEFOP, which advocates the development of adaptability and flexibility among people and institutions, has itself managed to keep abreast of its time and adapt to the changing socio-economic scene at the turn of the century, taking advantage of developments in information and communication technologies, as confirmed in its draft medium-term priorities for 2000-2003.

Apart from providing information on vocational training and the promotion and interpretation of research, CEDEFOP is also determined to reinforce two recent aspects of its work in the near future:

- responding to its partners' specific needs. CEDEFOP has the critical mass and the skills needed to respond to the specific questions raised by its partners, to draw up

Continued on page 2

# The Leonardo da Vinci programme approaches its second phase (2000-2006)

Five years after its creation in 1995, as of 1 January 2000, the European Community's Leonardo da Vinci programme is to be extended for a second phase, to last seven years. Its extension was formally adopted by the Council of Ministers on 26 April 1999.

The first meeting of the committee which will be responsible with the

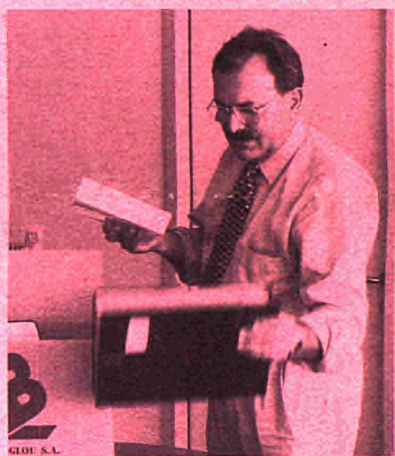
Commission for implementing the programme took place in July. In the dossier section at the end of this issue of CEDEFOP Info there is a detailed presentation of the programme and its objectives.

The unexpectedly rapid adoption of the programme was the result of constructive co-operation between the institutions of the European

Union - the Commission, which made the initial proposal and the Parliament and Council, which were involved in the consultative procedures and then approved the final Decision. Accordingly in the dossier section there are brief articles from Ms Susan Waddington, MEP, who was appointed rapporteur by the Parliament for this question, from Mr. Klaus Schlick who chaired the ad

hoc Leonardo da Vinci committee in the Council during the Austrian presidency from July to December 1998 and from the German presidency, which assumed this role from January 1999. There is also an introduction from Mr. Domenico Lenarduzzi, Director General for Education, Training and Youth in the Commission.

Continued on page 17



Taking an active part in the move to CEDEFOP's new building in Thessaloniki (Pylea): Johan van Rens, Director (left), and Stavros Stavrou, Deputy Director (right).

## Vocational education and training during the Finnish presidency

Finland has since 1 July 1999 held the presidency of the European Union for the first time. Planning for the Finnish presidency started a long time ago - for example a group of senior officials led by the Director General for Vocational Training in the Ministry of Education, Mr. Timo Lankinen visited Thessaloniki in December 1998 to discuss with CEDEFOP issues which might be featured during the period.

Continued on page 4

## Flying start for the European Forum on Transparency of Vocational Qualifications

The European Forum on Transparency of Vocational Qualifications is a result of a joint initiative by the European Commission (DG XXII) and CEDEFOP. The objective is to support and improve the exchange of information and ideas in the area of transparency of vocational qualifications. While not being in a position to make formal decisions, the Forum is a meeting place where representatives of Member States, the social partners and the European Commission will discuss, develop and suggest practical solutions to the problem of transparency and recognition of vocational qualifications.

Continued on page 3

## Contents

Austria 13; Belgium 9, 11, 14; Denmark 5, 8, 11, 16; Europe 1, 2, 3, 4, 5, 17-20; Finland 1, 6; France 5, 7, 10; Germany 5, 6, 8, 11, 14, 15; Ireland 12, 14; Italy 8, 13; Netherlands 5, 15; Norway 7, 16; Portugal 10; Sweden 12; Spain 11; United Kingdom 10, 14, 16.

## CEDEFOP/Europe

1-4

Page 1 Letter from the Director; The Leonardo da Vinci programme approaches its second phase (2000-2006); Vocational education and training during the Finnish presidency; Flying start for the European Forum on Transparency of Vocational Qualifications; Page 2 The Electronic Training Village; Page 3 Identification and dissemination of innovation; Youth.gr; Page 4 Europe Europass to be introduced in the year 2000; A single German project manager for Leonardo; Multimedia tour through the European training house.

## Policy

5-8

Page 5 Bi- and multilateral cooperation DK: East European engineering students; F: Transnational placements: training procedures and quality; D: "Europe begins at home"; D/NL: Dutch degree for German speech therapists; Page 6 Training policy FIN: New government treats responding to the needs of the information society as a priority; D: Further growth in the number of applicants for training places; D: A look into the future of vocational training; Sources; Page 7 F: Debate opened on the reform of vocational training; NOR: A decade of reforms; Page 8 Initial training D: Launch of the 1999 campaign for training places; DK: New plan for the development of education and training; D: Social partners give training place guarantee; I: Milanese study on training as an effective preparation for employment; Conferences - Seminars - Exhibitions.

## Policy/Practice

9-12

Page 9 Continuing education and training policy B: 1999-2000 interoccupational agreement; B: Training the unemployed to meet SME manpower needs; B: New educational leave formula for SMEs; Page 10 UK: Employers define skills shortages and training needs; F: Framework co-operation agreement signed by the public employment service; Employment policy P: Training-Employment Rotation measure; Page 11 DK: Ministry of Education foresees a shortage of skilled labour by 2010; D: Success of emergency programme to cut youth unemployment; B: Alternance training stream; Quality and certification E: National Institute established; Page 12 S: Validation of foreign vocational skills; IRL: New Framework for Qualifications; Selected bibliography.

## Practice

13-16

Page 13 New training organizations and programmes I: Reorganisation of government and a new agency to relaunch vocational training; AT: Vocational "baccalaureate" opens doors to higher education; Page 14 UK: National research centre on training established; B: VDAB launches Web learning; D: New challenges for vocational training from the service sector; IRL: Review of labour market entry programmes; Page 15 NL: ATB Project; Training of trainers D: Specialised knowledge is no longer enough; Special target groups D: Social partners to step up support for the disadvantaged; Page 16 DK: Drop-outs - still a problem; UK: Modernising government - developing the public service; NOR: Information technology training for women; Impressum.

## Dossier

17-20

Page 17 Leonardo da Vinci II - as seen from the European Parliament - at the service of the Europe of knowledge; Page 18/19 The Leonardo da Vinci programme approaches its second phase (2000-2006); Page 20 Leonardo da Vinci II as seen by - the Austrian presidency - the German presidency.



any prior report on initial and continuing training matters that may be required by the political decision-makers, to offer "advice" and "consultancy" on request and on a con-

tractual basis, to intervene as an "aide de camp" in the social dialogue on initial and continuing training issues. There is no vocational training subject on which CEDEFOP cannot intervene.

- the organisation of fora, both actual and virtual, for discussions among the political decision-makers, social partners, researchers and practitioners.
- study visits programme, Agora Thessaloniki, European forum on the

transparency of vocational qualifications;

- thematic discussion and dissemination networks;
- mechanisms for the transfer of innovation and good practices;
- interactive electronic communication through the Electronic Training Village.

CEDEFOP is 25 years old. It is nearing the prime of its life and is developing fast. It likes dialogue and

information technology. It has faith in its mission and believes in the virtues of initial and continuing training in creating and maintaining social links. All of you who read us and share our beliefs and objectives are welcome to meet us in our electronic village:  
[www.trainingvillage.gr](http://www.trainingvillage.gr)

And if you are passing through Thessaloniki, come and see us. Our new address is:

Europe 123  
GR-57001 Thessaloniki (Pylea)

There will always be someone who speaks your language to receive you, especially if you take the precaution of calling us first:  
Tel: (30 31) 490 111  
Fax: (30 31) 490 102

Johan van Rens  
Director

## The Electronic Training Village - an "intentional" community

The Electronic Training Village (ETV) went on-line just over a year ago. At that time it had two aims: to disseminate information and to foster dialogue on VET issues via the Internet. In the meantime, it has acquired other functions. The Electronic Training Village was designed to take advantage of this new media by creating an 'intentional' community of VET professionals, i.e. those who are involved at any level in the policy and practice of vocational training. This audience can range from trainers, researchers, and policy-makers, to trainees and students. The basic idea behind such a site was an awareness that the Internet can be used not just as an unidirectional information source but as an instrument that would be more active in the sense of promoting dialogue and communication between VET professionals.

Does the Internet now qualify as a mass medium? Media research says that when a medium is accessed and used by between 10 and 20% of the population, then it is a mass medium. The Internet has already surpassed these figures in most European countries. In fact, Finland, in May 1999, had over 1.6 million adults using the Internet. Iceland has an even higher usage - in a March 1999 representative survey, 61% of the population aged 15 to 75 had Internet access.

We know that by the end of the year 2000 there will be three times as many people with Internet access globally as there are right now. Research has predicted that the number of people with Internet access worldwide will quadruple by 2005. In a report *Internet Market Forecasts: Global Internet Growth 1998-2005*, the market research company Ovum forecasts 206 million dial-up connections and 17.5 million permanent connections in the year 2005.

In the past, CEDEFOP has relied on hard copy publication of its reports with the accompanying inherent advantages and disadvantages - high cost, limited distribution, etc. With a new media emerging we could not afford to ignore the possibilities of meeting our mandate more effectively.

An intentional community differs from an unintentional community in a number of ways. For example, if you wander into a chat group on the Internet and begin 'talking' to others and then decide to return and meet over and over again, you have created a community, but an unintentional one. The Electronic Training Village, in contrast, was developed with the specific purpose of providing a forum for the coordination and instigation of research projects in the area of VET and disseminating the results to VET professionals, with particular emphasis being placed on getting the information to policy and decision makers in government and social partner organisations.

How far have we come towards our original goals? Currently we have some 4200 registered residents: 84% from EU countries, some 12% from Central and East European countries and the remainder from the rest of the world, mainly Australia and Canada. Residents are from a total of 77 countries. There are over 5000 files in the Village and this figure does not include the information available in the various databases.

The forms of social interaction, i.e. how and why people, for example a large group of scholarly academics, interact in a virtual environment are largely unknown. Nevertheless as far as creating an intentional community is concerned, although there have been difficulties along the way and we made some mistakes, much has been achieved.

We had the mistaken idea that virtual conferences would require less, rather than more, from the organizers. In fact, virtual conferencing means a lot more work for the organiser than an actual conference. The amount of host participation required in comparison to a real conference is much larger.

On the first anniversary of the ETV's inauguration, we offered visitors the opportunity to avoid the registration procedure by entering as our guests. We wanted to see the results in numbers of entries to the ETV. We see now that information should be provided to give entrants a taste of what's available and then, if they take the time to register, more information and services should be available.

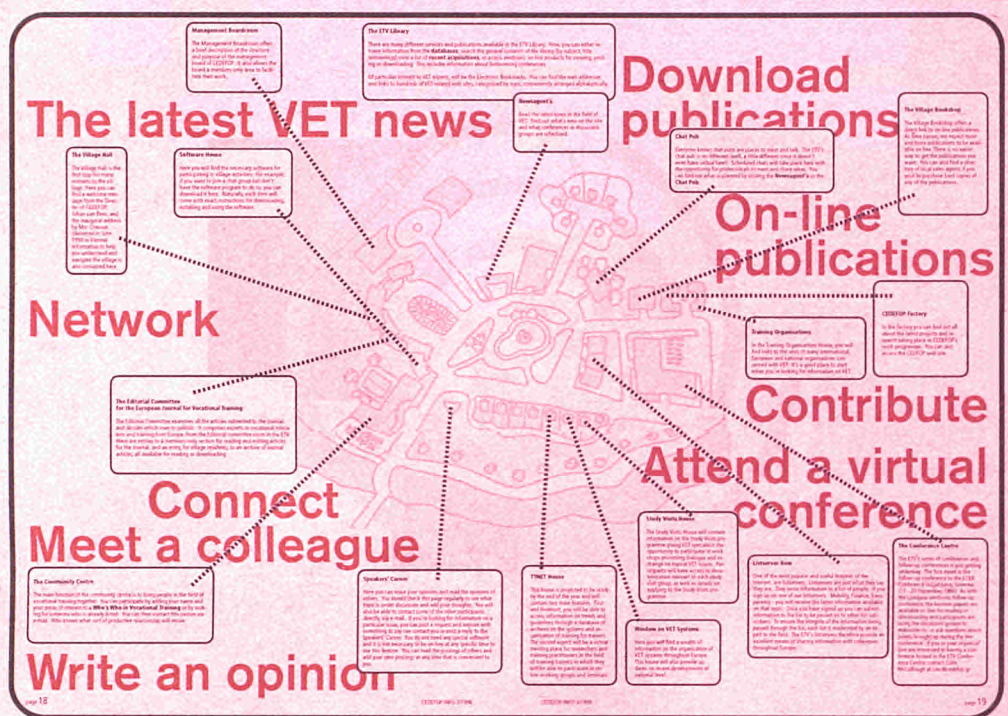
On the Internet there is a general trend towards the personalisation of information as the technology to provide a more tailor-made approach to the delivery of information exists. If we know the areas of interest of a visitor to the site - and this we do, simply from the initial registration form, then we are in a position to provide each visitor with information relating to those areas. Personalization will have the added benefit that the user will no longer need to log in each time he or she enters the ETV.

Finally, does the ETV now meet the criteria for an intentional community?

The ETV is definitely developing into an intentional community. Already many people meet and discuss in many parts of the ETV and many more will be working this way soon. The

ETV will, even more than at present, soon meet the criteria for an intentional community. It should be an increasingly major player in the dissemination and sharing of VET information in the coming months and years. Further information: <http://www.trainingvillage.gr>

Source: CEDEFOP, Colin McCullough (cmc@cedefop.gr)



**Editor's note:** Readers will find more information on ETV in the dossier section of CEDEFOP Info 3/98. As indicated in CEDEFOP Info 1/99, the Electronic Training Village was presented at a stand at the Second International Congress on Technical and Vocational Education in Seoul in April 1999. In the conclusions presented at the plenary session, CEDEFOP was mentioned as one of the few international organisations working to a major extent with electronic media. A number of members of CEDEFOP's Management Board, including its Chairman, Herr Oliver Lübke, participated in the conference in their national or social partners delegations. JMA

**The European Journal "Vocational Training"** is published in DE, EN, ES and FR. (ISSN 0378-5068)  
Single copy EUR 7  
Annual subscription (3 issues) EUR 15

**EU sales offices**

**Ireland**  
Government Supplies Agency  
Publications Section  
4-5 Harcourt Road  
Dublin 2  
Tel. (353-1) 661 31 11  
Fax (353-1) 475 27 60

**United Kingdom**  
The Stationery Office Ltd  
International Sales Agency  
51 Nine Elms Lane  
London SW8 5DR  
Tel. (44-171) 873 90 90  
Fax (44-171) 873 84 63  
E-mail: ipa.enquiries@theso.co.uk  
URL: <http://www.the-stationery-office.co.uk>

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

Learning and work organization	Page 3/14
Learning and culture	Page 25
Systems	Page 38/45
Changing skill needs - theory and practice	Page 52/62
European research in vocational training	Page 69



# Flying start for the European Forum on Transparency of Vocational Qualifications

Continued from page 1

## Background

During the four decades following the Treaty of Rome in 1957, several strategies have been followed to remove obstacles to mobility. However, labour force mobility is still relatively limited. Only around 2 % of the labour force work on average in a country other than that of their origin. Caused by many factors (not least the language barrier), low mobility can partly be linked to the problem of transferring qualifications from one country to another. In many cases, "foreign" qualifications are distrusted. A number of initiatives have been taken in order to make such transfer easier. Very simplified, we can talk of three different strategies.

The first strategy was linked to the mutual recognition of qualifications for certain occupations (during the 1960s and 1970s). This was a way of establishing minimum standards concerning duration and content of training in some regulated professions, for example for doctors, lawyers and architects. But this facilitated mobility only for a small proportion of the workforce. The next step taken was the setting up of a system for comparisons between qualifications for skilled blue- and white-collar workers during the 1980s. Often referred to as the comparability approach, the idea was to create a common format making it easier to compare the different national occupations. From 1985 onwards, more than 200 occupations in 19 sectors were compared. Not very well known among individuals and enterprises, this work ended in 1993. The third strategy, linked to the concept of transparency, has been developed during the 1990s. What matters, it has been argued, is that the different national qualifications have to be made more visible and understandable. Potential employers (and others) should be able, on the basis of the information carried by the individuals themselves, to decide what the person in question has learned and is able to do. We can sense a shift in focus from centralised regulations (legal or administrative) towards a more decentralised approach, leaving the actual recognition to the labour market itself.

A number of initiatives have been taken to pursue this philosophy. Two Council Resolutions (1992 and 1996) were agreed listing a number of recommendations to the member states. Furthermore, the Leonardo da Vinci programme has supported more than 200 projects trying to develop practical solutions in the area. Other initiatives, in other com-

munity programmes or at bilateral level, can also be included in this list. The situation is thus positive in the sense that many activities have been undertaken during recent years. The number of committed people and good ideas has increased dramatically. The situation is negative in the sense that initiatives remain experimental, very few examples of actual implementation can be identified. The move from experimentation to implementation seems to imply an overview and a co-ordinating effort which so far has been lacking.

## The European Forum on Transparency

The European Forum on Transparency of Vocational Qualifications was established as a response to this problem of overview and co-ordination. The Forum is not in a position to make formal decisions. The idea is rather to create a meeting place where representatives from the member states of the EU/EEA (18), the social partners (8), the Commission, the European Training Foundation (ETF) and CEDEFOP face up to challenges in a more comprehensive way than before. The aim is to indicate possible practical solutions to be considered by political authorities in the period to come, at Community, member state or social partner level. Its role is:

- to initiate an open-minded dialogue on how to utilise existing initiatives, instruments and institutions in a better way,
- to elaborate on how to implement existing political solutions in a way which actually supports individual citizens and institutions and
- to consider the need for new initiatives, in the form of technical and political solutions.

The Forum is a potentially new way of working. It is based on a belief that results can be achieved through open deliberations (and by challenging pre-defined positions, national or otherwise). These deliberations should not seek total consensus. By identifying agreements and disagreements, actual progress can be made. This implies that representatives are committed to the task ahead and willing to work on a long term basis. Furthermore, members must be willing and able to serve as information links between the Forum and their own work. The Forum will not work within an institutional vacuum; permanent feed back is necessary in order to arrive at workable proposals.

By June the Forum had met twice during 1999 and there will be two

more meetings before the end of the year. It is possible that the Forum will continue its work after 1999, a formal decision has not yet been taken. The discussions so far have focused on four main questions or challenges:

- the importance of mutual trust and volunteerism to increase transparency;
- the need for increased visibility of certificates and diplomas as well as procedures for recognition of vocational qualifications;

- the need to refer to existing experiences, instruments and methods that can be used, further developed and implemented (portfolios, common formats of certificates or supplements to certificates etc.), and
- the responsibilities for, and individuals access to, authorised institutions for information and validation of qualifications.

The meetings so far have been successful. The willingness to develop workable solutions is strongly expressed, partly reflecting a shared

frustration over the inability to move from experimentation to implementation, from isolated initiatives to more comprehensive community actions actually serving those individuals trying to transfer their qualifications from one member state to another.

More information including documents prepared for, and resulting from, the Forum, can be obtained from Jens Björnåvold (jb@cedefop.gr) and Sten Pettersson (spe@cedefop.gr)  
Tel.: (30-31) 490 111  
Fax: (30-31) 490 117

Source: CEDEFOP

## Identification and dissemination of innovation

**CEDEFOP is supporting DG XXII of the European Commission in the transfer of VET innovations in the context of the project "Observing innovations in vocational education and training". Whereas the Commission and the national co-ordination units of the Leonardo da Vinci programme have the task of examining a selection of Leonardo projects to identify innovations among the products developed, CEDEFOP, for its part, has been entrusted with the elaboration, by the end of this year, of reports on current VET initiatives in the Member States in five key areas.**

These areas are:

- new methods in the analysis of trends in skill requirements,
- new forms of skills recognition (in particular those acquired in the context of non-formal learning),
- VET and continuing training in the environmental field (environmental protection and environmental technology),
- new technologies as a support for training and
- new initiatives for the (re-)integration of the (long-term)unemployed into the job market.

The reports are to provide a comprehensive overview of VET practice and initiatives in the above-mentioned fields throughout Europe and at the same time evaluate the impact of Community initiatives on VET in the individual Member States. Moreover, in the framework of the studies on these key areas, CEDEFOP is to draw up practical recommendations designed to assist both decision-makers at Community, national and regional levels and the social partners in adapting VET to the new requirements. In this way the implementation of innovative actions in the Member States and at Community level is to be promoted and the quality of VET enhanced.

The studies are to be available by the end of the year in the form of both printed publications and via the Internet in the Electronic Training Village.

### The environmental sector is a key area of the CEDEFOP project

Skills and competences related to the environment have been gaining increasing importance in recent years. New EU directives, more restrictive legislation in the Member States and the steady rise of environmental awareness within society as a whole, have opened up new areas of activity and new markets in the fields of environmental

protection and technologies whose importance will continue to grow in the future.

This development is accompanied by the creation of a substantial volume of new gainful employment - although in some cases it is "merely" a question of a shift away from work involving goods and services which are less, towards those which are more, environmentally compatible. This growth in the volume of gainful employment tends not so much to generate new jobs, but to secure existing ones with enterprises showing higher rates of capacity utilisation.

New skills requirements have emerged in numerous sectors of the economy, as firms seek not only to tap the growth markets of "green" products and services (e.g. solar thermal and other technologies in the field of renewable energies), but also to comply with more restrictive legislative requirements. The integration of general knowledge of ecological and environmental matters and more specific job-related skills into VET is therefore of fundamental importance in the occupations in question. But basic knowledge of the environment has also become necessary for vocational training leading to most other occupations.

The CEDEFOP study on environmental VET in the EU is designed to analyse and compare current initiatives in the Member States. Case studies of innovative practices and recommendations for their transferability to, and implementation in, other regions/Member States or at Community level are intended to help policymakers take the right steps towards upgrading VET in this area.

### European conference on VET in the environmental field

The European Commission held a conference on environmental education and training in Brussels on 3 and 4 May 1999. At this conference, representatives of the European Commission described the steps planned for the coming years to help convey a basic environmental awareness and, more specifically, to provide environmental VET in Europe. Costanza Adinolfi (Director in the Directorate General for Environment, Nuclear Safety and Civil Protection (DG XI) stressed that the active co-operation of the responsible authorities and institutions of the Member States at Union level was of key importance for the realisation of the objectives.

Contact: Roland Loos, CEDEFOP Project co-ordinator  
Tel.: (30-31) 490 158, Fax: (30-31) 490 030, E-mail: rlo@cedefop.gr  
Yvonne Noutsias, Secretariat, Tel.: (30-31) 490 118, Fax: (30-31) 490 117, E-mail: yno@cedefop.gr

## CEDEFOP participates in the Youth.gr, the first youth fair in Thessaloniki

**Youth.gr, the first youth fair to be held at the international fair installations in Thessaloniki (20-23 May 1999) can be judged a considerable success. The fair, which was organised by the northern Greek municipalities of Kalamaria and Kozani, in cooperation with a private company, devoted equal space and time to employment, education and leisure activities for the young. Apart from the ministries, organisations and schools present, art schools also had an opportunity to show their students' work, while a graffiti contest and a plethora of bands and dance groups enlivened the four-day event.**

Vocational training schools were present in force, overshadowing universities and other purely academic institutions. The single exception to this was the very strong presence of the environment faculties of Greek universities, along with many ecology-oriented non-government organisation (NGOs) and companies.

CEDEFOP and the European Commission Directorate General for Education, Training and Youth (DG XXII) shared an EU stand. This gave the CEDEFOP a chance to raise its profile in its host city and directly experience the concerns of young people about their education and work prospects. The younger visitors natu-

rally were more interested in the specific programmes offered by the EU (such as the new voluntary work programme, which was presented in one of the conferences scheduled during the fair by DG XXII's Mr A. Tsolakis). However, many teachers and trainers visiting the fair were very interested in knowing more about CEDEFOP and registering in its Electronic Training Village (see dossier section of CEDEFOP Info 3/98)

Source: Ioanna Nezi, Public Relation Office, CEDEFOP  
Tel.: (30-31) 490 186 - Fax: (30-31) 490 102 - E-mail: ine@cedefop.gr



## Vocational education and training during the Finnish presidency

Continued from page 1

The decision on the second phase of the Leonardo da Vinci programme has already been agreed, but the final decision on the Socrates programme will be made during the Finnish presidency. This is the most important issue of the presidency. There is no comparable significant decision to be taken in the vocational training area. Finland will, during its presidency, promote the quality of education and training, lifelong learning, the information society and cooperation between education and training and working life.

There will be three major events for education and training experts and

number of official meetings. The first major occasion in the educational sector was the conference on New Dimensions of Learning in the Information Society held in July in Helsinki. The second was a seminar on Lifelong Learning, Liberal Adult Education and Civil Society in September in Turku. The third conference will deal with the new challenges in cooperation between vocational education and training and working life in November in Tampere.

It will concentrate on the quality of on-the-job learning, good European practices in the cooperation between education and training and working life, the Europass system and the impacts of the Leonardo Programme,

particularly the dissemination of good practice. The Ministry of Education has prepared the conference in a close cooperation with social partners, researches and development centres

In addition, there will be an informal meeting of the education ministers and the directors general of higher education and of vocational education and training will have their normal bi-annual meetings in Finland.

Further information on the Finnish presidency is available from: <http://www.presidency.finland.fi>  
Source: NBE

## Europass to be introduced in the year 2000

### Introduction of the attestation of "European training pathways" in January

"Europass-training" is to be introduced throughout the European Union in January 2000. The training "passport" is designed to improve transparency in vocational training and help remove obstacles to transnational mobility.

On 21 December 1998, the EU Council of Ministers unanimously agreed the introduction of this certification of "European training pathways" on a voluntary basis with effect from January 2000. The pathways, organised on the basis of agreements between the training partners from the originating and receiving countries, are to be monitored by a trainer, whereby the content, objectives, length and arrangements of the training placement are to be set by the training partners.

The Europass will be applicable to all forms of VET which involve a work-linked component, including higher education. The training prospect, in A5 format, will attest in at least two languages (of the originating and receiving countries) that the young person in question has completed a

training placement in another country, providing details on the length of the placement, the competences acquired and, insofar as possible, the training results. Information will also be given on the participants, trainers, the overall length of training and the relevant training establishments. The attestation is to be drawn up by the partners responsible for the vocational training of the participants.

Each Europass - applicable over and above the framework of EU programmes - will be available in several languages. The exchanges themselves are to be funded from various sources including the EU training programmes, Leonardo da Vinci and Socrates, the Community initiatives and bilateral training programmes, among others.

The European Union is to support the introduction of the Europass in the initial phase, from 1 January 2000 to 31 December 2004, with a total of 7.3m Euro from the Community budget.

(\*) OJ L17 of 22.1.99

Source: bmbf/CEDEFOP/SK

## A single German project manager for Leonardo

Industry wants its 'Sequa' foundation to be the project manager of the follow-up programme

At the European Conference 'Training overcomes frontiers', held in Munich, the heads of the Confederations of German trade and industry asked the Federal Minister of Education and Training, Edelgard Bulmahn, to appoint their 'Sequa' foundation, set up to promote initial and continuing training, as German project manager for the EU vocational training programme, Leonard da Vinci II, from the year 2000 onwards.

Die EU Ministers of Education and Training have decided to transfer the lion's share of programme manage-

ment to the Member States. It is not yet clear whether 'Sequa' will be selected; Bulmahn merely stated that the Leonardo programme would in future have a single German project manager, instead of the current number of seven.

In this context, the President of the Central Association of German Crafts, Dieter Philipp, called for placements abroad to become part and parcel of vocational training programmes. The Leonardo da Vinci programme has so far facilitated foreign placements for some 61 000

young people, including as many as 30 000 German youngsters, in the course of their vocational training. Philipp, who has considerable expectations of the Leonardo follow-up programme, would like the number of participants to be doubled. The Federal Minister of Education and Training promised that as a first step the number of trainees participating in exchange programmes (currently 6000) would be doubled.

Source: FAZ No 82, 9 April 1999/Deutsche Handwerkszeitung  
No 7, 16 April 1999/CEDEFOP/SK



**CEDEFOP PANORAMA**

The financing of vocational education and training in the Netherlands

Financing portrait

**The financing of vocational education and training in the Netherlands**  
Financing portrait  
CEDEFOP panorama 5093  
1999, 53 pp.  
Language: EN  
Cat.-No.: HX-22-99-054-EN-C  
Free of charge on request from CEDEFOP

**CEDEFOP PANORAMA**

Finanzierung der Berufsbildung in Deutschland

Finanzierungsporträt

**Finanzierung der Berufsbildung in Deutschland**  
Finanzierungsporträt  
CEDEFOP panorama 5094  
1999, 103 pp.  
Language: DE  
Cat.-No.: HX-22-99-046-DE-C  
Free of charge on request from CEDEFOP

**CEDEFOP PANORAMA**

The financing of vocational education and training in Finland

Financing portrait

**The financing of vocational education and training in Finland**  
Financing portrait  
CEDEFOP panorama 5095  
1999, 91 pp.  
Language: EN  
Cat.-No.: HX-22-99-321-EN-C  
Free of charge on request from CEDEFOP

## Multimedia tour through the European training house

### New extended version of the "Chance Europa" CD-ROM now available

"Chance Europa" is the name of the new CD-ROM on European training programmes and co-operation in the field of vocational training field sponsored by the German Federal Ministry of Education.

This substantially extended version of the CD-ROM takes the viewer on an informative and entertaining tour through the five rooms of the house of European training programmes. As well as an overview of the current EU programmes, Leonardo da Vinci, Socrates, Youth and Europe and the Community initiatives, Employment and ADAPT, the CD also presents the follow-up (from the

year 2000) programmes, Leonardo da Vinci II, Socrates II and Youth, offering useful information on all the countries within the European Economic Area, important tips for placements abroad and a library of the institutions involved in vocational training co-operation at national and European levels. The CD-ROM also features a presentation of 26 education and vocational training systems in European states and offers access to 200 key documents on European vocational training co-operation. The information is illustrated by audio sequences, video clips presenting examples from projects and an interactive game.

The new CD-ROM "Chance Europa" can be obtained free of charge (in German) from: Bundesministerium für Bildung und Forschung, Referat Öffentlichkeitsarbeit, D-53170 Bonn, Fax (49-228) 57 3917.

Source: bmbf/CEDEFOP/SK

## CEDEFOP publications





**Page 5 Bi- and multilateral cooperation** DK: East European engineering students in Denmark; F: Transnational placements: training procedures and quality; D: "Europe begins at home"; D/NL: Dutch degree for German speech therapists; **Page 6 Training policy** FIN: New government treats responding to the needs of the information society as a priority; D: Further growth in the number of applicants for training places; D: A look into the future of vocational training; Sources; **Page 7 F:** Debate opened on the reform of vocational training; NOR: A decade of reforms in education and training; **Page 8 Initial training** D: Launch of the 1999 campaign for training places; DK: New plan for the development of education and training for young people; D: Social partners give training place guarantee; I: Milanese study on training as an effective preparation for employment; Conferences – Seminars – Exhibitions.

## Bi- and multilateral cooperation Training policy Initial training

### Bi- and multilateral cooperation

Germany

#### "Europe begins at home"

**Federal government raises the budget for bilateral exchange projects in vocational training by 20%**

Federal Minister of Education Edelgard Bulmahn sees a considerable need for further action in the field of cross-border co-operation in vocational training. At the official opening of the European conference on "Qualification for Europe", attended by 250 specialists from twenty-nine European countries in Potsdam in June, Bulmahn called for "practical improvements in the field of co-operation in vocational training in a European training area, which are really tangible for the people of Europe". The conference discussed in particular improvements in vocational training co-operation, the accreditation of qualifications acquired abroad, the overcoming of obstacles to mobility in Europe, support for foreign language learning and the transfer of the results of

European projects into national education and training systems.

The Minister, recalling that over one thousand projects on the development of joint vocational training concepts and products had been implemented with German participation in the context of the EU Leonardo da Vinci programme, expressed the need for the expansion of the programmes and the launching of further initiatives in favour of European integration. "Europe begins at home", declared Bulmahn. The Federal government had accordingly increased the funds earmarked for bilateral exchange projects in the field of vocational training by 20% compared to 1998. Moreover, in the course of the Leonardo negotiations, Germany, along with other states, had managed to raise the minimum budget for exchanges by 30% from the year 2000.

Source: bmbf/CEDEFOP/SK

Germany/Netherlands

#### Dutch degree for German speech therapists

The first degree course for speech therapists in Germany is to be launched by Europa Fachhochschule Fresenius in September of this year. The private specialised college of further education in Idstein is to deliver the training side of the course, but since a degree course for speech therapists does not as yet exist within the German system, graduates will actually be awarded their final diplomas by the Hogeschool van Utrecht in the Netherlands. The future graduates

(bac.) of speech therapy can be expected to go into both therapeutic practice and educational and managerial functions.

Information:  
VDP (Association of German private schools),  
Pressestelle,  
Darmstädter Landstr. 85A,  
D-60598 Frankfurt am Main,  
Tel. (49-69) 60 91 89-0,  
Fax: (49-69) 60 91 89-10,  
E-mail: vdpffn@aol.com,  
Internet: www.privatschulen.de

Source: "Informationsdienst VDP" 1999

France

#### Transnational placements: training procedures and quality

Transnational placements should not only offer young people genuine educational and training prospects, but they should also meet the needs of the other parties concerned. The PEGASE pilot project, conducted under the Leonardo da Vinci programme, has been designed to facilitate coordination among all those involved in mobility. The project proposes a **methodology** that will promote the success of placements and help to satisfy all the parties.

Suggesting a global approach to placements, a **guide** has been projected that:

- lists the key issues in mobility,
- identifies the bodies involved as well as the parameters to be taken into account in the organisation of mobility (laws and regulations, vocational training, language and cultural preparation, training methods, etc.),
- covers the life cycle of a mobility project, from the preliminary infor-

mation given to young people applying for mobility opportunities, to the monitoring of their subsequent working careers.

The quality of the placement is set out formally in a series of documents, adopting the same principles as Quality Assurance. A **procedure** describes all the activities bearing on the quality of placements. **Instructions** give details of the functions of the five main parties to mobility: the trainee, training institution, company, local correspondent and the authorities. A set of twenty or so **record forms** is provided to streamline the exchange of information among the partners and demonstrate that the key activities have in fact taken place.

The **guide** includes an approach to the "pedagogy of mobility" which:

- describes the educational context of transnational placements,
- makes suggestions on preparing for the visit,

□ outlines training procedures that may be used in organising trainees' work in the company and will make their experience more instructive.

The document consists of about 120 pages plus 20 separate detachable operational annexes. It is available in English, French, German and Spanish.

Eleven institutions have taken part in the project (five companies, four training institutions and two authorities). Five countries were represented (France, Ireland, Germany, the United Kingdom and Hungary).

Antoine CELEYRON-PELE

Contact:  
Charles KESTEMAN, Jean-Claude BOLDRINI  
Lycée Nicolas Appert  
Avenue de la Cholière - BP 57  
44 702 ORVAULT cedex - France  
Tel.: (33-2) 40 63 91 92  
Fax: 33 (0) 2 40 63 45 37  
E-mail: Appert44@wanadoo.fr

Denmark

#### East European engineering students in Denmark

In order to remedy the shortage of engineers on the Danish labour market, especially within the electronics industries, the Danish Ministry of Education has proposed to give 200 East European engineering students the possibility of studying in Denmark. During their studies, the students will be connected to a Danish company and offered practical in-company training. The companies will contribute to financing the students by offering them a small

scholarship and oblige themselves to be tutors and counsellors for the students and to offer them relevant work challenges in the company. The students are in return expected to carry out projects relevant to the companies.

The Ministry of Education expects the first 100 students to start their studies in February 2000.

The initiative will be carried out in co-operation with the Confederation

of Danish Industries, the Society of Danish Engineers, and the Danish Electronics Industry Association. Three educational institutions will take part: the South Jutland University Centre, the Technical University of Denmark, and Aalborg University.

Further information:  
The Danish Ministry of Education  
Frederiksholms Kanal 21, DK-1220 Copenhagen K  
Tel. (45-33) 92 50 00, Fax (45-33) 92 55 47  
e-mail: uvm@uvm.dk  
Web-site: http://www.uvm.dk/eng/

Source: DEL



Finland

## New government treats responding to the needs of the information society as a priority

Finland's new coalition government composed of the same parties as the previous one, introduced its programme including new initiatives in education and training at the end of April.

Finland will seek to play a pioneering role in developing and implementing a humane and sustainable information society. This implies the development of electronic services in a cultural and information context that is easy-to-use and secure for the citizen. Microcomputers, digital television and cellular phones should be at everyone's disposal.

The strategic development of the Finnish information society will emphasise cooperation among different

sectors and administrative branches. The Government also regards cooperation within the EU and with international organisations as of central importance in the creation and development of a working framework for an information society.

Social exclusion of citizens and regions will be prevented by providing the services of the information society to all on an equal basis. Information and communication technology will be used to improve the cost

efficiency and smooth operation of public services while at the same time ensuring the protection of data.

The Government sees the development of vocational education and training as an important task and will undertake actions aiming to improve its status. Periods of on-the-job learning will be implemented in cooperation with the social partners. Apprenticeship schemes will be expanded. There will be a re-examination of the results obtained from

teaching experiments in upper secondary education.

The interface between working life and study will be brought into focus as the requirements for vocational skills change and the pressures of adapting to change in the workplace increase. For that reason the Government emphasises the role of adult education as a key to guaranteeing key skills and professional mobility. Solutions to develop proactive vocational education for adults with particular attention to the individual needs of the long-term unemployed will be implemented.

The legislation governing polytechnics (AMKs) will be reformed. Polytechnics will concentrate on raising the quality of the education and training that they provide and on strengthening their own profile and regional effectiveness. A top-level international assessment of teaching at polytechnics will be carried out.

More information from:  
Mr Timo Lankinen, Ministry of Education,  
Meritullinkatu 10,  
Fin-00170 Helsinki  
Tel.: (358-9) 13417391,  
Fax: (358-9) 13417006,  
E-mail: timo.lankinen@minedu.fi

Source: NBE

Germany

## Further growth in the number of applicants for training places

Presentation of the 1999 vocational training report/An estimated 655 000 school-leavers seeking a training place

The provision of a sufficient number of training places remains both an important and difficult task for the years to come. Due to demographic trends, the numbers of applicants for training places in Germany are expected to rise by 1.3 - 2% per annum up to the year 2006. In presenting the 1999 vocational training report, the Federal Minister of Education and Training, Edelgard Bulmahn, declared the need for fundamental reforms to secure a sufficient number of in-company training places in the medium-term.

As the report shows, although the number of training contracts concluded in 1998 rose by 25 254 to 612 771, a 4.3% increase over 1997, there was still a shortfall in 1998. This year the federal government expects some 655 000 school-leavers to seek a training place - 6 000 more than in 1998 - as well as the carry-over of 35 000 applicants from previous years who failed to find an apprenticeship or were accommodated in job induction courses or vocational schools as an alternative. The federal

minister intends to bring about a perceptible reduction in the numbers of youngsters in the waiting queues.

The 'emergency programme to cut youth unemployment - training, skilling and employment of young people' was a first step towards increasing training place provision for 1999. At the same time, the federal government has agreed measures with industry and the trade unions with a view to relieving the training place situation. Industry has pledged to take on a higher number of trainees and the federal government, for its part, is to increase the number of training places in the federal administration and encourage a similar increase across the civil service as a whole. A special training place programme for eastern Germany is to create a further 17 500 training places.

The central board of the Federal Institute for Vocational Training (BIBB), a quadripartite body comprising employers, workers, the federal government and the *Länder*, does not expect the overall provision of

training places to cover the demand in the years to come. Its opinion on the draft of the new vocational training report points out that the problem of the vocational training of young people cannot be solved by the market-oriented dual system alone in the foreseeable future and that related measures and additional activities will be necessary to strengthen the dual system.

The federal government's position is similar. In its view the priority fields of action lie in the following areas: better preparation of school-leavers for vocational training, a rapid process of modernisation, greater differentiation and flexibility of training occupations and the development of new occupations; the federal government also sees the necessity to create and secure more potential for

training in future-oriented sectors, e.g. new occupations in the information and telecommunications areas, whereby, as the Minister of Education and Training emphasised, a policy aimed at the creation of additional training places and vocational training innovation can only be achieved in the context of a dialogue with the social partners.

Source: bmbf/BIBB/CEDEFOP/SK

Germany

## A look into the future of vocational training

BIBB sets up an early detection system for skill developments

In order to take the right decisions at the right time, policy-makers, planners and practitioners must be kept abreast of the skills required by the labour market of the future. The Federal Institute for Vocational Training (BIBB) is devising an 'early detection system for skill developments' for this purpose. The experts first of all examined the question of the research instruments which may be used to identify emerging processes

of industrial and societal change which may be significant for vocational training. In a series of preliminary studies, the BIBB surveyed its reference and other companies, analysed job advertisements, continuing training offers and the training programmes delivered by specialised vocational schools and colleges. Finally, the BIBB experts tested a system on the early detection of skills needs for innovative areas of

employment in the fields of health/social affairs and education/training.

The project concluded that it is advisable to draw on various methods of data compilation to conduct an early diagnosis of skills developments: only a combination of data and facts compiled using different methodologies can provide a comprehensive picture of current processes of change and permit conclusions on future requirements.

The BIBB has published the results of all the preliminary studies on the development of the 'early detection system for skills developments' in a report entitled 'Qualifikationsreport 1', available at a price of EUR 15 from: W. Bertelsmann Verlag, Postfach 100633, D-33506 Bielefeld, Tel. (49-521) 911010, Fax (49-521) 9110179.

Source: BIBB/CEDEFOP/SK

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

### Members of CEDEFOP's documentary network

**FOREM** - Office communautaire et régional de la formation professionnelle et de l'emploi  
**CIDOC** - Centre intercommunautaire de documentation pour la formation professionnelle  
Boulevard Tirou 104  
B-6000 CHARLEROI  
Tel. (32-71) 20 61 73 S. Dieu  
Tel. (32-71) 20 61 74 F. Denis  
Fax (32-71) 20 61 98  
Sigrid Dieu  
Chef de Projets  
E-mail: sigrid.dieu@forem.be  
Fabienne Denis  
Secrétaire Assistante  
E-mail: fabienne.denis@forem.be  
Web address: http://www.forem.be

**VDAB** - Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding  
**ICODOC** - Intercommunautaire documentatiecentrum voor beroepsopleiding  
Keizerlaan 11  
B-1000 BRUSSEL/BRUXELLES  
Tel. (32-2) 506 04 58  
Tel. (32-2) 506 04 59  
Fax (32-2) 506 04 28  
Reinald Van Weydeveldt  
Documentation  
E-mail: rvweydev@vdab.be  
Tomas Quaehtoven  
E-mail: tq@vdab.be  
Web address: http://www.vdab.be

**DEL** - Danmarks Erhvervs- og uddannelses- og Læringsskole  
The National Institute for Educational Training of Vocational Teachers  
Rigsgade 13  
DK-1316 KØBENHAVN K  
Tel. (45-33) 14 41 14 Ext. 317 P. Cort  
Tel. (45-33) 14 41 14 Ext. 301 M. Heins  
Fax (45-33) 14 19 15  
Fax (45-33) 14 42 14  
Pia Cort  
Research Assistant  
E-mail: pia.cort@delud.dk  
Merete Heins  
Librarian  
E-mail: merete.heins@delud.dk  
Web address: http://www.delud.dk

**BIBB** - Bundesinstitut für Berufsbildung  
Hermann-Ehlers-Str. 10  
D-53113 BONN  
Tel. (49-228) 10 70 General  
Tel. (49-228) 107 21 26 Dr. Risse  
Tel. (49-228) 107 21 31 S. Blühdung  
Fax (49-228) 107 29 77  
Dr. Risse  
E-mail: risse@bibb.de  
Steffi Blühdung  
E-mail: bliedung@bibb.de  
Web address: http://www.bibb.de

**OEEK** - Organisation for Vocational Education and Training  
1 Ilioupolos Street  
GR-17236 ATHENS  
Tel. (30-1) 976 44 64 General  
Tel. (30-1) 979 33 47 H. Barkaba  
Fax (30-1) 976 44 64 General  
Fax (30-1) 973 15 93 H. Barkaba  
Loukas Zahilas  
Director  
E-mail: zalouk@hol.gr  
Danièle Joulieu  
Head of Documentation  
E-mail: cidoc@centre-info.fr  
Stéphane Héroult  
Documentation Department  
E-mail: cidoc@centre-info.fr  
Web address: http://www.centre-info.fr

**INEM** - Instituto Nacional de Empleo  
Ministerio de Trabajo y Seguridad Social  
Condesa de Venadito 9  
E-28027 MADRID  
Tel. (34-91) 585 95 82 General  
Tel. (34-91) 585 95 80 M. Luz de las Cuevas Torresano  
Fax (34-91) 377 58 81  
Fax (34-91) 377 58 87  
Bernardo Díez Rodríguez  
Deputy Director General of Technical Services  
Maria Luz de las Cuevas Torresano  
Information/Documentation  
E-mail: mluz.cuevas@inem.es  
Web address: http://www.inem.es

**Centre INFFO** - Centre pour le développement de l'information sur la formation permanente  
Tour Europe Cedex 07  
F-92049 PARIS LA DEFENSE  
Tel. (33-1) 41 25 22 22  
Fax (33-1) 47 73 74 20  
Patrick Kessel  
Director  
E-mail: kessel@centre-info.fr  
Danièle Joulieu  
Head of Documentation  
E-mail: cidoc@centre-info.fr  
Stéphane Héroult  
Documentation Department  
E-mail: cidoc@centre-info.fr  
Web address: http://www.centre-info.fr

**FAS** - The Training and Employment Authority  
P.O. Box 456  
27-33 Upper Baggot Street  
DUBLIN 4  
Ireland  
Tel. (353-1) 607 05 36  
Fax (353-1) 607 06 34  
Margaret Carey  
Head of Library & Technical Information  
E-mail: careym@iol.ie  
Jean Wrigley  
Librarian  
Web address: http://www.fas.ie

**ISFOL** - Istituto per lo sviluppo della formazione professionale dei lavoratori  
Via Morgagni 33  
I-00161 ROMA  
Tel. (39-06) 44 59 01  
Fax (39-06) 44 29 18 71  
Alfredo Tamborini  
General Director  
Colombo Conti  
Head of Documentation  
E-mail: isfol.doc2@iol.it  
Luciano Libertini  
E-mail: isfol.doc2@iol.it  
Web address: http://www.isfol.it

**Chambre des métiers du Grand-Duché de Luxembourg**  
2 Circuit de la Foire Internationale  
P.O. Box 1604 (Kirchberg)  
L-1016 LUXEMBOURG  
Tel. (352) 426 76 71  
Fax (352) 42 67 87  
**CINOP** - Centrum voor Innovatie van Opleidingen  
Centre for Innovation of Education and Training  
Pettelaarpark 1  
Postbus 1585  
5200 BP's-HERTOGENBOSCH  
The Netherlands  
Tel. (31-73) 680 08 00  
Tel. (31-73) 680 08 62 M. Jacobs  
Fax (31-73) 612 34 25  
Martin Jacobs  
E-mail: mjacobs@cinop.nl  
Astrid Busser  
E-mail: abusser@cinop.nl  
Web address: http://www.cinop.nl

**abf-Austria** - Arbeitsgemeinschaft Berufsbildungsforschung  
Rainergasse 38  
A-1050 WIEN  
Tel. (43-1) 545 16 71 31  
Fax (43-1) 545 16 71 22  
Susanne Klimmer  
E-mail: klimmer@ibwat  
Marlis Milanovich (IBE)  
Arja Mannila  
E-mail: milanovich@ibe.co.at  
Web address: http://www.ibwat  
Web address: http://www.ibe.co.at

**CIDES** - Centro de Informação e Documentação Económica e Social  
Ministério do Trabalho e da Solidariedade  
Praça de Londres 2-1º Andar  
P-1091 LISBOA Codex  
Tel. (351-1) 844 12 18 O. Lopes dos Santos  
Tel. (351-1) 844 12 19 F. Hora  
Fax (351-1) 840 61 71  
Odete Lopes dos Santos  
Director  
E-mail: odete.santos@deppmts.gov.pt  
Fátima Hora  
Documentation Department  
E-mail: fatima.hora@deppmts.gov.pt  
Web address: http://www.niwl.se

**NBE** - National Board of Education  
Hakaniemenkatu 2  
P.O. Box 380  
FIN-00531 HELSINKI  
Tel. (358-9) 77 47 71 24 M. Kyrö  
Tel. (358-9) 77 47 72 43 A. Mannila  
Fax (358-9) 77 47 78 65  
Matti Kyrö  
E-mail: matti.kyro@oph.fi  
Arja Mannila  
E-mail: arja.mannila@oph.fi  
Web address: http://www.oph.fi

**IPD** - Institute of Personnel and Development  
IPD House  
35 Camp Road  
LONDON  
SW19 4JX  
United Kingdom  
Tel. (44-181) 971 90 00 J. Schramm  
Fax (44-181) 263 33 33 General  
Fax (44-181) 263 34 00 Library  
Jennifer Schramm  
E-mail: j.schramm@ipd.co.uk  
Cathy Doyle  
Librarian  
E-mail: c.doyle@ipd.co.uk  
Web address: http://www.ipd.co.uk/login/splashscreen.asp

**SEP** - Svenska EU Programkontoret  
Utbildning och kompetensutveckling  
The Swedish EU Programme Office  
for Education, Training and Competence Development  
Box 7785  
S-10396 STOCKHOLM  
Tel. (46-8) 453 72 00  
Tel. (46-8) 453 72 01  
Fredrik Gunnarsson  
E-mail: fredrik.gunnarsson@europa.se  
Gunilla Spens (NIWL)  
E-mail: gunilla.spens@niwl.se  
Web address: http://www.europa.se  
Web address: http://www.niwl.se

**NCU** - Leonardo Norge  
P.O. Box 2608  
St. Hanshaugen  
N-0131 OSLO  
Tel. (47-22) 86 50 00  
Fax (47-22) 20 18 01  
Halfdan Farstad  
E-mail: farh@teknologisk.no  
Grethe Kjeldahl  
E-mail: kjeg@teknologisk.no  
Web address: http://www.teknologisk.no/leonardo/



## Debate opened on the reform of vocational training

A report on the reform of vocational training was presented to the cabinet by Ms Nicole Péry, Secretary of State for women's rights and vocational training, on 17 March 1999.

The 1971 legislation placed vocational training at the heart of labour relations as a factor of economic performance and personal development. It has moreover played an essential role in the social dialogue and offered career advancement opportunities to many people.

However the vocational training system is confronted with new challenges in the current context: the increasing casualisation of employment, the acceleration of vocational mobility, erosion of status systems and the increasing requirements to update knowledge and skills, among others. A substantial portion of the adult population has only a low level of initial training to meet these challenges, and the younger generation, although equipped with better levels of skilling and certification, are sometimes confronted with serious vocational integration difficulties.

In this context, significant inequalities of access to training can be observed, whereby those groups with the greatest need to update or develop their skills and acquire a recognised qualification tend to be the ones who least benefit from continuing training.

New information and communication technologies and changing lifestyles triggered by the reduction

of working time and the development of new forms of work organisation and skills management are also transforming the conditions of skills acquisition and career advancement.

The government proposes the following guidelines to meet these changes:

□ The gradual introduction of the individual right to training. To be fully relevant, this right must be transferable in cases of mobility or career breaks; moreover, it must be guaranteed collectively and allow for a better distribution of available resources as a function of the specific difficulties encountered by each individual in each phase of working life.

□ Greater account of previous working experience in vocational paths. Although existing legislation already envisages access to all or part of a diploma by means of the accreditation of prior working experience, the current provisions have very little impact. Many forms of certification are emerging which do not always match the real needs in the workplace. It is necessary to develop the provision of quality services in this field, increase the involvement of representatives of the economy in the elaboration of

certificates and qualifications and draw up regulations on the various forms of certification.

□ Full scope for alternance forms of training. The insertion of young people should not be designed on the basis of the model of transition between school and working life, but should take the shape of a process of professionalisation, commencing within the education system and extending into the initial years of occupational life. Alternance, in all its various forms (school-based, apprenticeships or linked work-and-training) should gradually give full expression to this objective.

□ Clarification of the role of the various players. The success of the reform process depends on the simplification of consultation procedures, the development of contractual commitments between the players, the setting-up of evaluation tools and a greater transparency of funding.

Some of these changes require legislative amendments. However significant progress may be made in the various fields by means of regulations and experiments. The Secretary of State for women's rights and vocational training intends to conduct this process in close collaboration with the various ministries and all the players involved.

The individual and collectively guaranteed right to training is to be introduced gradually, whereby it will be necessary to create favourable conditions for opening negotiations between the social partners to achieve this objective. Following the necessary consultations, the state, for its part, will amend the 1971 law to reshape the legislative framework for vocational training.

Following the cabinet meeting, a white paper was distributed as a "diagnosis" of the existing vocational training system and its strengths and weaknesses.\*

This white paper is to provide the basis for a process of consultation extending to all the relevant players in the training arena. In an interview given after the publication of this document\*\*, Ms Nicole Péry repeated that she intended to conduct a very broad-based process of consultation. "Lifelong learning must remain an essential element of the social dialogue. It is above all the task of the social partners to embark upon the construction of the new training system and to define, in consultation with the state, the routes of access and funding procedures to increase the transparency and impact of the system. Acts of legislation will follow in due course to back up the agreements."

In parallel with this process of consultation, experiments could also be

carried out in the regions on an area and interoccupational basis.

Member of Parliament Gérard Lindeberg has been given the task of "evaluating between now and September the impact of the institutional partnership between the vocational training players". Ms Péry added that "within the same time frame, the Inspectorate General for social affairs (IGAS) is also to be tasked with the evaluation of training schemes for job-seekers. Finally, a European conference is to be convened in Paris in the course of the autumn to give representatives from EU Member States an opportunity for an exchange of views on models of good practice in the field of lifelong learning. This in turn could serve as a source of input for the initiatives to be put forward by France in the course of its forthcoming presidency since I am fully aware of the need to include the European dimension in the majority of our policies".

Sources: Cabinet minutes, 17 March 1999/INFFO Flash

\* The full version of the white paper "Diagnostics, défis et enjeux" may be downloaded (in PDF format) from Centre INFFO's website at: <http://www.centre-inffo.fr/livreblanc.html>

\*\* Cf. the interview with Ms Nicole Péry in the review INFFO Flash, n° 518, 1-15/04/1999, pages 1 and 3.

## Norway

### A decade of reforms in education and training

During the 1990s, all levels of the Norwegian education and training system have been subject to substantial change. Preparations started in the late 1980s. Both the government and the social partners realised that the existing system was outdated and not appropriate in a world of rapid technological and economical change. Thorough investigations of structure and content, performance and results were conducted. The overall objective was to develop a modern and high quality system with clear links and progress between the various levels, which would meet the needs of both society and the individual students.

Implementation of the ambitious plan started in 1993, with the presentation and implementation of a core curriculum, applying to primary, secondary and adult education. The same year, 98 regional colleges were reorganised, resulting in a total of 26 larger, state colleges. This reform of the higher education was formalised in 1995 as the National Assembly approved a new act on universities and colleges. The new act, among other things, gives these institutions some responsibility as regards continuing education.

#### Reform 94

Reform 94 implied major changes in structure and content in upper secondary schooling, which comprises both general education and vocational training. With the establishment of new administrative bodies on both central and regional levels, as well as a strengthening of the apprenticeship arrangements in vocational training, some responsibility was formally transferred from the public authorities to the social partners

#### Implementation, evaluation and challenges

"Reform 94" was a comprehensive reform of upper secondary education and training, introducing major changes in both structure and content. The social partners were directly and heavily involved in the preparations of the new national system, which was aimed at meeting both industry's requirements as regards skills, flexibility and adaptability to future changes in technology and markets, as well as students' individual needs for adapted,

relevant training. Trade and industry, as well as public institutions, agreed to take on considerable responsibilities in both management and delivery within the new system.

Several evaluation projects were initiated on request from the Ministry of Education, Research and Church Affairs in relation to the implementation of the reform. Research institutes, universities and colleges all over the country evaluated different aspects of the political and administrative framework, practical organisation, performance and side effects. The extensive, four-year evaluation was designed to uncover strong and weak aspects of the reform regarding structure, administration and delivery.

Final evaluation reports were presented in December 1998, and major findings were summarised and presented to Parliament in a white paper in March 1999. The main conclusions are that Reform 94 in general has improved the quality of vocational upper secondary training,

and that the basic principles of the reform have proved valid. The Ministry finds no needs to propose structural changes at this point. However, there are still important challenges as regards content and delivery, e.g. differentiation and adaptation of training to students' individual needs and showing the relevance of general theory for skilled workers.

From 1997 (Reform 97), compulsory education school was extended from 9 to 10 years, the school entry age was reduced from 7 to 6 years and significant changes in content were introduced.

Both these reforms were followed by specific training measures for teachers, instructors and other staff.

In 1998, a new Education Act was approved, covering both compulsory and upper secondary education and training, as well as parts of adult education.

A reform of teacher training is currently being planned. Technical

schools, which provide vocational training at the level between upper secondary and higher education, will experience significant changes from the autumn of 1999.

#### Continuing training reform agreed in principal

The *Competence reform* (see also CEDEFOP Info 3/98, page 10) will complete this comprehensive round of major reforms, covering adult education and continuing vocational training. Planning, financing and management of this reform is and will be a joint venture between trade unions, employers' organisations and the government. Planning and negotiations have taken place since 1996. All parties, including the national assembly, agree on the most important principles, but financial aspects of the planned reform are still unsolved. The government has stated its intention to contribute with direct funding and through taxation measures. However, all parties agree that the reform must be a joint venture, and that both the employers and the employees must be willing to contribute to the financing. Distribution of costs was a main issue in this year's collective bargaining on wages between the social partners, but as they saw no immediate possibility of reaching an agreement on the matter, they decided to leave it unsolved until next year's negotiations. In the meantime, the issue will be explored further by all parties.

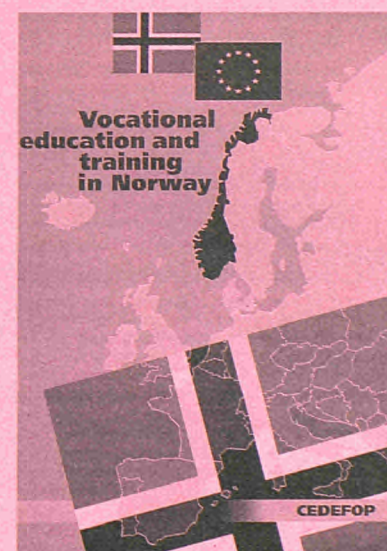
Originally, the intention was to implement the *Competence reform* before the turn of the century. As of

today, the government's aim is to prepare it for a launch in the autumn of 2000. A three-year project with the aim of establishing a system for recognition and documentation of non-formal competence is now being initiated by the government.

More information from:  
Halldan Farstad, Leonardo NCU Norway  
Tel.: (47-22) 86 50 00 - Fax: (47-22) 20 18 01  
E-mail: farh@teknologisk.no

Source: NCU, Norway

Although Norway is not a member of the European Union, it has for some years been playing a full role in EU education and vocational training activities. It is now also fully involved in CEDEFOP's work. Its VET system is of interest, particularly because of the intensive reform process in the 1990s. This review of the reform process has been prepared by Halldan Farstad of the Leonardo da Vinci NCU office in Oslo, who is the author of the monograph describing the VET system in Norway, which has recently been published by CEDEFOP in English.



Vocational education and training in Norway  
Monograph 7004  
1999, 153 pp.  
Language: EN  
Price: EUR 18.50  
Cat.-No. HX-09-97-842-EN-C  
May be obtained from the EU sales offices



# Initial training

Germany

## Launch of the 1999 campaign for training places

### Initial response is positive: firms report more than 200 vacant training places

The federal government reports that the 1999 campaign for training places has got off to a good start. The campaign, aimed at tapping the full training capacity of industry, is part of the 'alliance for employment' agreed between the federal government and both sides of industry.

A telephone hotline under the motto 'Training - we're joining in!' was set up with a view to motivating firms to step up their training effort and provide advice on the creation of new training places. And the results were substantial: within only ten

hours, some 400 firms, including many companies from future-oriented branches of industry such as information technologies, the media and advertising, had called to offer 200 vacant training places. Around 100 young people also rang the hotline seeking expert advice on finding a training place, principally information on new training occupations.

The further actions within the context of the 1999 training place campaign include a series of advertisements under the motto 'Training means survival - the best new employees are those you train yourself', an information campaign focused on

'Training in a network' and the extension of the 'training place developer' programme.

According to the Frankfurter Rundschau newspaper, the metalworkers' union, while welcoming the emergency programme, nevertheless warned of what it calls a 'training place catastrophe': according to the union's calculations, some 900 000 training places are necessary to cover this year's demand, whereas the federal government's assumptions are based on a figure of only 690 000 places.

The German Industry and Trade Advisory Board for Vocational Training,

whose forecasts indicate a further rise in the demand for training places, has called for improvements in the general conditions for training and put forward a list of specific proposals to this effect. These include, among others, the rapid development of further new occupations, the utilisation of the scope offered by existing training regulations and longer in-company place-

ments. The Advisory Board also proposes that companies increasing their training effort should be authorised to reduce trainee allowances by more than 20% and the threat of a training levy payable by non-training firms should be removed.

Source: bmbf/BIBB/FR No 82, 9.4.1999/Kuratorium der Deutschen Wirtschaft für Berufsbildung/CEDEFOP/SK

Denmark

## New plan for the development of education and training for young people

In April 1999, the Danish Parliament adopted a development plan aimed at strengthening the quality of the overall offer of education and training to young people. A renewal of structure, content and teaching and evaluation methods for each youth education programme will be discussed.

The plan does not aim at developing new youth education programmes. It will promote initiatives which can ease students' transition from lower secondary education to education and training programmes, to increase the intake to further and higher education and to strengthen the flexibility of programmes increasing the possibility of credit transfer from one programme to another.

The plan is part of the government objective: that by 2005, 90-95% of a youth cohort completes a training programme or upper secondary education and 50% completes a higher education programme.

The Ministry of Education has earmarked 15 million DKK (approx. 2 million EUR) for the programme.

Further information:  
The Danish Ministry of Education  
Frederiksholms Kanal 21,  
DK-1220 Copenhagen K  
Tel. (45-33) 92 50 00, Fax (45-33) 92 55 47  
e-mail: uvm@uvm.dk  
Web-site: <http://www.uvm.dk/eng/>  
For information on the reform of initial vocational training:  
<http://www.uvm.dk/eng/news/190199-2.htm>

Source: DEL

Italy

## Milanese study on training as an effective preparation for employment

The objective of making training compulsory up to the age of 18 will make it necessary to develop and undertake a far-reaching reform of vocational training.

In order to improve the link between the demand for, and supply of, labour it is necessary that education and training actions be directed coherently. A recent study carried out by the Milan Provincial Authorities\* provides useful information in this regard. An analysis was made of the employment patterns of trainees

attending initial training courses (after compulsory education) and specialisation courses (after the school-leaving certificate), partly those offered by private organisations operating in the field of vocational training.

The results are extremely encouraging. In the space of just over one year nearly 71% of the trainees were employed. In the case of initial training, after three months 35% were working; after six months 52%, after sixteen months 65%. The results for

the post-certificate specialisation courses, where after three months, 47.5% of the trainees were employed, after six around 70%, and after sixteen over 82% were even better. This indicates that although initial training is useful it is probably undermined by the low age of the trainees (usually 14-17 years old) and takes place too early with respect to the achievement of a significant qualification. Prolonging the duration of compulsory schooling means that initial training will be for more mature age groups and grafted

on top of a sounder preparation. On the other hand, post school-leaving certificate courses apparently respond better to the demands for further specialisation and have proved to be an effective channel for employment. This confirms the need to develop higher technical-vocational training alongside university education.

The study also examines how useful the course has proved to be in terms of job insertion and evaluates the training. About 80% of trainees

rated the courses very or fairly good in relation to training content and finding employment.

Did the qualification/specialisation obtained match the actual job? Again, the results are good. 60% of trainees who found a job within three months said that they did objectively match and 23% reported a partial match. The longer it takes to find a job, however, the weaker the results. The study illustrates a number of other aspects, for example, initial training is more popular among men (56.4%) than women (43.6%), while post school-leaving certificate training attracts more women (over 66%).

\* "Percorsi formativi ed esiti occupazionali". una ricerca sui percorsi di inserimento lavorativo delle formate e dei formati del sistema della formazione professionale della provincia di Milano. - Barbara Mapelli e Sara Taddeo, Milano (file "esti-zip", 117 kb) - free of charge - can be obtained at Provincia di Milano, Unità Organizzativa Formazione professionale, Viale Piceno 60, I-20129 Milano Tel.: (39-02) 77403023, Fax: (39-02) 77403294 E-mail: [segretuofp@provincia.milano.it](mailto:segretuofp@provincia.milano.it) - Web site: [www.provincia.milano.it/lavoro/ecolav/corsi/default.html](http://www.provincia.milano.it/lavoro/ecolav/corsi/default.html)

More information from:  
CISEM - Centro Innovazione Sperimentazione Educativa Milano  
Istituto di ricerca della Provincia di Milano e dell'Unione Province d'Italia  
Corso Concordia 7,  
I-20129 Milano  
Tel: (39-02) 77402940,  
Fax: (39-02) 77402941

Source: ISFOL

18 to 20. November 1999

**Odense/DK**  
EFVET Conference 1999  
EFVET 8th Annual International Conference 1999 on Vocational Education and Training in the Information Society  
Contact:  
ACIU  
Hesselogade 16  
DK-2100 Copenhagen  
Tel.: (45-3927) 1922  
Fax: (45-3927) 2217  
E-mail: [aciuf@aciuf.dk](mailto:aciuf@aciuf.dk)

24 to 26 November 1999

**Berlin/D**  
Online Educa Berlin 1999  
5th International Conference on Technology Supported Learning  
Contact:  
ICEF Berlin  
Niebuhrstrasse 69A  
10629 Berlin  
Tel.: (49-30) 327 61 40  
Fax: (49-30) 324 98 33  
[icefberlin@icef.com](mailto:icefberlin@icef.com)  
Internet: [www.online-educa.com](http://www.online-educa.com)

1<sup>st</sup> to 4 December 1999

**Nuremberg/D**  
Berufsbildung '99  
7. Bayerischer Berufsbildungskongress mit Fachausstellung für Aus- und Weiterbildung  
Sonderschau Fachzeitschriften  
Information:  
Bayerisches Staatsministerium für Arbeit und Sozialordnung, Familie, Frauen und Gesundheit  
Herr Angerbauer  
80792 Munich  
Tel.: (49-89) 1261-1261  
Fax: (49-89) 1261-2554  
E-mail: [Poststelle@stmas.bayern.de](mailto:Poststelle@stmas.bayern.de)  
Internet: [www.stmas.bayern.de](http://www.stmas.bayern.de)

13 to 14 December 1999

**Helsinki/FIN**  
International Congress ENTERPRISE - WORK - EDUCATION IN THE 21<sup>st</sup> CENTURY Embracing the Future  
Contact:  
Amiedu  
Valimotie 8  
FIN-00380 Helsinki, Finland  
Tel.: (358-9) 54031  
Fax: (358-9) 5403292

CONFERENCES - SEMINARS - EXHIBITIONS





**Page 9 Continuing education and training policy** B: 1999-2000 interoccupational agreement; B: Training the unemployed to meet SME manpower needs; B: New educational leave formula for SMEs; **Page 10 UK:** Employers define skills shortages and training needs; F: Framework co-operation agreement signed by the public employment service; **Employment policy** P: Training-Employment Rotation measure; **Page 11 DK:** Ministry of Education foresees a shortage of skilled labour by 2010; D: Success of emergency programme to cut youth unemployment; B: Alternance training stream; **Quality and certification** E: National Institute for Qualifications established; **Page 12 S:** Validation of foreign vocational skills; IRL: New Framework for Qualifications; Selected bibliography.

# Continuing education and training policy Employment policy Quality and certification

## Continuing education and training policy

Belgium

### 1999-2000 inter-occupational agreement

The 1999-2000 interoccupational agreement was officially signed on 8 December 1998 by the representatives of all the parties concerned. The agreement has two parts: the first relates to wage costs trends, lifelong learning and the promotion of employment while the second concerns specific matters in the field of policy relative to working conditions.

In the field of continuing training, employers make a commitment to step up their training effort from the current level of 1.2% to 1.9% of the wage bill over a period of 6 years. In concrete terms, for the period covered by the 1999-2000 interoccupational agreement, this means that training will rise to 1.4% of the wage bill in the year 2000. This commitment involves two particular aspects.

On the one hand, it is an interoccupational, and therefore a global commitment which cannot be evaluated in terms of sectors or firms whose individual efforts in this field are too diverse. The social partners nevertheless call on the sectors and firms to conclude agreements related to employment and/or training. It is clearly necessary for the new agreements to recognise the

full value of existing training programmes in the various sectors or those delivered in the framework of regional and community initiatives.

On the other hand, the social partners consider that training efforts should not only be addressed to those persons already in a job, but to all categories of workers, including the unemployed, with a particular

effort being made for women. Moreover, the social partners have also decided to encourage the various sectors to make an additional effort of 0.10% in favour of the training and employment of groups at risk by means of new or extended collective agreements.

Further information: "Bulletin FEB" - January 1999  
Website: <http://www.vbo-feb.be/>

Source: FOREM - CIDOC

Belgium

### Training the unemployed to meet SME manpower needs

**The "training-insertion plan" (Plan Formation-Insertion - PFI) has its origin in the joint December 1995 declaration of the government and the social partners of Wallonia on economic redeployment and the promotion of employment.**

It combines two previous measures which served to test both the limits and the potential of in-company training and insertion: individual in-company training (Formation individuelle en entreprise - FPI) and Plan 2000, aimed at organising training placements for young job-seekers in Walloon enterprises.

The objective of the "training-insertion plan" is to place job-seekers with employers offering jobs which require the setting up of a specific vocational training programme and ultimately, therefore, to provide firms with a workforce tailor-made to their needs.

The organisation and implementation of the PFI are to be handled by the Community and regional agency for employment and vocational training in Wallonia, FOREM. The PFI lays down the following conditions: upon completion of the

training programme, based on a tripartite training-insertion contract (company, trainee and FOREM), successful trainees must be offered a working contract for a period equivalent to at least that of the training action. Employers must also make a general commitment to increase their overall workforce.

Training actions in the context of the PFI may last from a minimum of four to a maximum of 26 weeks. During the training phase, trainees' wages comprise the following elements: unemployment benefit (or minimum social assistance), a travel allowance, covered by FOREM; a progressive incentive bonus, paid by the employer and calculated on the basis of the pay scales applicable to the relevant training occupation; and an allowance, paid by the Walloon Region, for job-seekers with no income or in receipt of a benefit amounting to less than 10 000 BEF (247 EUR) (the latter measure being designed to improve this group's chances of access to the scheme by reducing the amount of the incentive bonus payable by the employer). The PFI includes a major educational component: FOREM ensures the pedagogic competence of an instructor while the participating firm ap-

points an in-company tutor with the task of supervising the training process. The two professionals are to work as a team in drawing up the training programme and setting the objectives, content, deadlines and evaluation arrangements.

The PFI is open to all private-sector enterprises, natural or legal persons,

including non-profit making associations and the liberal professions.

Finally, some figures: 5 538 PFI contracts (from a total of 7 500 applications) were signed between companies (75% of which had 0 - 5 employees) and job-seekers (77% of whom had no more than secondary level education) in the course of

1998. The Walloon Region and FOREM hope to increase these numbers to 8 000 in 1999 and 10 000 contracts by the year 2002.

Further information:  
FOREM, Plan Formation-Insertion  
Boulevard Tirou 104, B-6000 CHARLEROI  
Contact: M. J.P. DOFFINY  
Tel.: (32-71) 20 65 73, Fax: (32-71) 20 65 97  
E-mail: [jeanpierre.doffiny@forem.be](mailto:jeanpierre.doffiny@forem.be)  
Website: [http://w3.forem.be/index\\_w3.html](http://w3.forem.be/index_w3.html)

Source: FOREM - CIDOC

Belgium

### New educational leave formula for SMEs

The Royal Decree of 20 July 1998 stipulates the special rules and procedures relating to educational leave for wage-earners in SMEs (i.e. firms with an average maximum workforce of 50 employees per annum) for a provisional period of two years (1 September 1998 - 1 September 2000).

Unlike the general educational leave scheme, which is only applicable to full-time workers, the educational leave scheme for SMEs covers those persons who work at least 51% of the hours or days specified by the collective agreement applicable to full-time workers in a given sector.

The eligible training programmes within the framework of the SME educational leave scheme are "vocational training" and "general training" courses. The principal advantage of this educational leave formula is to encourage workers to undertake training to the advantage of the company, without however causing work disruptions within SMEs.

Within the context of the SME educational scheme, employers pay workers an allowance for training courses attended with their consent outside normal working hours, up to a maximum of 100 hours of training.

The allowance is equivalent to the worker's usual salary, subject to the ceiling stipulated by article 16 of the Royal Decree of 23 July 1985, i.e. 68 000 BEF (1 683 EUR) from 1 September 1998, adjustable on an index-linked basis as of 1 September each year. Employers may claim reimbursement of one half of the allowances and social and related contributions from the federal Ministry of Employment and Labour.

Further information: "Union et Actions n°31" - Union des Classes Moyennes  
Avenue A. Lacomblé 29  
B-1030 Bruxelles  
Tel. (32-2) 743 83 53  
Fax: (32-2) 743 83 85  
Website: <http://www.ucm.be/>

Source: FOREM - CIDOC



## Employers define skills shortages and training needs

In an alarming but not surprising finding of the ninth annual *Skills Needs in Great Britain and Northern Ireland survey*\* more than two thirds of employers believe that the skills needed by their existing employees are increasing. Coupled with the difficulties in recruiting skilled people, the attainment of a growing, knowledge-based economy will be difficult without a substantial investment in the training and development of people.

The survey found 42 % of respondents having suffered from hard-to-fill vacancies, up 7% since 1997 (see CEDEFOP Info 2/98 page 15) and continuing the rising trend. In 1992 only 5% of employers reported difficulties in filling vacancies.

Larger organisations are the worse hit by the difficulties and all types of industries are affected with the highest concentration of shortages in the Midlands, south east and south west of England. However reports from Wales and Northern Ireland showed that the skill shortage problems were growing across the UK economy. Occupations most difficult to fill include engineers and technologists, health workers, teachers and computer programmers.

The skills gaps identified for existing employees showed technical and practical skills at the top of the list, followed by communication and computer skills, customer handling skills and team working skills. It was noticeable that for employees in the

16-19 age group the skills gap was less - by a long way in computer literacy and to some extent in general communications and customer handling skills

The most common reason for employers needing employees with higher skills are changes in processes and technology and changes in work practices. Other reasons include greater focus on customer care and competition. Over 50 % of employers offer school children work experience during their holidays. The 1998 survey, done by IFF Research, of 4000 workplaces on behalf of the Department of Education and Employment and 329 workplaces in Northern Ireland for the Training and Development Agency shows a further step towards a tight labour market with historically high rates of labour turnover and increasing skill shortages.

### Training Needs

The Institute of Personnel and Development (IPD), mindful of the government's concern about how skill

shortages might impinge on its strategic goals to improve the UK's global competitiveness, undertook with the help of IFF a survey\*\* of the status of training and development in the UK at the end of the 20th century.

The survey was conducted in January 1999 and involved telephone interviews with 800 people with responsibility for training in their establishments. Amongst its findings 40% of training managers with their own budget expected expenditure to increase over the next 12 months at all levels but particularly for professional and managerial employees. The most important strategic issue driving training was 'making the effective use of staff' (97.4%). Organisations wanted to use training as a vehicle to improve the skills and know-how of staff so as to improve organisational effectiveness, development and product quality. 80% of respondents considered the need to improve employee skills as very important in their decision to invest in training.

On the job and face-to-face training courses were used in most establishments. However, modern techniques using communication and information technology are becoming firmly established. 70% use video based technology, 52% CD ROM and as many as 26% the internet. Around two thirds of respondents forecast a growth in the use of intranets, internet and CD ROM over the next 12 months.

Extensive use is being made of the more modern competence approach to training and many training managers now see skills in organisational change and consultancy as an important part of the professional toolkit.

\* *Skills needs in Great Britain and Northern Ireland 1998*, IFF Research, Available from IFF Research, 26 Whiston Street, London EC1R 0JD. Tel: (44-171) 837 6363. Fax: (44-171) 278 9823. Price £50 (ca EUR 77).

\*\* *Training and Development in Britain 1999*, an annual survey by the Institute of Personnel and Development. ISBN 085292 8211 Available from IPD, IPD House, 35 Camp Road, Wimbledon, London SW19 4UX. Tel: (44-181) 283 3287. Fax: (44-181) 263 3333. Free on <http://www.ipd.co.uk/tndnetwork>

Source: IPD

## Framework co-operation agreement signed by the public employment service

A framework co-operation agreement for the period 1999-2003 was signed between the National Association for the Vocational Training of Adults (Association nationale pour la formation professionnelle des adultes - AFPA) and the National Employment Agency (Agence nationale pour l'emploi - ANPE) at the Ministry for Employment and Solidarity on 27 April 1999 in the context of the extension of the "progress contracts" concluded by the two agencies with the state last December (see CEDEFOP Info 1/99 page 10).

The framework agreement provides for the development of "integrated career support services" for job-seekers at local level. These services are a kind of "one-stop shop" offered by the public employment service to reduce administrative steps and to promote the design of job access projects combined with training paths.

Co-operation between AFPA and ANPE is to take the form of an exchange of counsellors. Each ANPE local agency and AFPA centre is to appoint an identified correspondent.

ANPE will present its job offers and assist trainees in their searches in the 135 AFPA training centres. In return, upon the request of the ANPE, AFPA is to lend its support in the implementation of skill evaluations.

The two agencies are to continue their efforts to link up their computer systems which are unfortunately incompatible at the moment. Finally, AFPA and ANPE are committed to "facilitate access to internal training by their respective staff and to promote job mobility between the managerial staff of both institutions."

Further information:  
AFPA - Association nationale pour la formation professionnelle des adultes  
13, place du Général de Gaulle  
F-93108 Montreuil cedex  
Tel. (33-1) 48 70 50 00  
Fax. (33-1) 48 70 51 84  
<http://www.afpa.fr>  
AFPA service communication, Patrick Pottrain,  
Tel. (33-1) 48 70 53 91  
ANPE - Agence nationale pour l'emploi  
Le Gallée  
4, rue Gallée  
F-93198 Noisy-Le-Grand cedex  
Tel. (33-1) 49 31 74 00  
<http://www.anpe.fr>  
ANPE direction de la communication, Pascal Malnou,  
Tel. (33-1) 49 31 76 27

Source: Centre INFFO

## Employment policy

### Training-Employment Rotation measure

The key characteristic of the Portuguese active population is the low level of its skills. It is vital, therefore, to develop the initial and above all the continuing training of workers. With so many enterprises, especially small and medium-sized ones, being affected by the steady process of technological and organisational modernisation, it is essential for people with jobs to undertake continuing training.

The twofold advantage of the "Training-Employment Rotation" measure (see also CEDEFOP Info 3/97 page 7) is that it encourages a start to continuing training for workers in Portuguese enterprises while at the same time giving an opportunity to unem-

ployed people registered at job centres to take their place at work while on training, and thus acquire work experience. This measure is essentially directed at small and very small firms, those that find it hardest to allow their employees to take

time off for training. Another objective is to combat the rapid decline in employability among the unemployed whose skills and occupational qualifications deteriorate due to the lack of opportunity to deploy them.

Firms employing at most 50 workers will have priority in access to this measure. Training, which will have to take place during working hours, will be for a minimum of one to a maximum of twelve months, and must be of direct value to the firm or give the

workers a qualification. The registered unemployed will thus have access to work experience that will help them enter or return to working life. Employers taking on such unemployed people will assess their performance, and the measure may lead to recruitment under a specified-term or indefinite contract.

The institute for employment and training (Instituto do Emprego e Formação Profissional - IEFP) is responsible for encouraging access to this measure, offering technical

support for the organisation of training and with determining the profile of unemployed people for recruitment, selecting those who might be replaced, recruiting their replacements, and implementing the training plans.

For further information, contact: IEFP, Departamento de Emprego / Direcção de Serviços de Promoção do Emprego  
Telephone: (351-1) 868 29 67  
Fax: (351-1) 868 69 63  
e-mail: [iefp.info@mail.iefp.pt](mailto:iefp.info@mail.iefp.pt)  
Web page: <http://www.iefp.pt>  
Source: Decree-Law n° 51/99, 20 February 1999/ CIDES

## Ministry of Education foresees a shortage of skilled labour by 2010

According to calculations made by the Danish Ministry of Education, the number of newly skilled workers entering the trades cannot replace those retiring. Within the iron and metal industries alone the labour force will fall from 225 000 to 200 000 persons by 2010.

The Ministry expects bottleneck problems in several trades, if they are not made more attractive to young people. Within building and construction, it is expected that

approximately 9000 bricklayers will have retired by 2010 and there will be only 4500 entrants to the trades to replace them. For painters, the figures are 8000 who are expected to retire and 6000 new entrants to the trade. The problem for the trades is one of esteem. Young people choose to enter other education and training programmes.

The Ministry of Education has two strategies for solving these skilled labour shortages. In the short run,

the problem is to be tackled by increasing the intake of adult trainees in vocational training. In the long run, it is expected that the reform of initial vocational training in Denmark (implementation in 2001) will make vocational training more attractive to young people, and consequently an increasing number of young people will choose to enter a vocational training programme within one of the trades.

Further information:  
The Danish Ministry of Education  
Frederiksholms Kanal 21  
DK-1220 Copenhagen K  
Tel. (45-33) 92 50 00  
Fax (45-33) 92 55 47  
e-mail: [uvm@uvm.dk](mailto:uvm@uvm.dk)  
Web-site: <http://www.uvm.dk/eng/>  
Source: DEL

## Alternance training stream

On a proposal of the Walloon Minister for Employment and training, the government has adopted the draft decree on the organisation of an alternance training stream.

The draft decree stipulates the measures to implement the agreement on the organisation of an alternance training stream, signed on 18 June 1998 between the governments of the French-speaking Community and Wallonia. This co-operation agreement was adopted by a decree approved by the Regional Council of Wallonia on 13 January 1999 and by the Council of the French-speaking Community on 9 March 1999.

Now that the decree has been adopted, a legal basis has been

established to guarantee the continuity of the system, moving from the experimental to the general roll-out phase.

The decree spells out the procedure and the form of applications for the accreditation of alternance training actions, as well as the subsidies payable to the partners as an incentive. The employer and training provider will receive 30 000 BEF (743 EUR) per trainee for a training programme ranging from 180 to 270 days and 50 000 BEF (1 238 EUR) if

the period of training lasts more than 270 days. A total of 1 400 young people are currently enrolled in alternance training streams.

A budget of 210 million BEF (5 198 148 EUR) has been earmarked for this measure for 1999.

Further information: Cabinet du Ministre wallon de l'Emploi et de la Formation.  
Service Presse: Mme VAN LAETHEM  
Rue du Moulin de Meuse 4  
B-5000 Beez  
Tel.: (32-81) 23 47 06  
Fax: (32-81) 23 47 73  
E-mail: [marie.ve@skypro.be](mailto:marie.ve@skypro.be)  
Website: [vancau.wallonie.be](http://vancau.wallonie.be)

Source: FOREM - CIDOC

## Quality and certification

### National Institute for Qualifications established

The creation of the National Institute for Qualifications (*Instituto Nacional de Cualificaciones*) is the outcome of social dialogue between the government, the trade unions and employers. For the first time an organisation has been set up with the aim of coordinating the certification and qualifications provided by the three sub-systems of vocational education and training (VET) in Spain, i.e. initial training (*formación reglada*) run by the Ministry of Education and Science, training for the unemployed (*formación ocupacional*) run by the labour market authorities and continuing training (*formación continua*) organised by the social partners.

The Second National Vocational Training Programme provided for the creation of the National Institute for Qualifications and laid down its main functions. Subsequently, Royal Decree 375/99 of 5 March 1999 created the National Institute for Qualifications as a technical agency to provide support to its governing body, the General Council for Vocational Training (*Consejo General de*

*Formación Profesional*), in achieving the following objectives:  
 monitoring vocational qualifications and their evolution;  
 assessing qualifications;  
 accrediting qualifications;  
 carrying out the integration of vocational qualifications, and  
 follow-up and developing the National Vocational Training Programme.

The General Council whose members represent the central government, the most important employers' organisations and trade unions and the Autonomous Communities, is a body which ensures broad institutional participation.

Some of the principal functions of the National Institute for Qualifications are  
 to present proposals on the establishment and management of the National System of Vocational Qualifications;  
 to lay down the criteria for defining the requirements and characteristics which vocational qualifications

must meet in order to be incorporated in the National System of Qualifications;  
 to design a basic methodology;  
 to propose a system of vocational accreditation and recognition;  
 to establish the procedure which will enable the Institutes for Qualifications of the Autonomous Communities and the social partners to play a responsible role in the definition of the catalogue of vocational qualifications and the updating of sectoral demands;  
 to establish criteria for the assessment of competence and its accreditation;  
 to facilitate functional interrelations between the training activities of the different sub-systems and the vocational classification systems resulting from collective bargaining;  
 to propose the necessary measures for the comparability, validation and equivalence of vocational titles and certificates between the three sub-systems, including work experience;  
 to support the introduction and the extension of the new training

contract and so help strengthen the qualifying nature attributed to it by the law;  
 to improve the design and content of the certificates of occupational proficiency to facilitate recognition and comparability between these certificates and the vocational titles acquired in regulated vocational training.

The National Institute for Qualifications will establish a Monitoring Centre for Occupations (*Observatorio Profesional*) with a database that will actively promote cooperation with sectoral and regional observatories which may have been set up. Its basic objective will be to provide information on demand and supply trends affecting professions, occupations and job profiles in the labour market, taking into account, among other things, the vocational classification systems resulting from collective bargaining.

The Institute will be responsible to the Ministry of Labour and Social Affairs, which, with the Ministry of

Education and Culture, will provide the Institute with the resources necessary for the performance of its functions.

Recently, on the proposal of the Ministry of Labour and Social Affairs, the Council of Ministers approved three new Royal Decrees establishing the certificates of occupational proficiency (*certificados de profesionalidad*) for the occupations of commercial clerk, thermal power plant operator and cinema projection-room operator. With the adoption of these new decrees, 133 out of a total of 136 occupational proficiency certificates have been approved to date. They relate to the system of *formación ocupacional* (see above) and enable workers to acquire certification of their skills and vocational qualification and can then be used as accreditation on the labour market.

Source: INEM



## Validation of foreign vocational skills

In the current situation on the Swedish labour market, persons with education and skills acquired in another country often have difficulties in finding employment. Employers find it hard to evaluate foreign upper secondary school leaving certificates and work experience.

A recent report\* presents proposals for principles regarding the establishment of an organisation for the validation of foreign vocational skills at upper secondary school level which would also be applicable to other comparable educational levels. Vocational skills will be assessed by means of a test designed to demonstrate vocational knowledge, for example, the ability to understand the overall context of the work, fundamental theoretical knowledge and other abilities generally required in working life, such as co-operative, communication and problem-solving skills.

The test will make it possible to compare and place on a par vocational skills acquired at upper secondary school level in another country with the vocational knowledge gained through a Swedish upper secondary school education in a particular vocational sector. A basic criterion is that the test may be taken irrespective of how and where the vocational skills were acquired – school leaving certificates or proof of previous work experience will not be required. In order to further

strengthen the position of the individual, it is also proposed that a portfolio of qualifications which will document and describe that person's knowledge and skills, be created.

According to the proposals, the organisation that would handle the validation of vocational skills should consist of validation bodies at both the central and regional levels.

The central body will consist of a board and trade committees. It is proposed that the board will include representatives of the Swedish Trade Union Confederation (LO), the Swedish Employers' Confederation (SAF), the Federation of Swedish County Councils and the Swedish Association of Local Authorities with associated occupational committees, as well as the National Labour Market Board (AMS), the National Agency for Higher Education, the National Integration Office, the National Agency for Education and the Swedish EU Programme Office. The body should be attached to an existing authority. The suggested host authority is the National Labour Market Board since it is part of a central/regional organisation and because of the new role it is expected to assume from 1999 as a result of the Government's new growth and employment policy.

It is also proposed that a regional validation body should be established in each county within the

framework of the new regional councils for skills and competence. These councils are to be developed at the county level in accordance with Government plans to establish a well-developed interaction between the educational community and the labour market through new forms of co-operation. The regional councils for skills and competence will be responsible for ensuring that the test of skills is organised as stipulated by the test guidelines which will be prepared by the central body. The tests will be conducted by a test organiser, who will carry out this task in accordance with agreements with the respective regional council for skills and competence.

It is proposed that the validation procedures be phased into a system for evaluation of skills acquired in another country. This system will comprise three stages: assessment, validation and a test of knowledge of the particular trade. Other proposals recommend that the assessment might be included in the municipal induction programmes for immigrants. The assessment is intended to help participants make a decision about what to do next – whether to undertake supplementary training or to take the test directly in order to validate their vocational skills. Once the vocational skills have been validated, an individual may either enter the labour market directly or through the third level, involving a test of his

or her knowledge of the trade in those lines of business which require such a test. In such cases, the relevant business representatives will be responsible for the test.

Through contacts with employers it has emerged that there is a demand for a system for the evaluation of vocational skills. Therefore, it is also proposed that tests for validation may be taken by all adults who wish to have their vocational skills compared and placed on a par with the vocational skills which are based on upper secondary school vocational training or training at comparable levels. These proposals – which would enable adults, irrespective of the country in which their vocational qualifications were acquired to have their skills validated on equal terms – would appear to be fully in line with the Government's industrial, labour market and integration policies.

\* Ministry of Education in Sweden, report SOU1998:165 can be obtained at Fritzes Bookshop, SE-10647 Stockholm, 123 SEK (approx. 14 EUR) Tel.: (46-8) 690 9190, Fax: (46-8) 690 9191, E-mail: fritzes.order@liber.se

For further information, contact Mr Johan Stålhammar Ministry of Education 103 33 Stockholm, Sweden Tel.: (46-8) 4051000 Fax: (46-8) 7231734 E-mail: johan.stalhammar@education.ministry.se

Source: SEP

Some recent publications in the field of VET, especially at European level, are selected below by CEDEFOP's Library and Documentation Service (Anne Waniart - e-mail: anw@cedefop.gr)



### Key topics in education: volume 1: financial support for students in higher education in Europe: trends and debates.

European Commission - DG XXII EURYDICE  
Luxembourg: EUR-OP, 1999, 245 p.  
ISBN: 92-828-5163-X, en  
Cat. no: C2-18-98-114-EN-C  
EN FR

### The globalising learning economy: implications for innovation policy: report based on contributions from seven projects under the TSER programme.

BORRAS S, BENGT-AKE L  
European Commission - DG XII  
Luxembourg: EUR-OP, 1998, 177 p.  
(EUR, 18307)  
ISBN: 92-828-5802-2  
EN

The documents mentioned above may be obtained from EU national sales offices offices - <http://eur-op.eu.int/en/general/s-ad.htm> - or the Office for Official Publications of the European Communities (EUR-OP): 2, rue Mercier, L-2985 Luxembourg, info.info@opoc.cec.be Tel. (352) 2929-1 Fax (352)49 57 19

### Research perspectives on Open Distance Learning: collection of research papers from the four projects supported by the EU Joint Action on Open Distance Learning.

DONDI C; BONINSEGNA A; CAVINA L (eds.)  
Centro di Ricerche e Servizi Avanzati per la Formazione  
SCIENTER  
Bologna: SCIENTER, 1998, 312 p.  
SCIENTER, Centro di Ricerche e Servizi Avanzati per la Formazione, Via Val d'Aposa, 3, 40123 BOLOGNA  
EN

### Innovating schools.

Organisation for Economic Co-operation and Development - Centre for Education Research and Innovation  
OECD, CERI  
Paris: OECD, 1999, 135 p.  
(Schooling for tomorrow)  
ISBN: 92-64-17021-9  
OECD, 2 rue André-Pascal, F-75775 Paris Cedex 16  
[oeecd@oeecd.org](mailto:oeecd@oeecd.org)  
[www.oecd.org](http://www.oecd.org)  
EN FR

### Overcoming exclusion through adult learning.

Organisation for Economic Co-operation and Development - Centre for Education Research and Innovation  
OECD, CERI  
Paris: OECD, 1999, 178 p.  
ISBN: 92-64-17026-X  
OECD, 2 rue André-Pascal, F-75775 Paris Cedex 16  
[oeecd@oeecd.org](mailto:oeecd@oeecd.org)  
[www.oecd.org](http://www.oecd.org)  
EN FR

### Social dialogue over vocational training in Europe.

WINTERTON J  
Edinburgh: Napier University, 1999, 15 p.  
Napier University - Employment Research Institute, South Craig, Graighouse Road Edinburgh Scotland EH10 5LG  
(44-131) 455-6033  
[j.winterton@napier.ac.uk](mailto:j.winterton@napier.ac.uk)  
URL: <http://www.napier.ac.uk>  
EN

Source: FAS

## New framework for qualifications

A comprehensive qualifications framework will be established in Ireland for the first time under the terms of a new bill published recently\*. Based largely on the work of TEASTAS - the interim National Qualifications Authority, (see CEDEFOP Info 2/97 and 2/98) the bill covers the areas of further and higher education. Launching it, the Minister for Education stated that "At the heart of the Bill is the creation of a national qualifications framework which will implement best international practice in promoting quality in education, actively promote and protect the interests of students and allow individual institutions to receive recognition for their work through the delegation of certification powers".

A **Further Education and Training Awards Council** will incorporate the current further education

and training certification functions of the main training institutions, i.e. FAS-Training and Employment Authority, the National Tourism Certification Board, Teagasc-Agriculture and Food Development Authority and of the National Council for Vocational Awards. A **Higher Education and Training Awards Council** will incorporate the higher education and training functions of the National Council for Educational Awards (NCEA) which accredits courses in the Institutes of Technology. Overseeing the working of these bodies will be a **National Qualifications Authority** which will be the overall guarantor of the quality of further and higher education and training. An important aspect of its work will be to promote access, transfer and progression within education and training and between courses and colleges. The rigidity of the education system in

Ireland has been the subject of much criticism in recent reports. Flexibility of provision for the full-time and part-time student, accreditation of prior learning and representation of learners' interests will all be areas of concern for the new authority.

Under the terms of the bill the division between the university and technological sectors is maintained, with further powers granted to the Institutes of Technology. The Institutes will have their higher education programmes validated by the Higher Education and Training Awards Council and their further education programmes validated by the Further Education and Training Awards Council. For the first time they will be given authority to make their own awards.

Reaction to the bill has centred on a number of issues among them that:

- the bill focuses on the validation of programmes, rather than on the concept of setting national standards;
- the issues of access and progression would be better advanced with one awarding body for both further and higher education rather than the two separate ones proposed;
- the framework of qualifications to be established by the authority should not be linked to current provision but to the labour market and to criteria clearly agreed in advance;
- the role of the Institutes of Technology vis-a-vis the universities.

\*Qualifications (Education and Training) Bill, 1999. Euro 6.60 from Government Publications, Postal Trade Section, 4-5 Harcourt Road, IRL-Dublin 2. Tel: (353-1) 661 3111, ext. 4040/4050, Fax: (353-1) 475 2760



**Page 13** New training organizations and programmes I: Reorganisation of government and a new agency to relaunch vocational training; AT: Vocational "baccalaureate" opens doors to higher education; **Page 14** UK: National research centre on training established; B: VDAB launches Web learning in Flanders; D: New challenges for vocational training from the service sector; IRL: Review of labour market entry programmes; **Page 15** NL: Making technical vocational education attractive - ATB Project; **Training of trainers** D: Specialised knowledge is no longer enough; **Special target groups** D: Social partners to step up support for the disadvantaged; **Page 16** DK: Drop-outs - still a problem; UK: Modernising government - developing the public service; NOR: Information technology training for women; Impressum.

# New training organizations and programmes

## Training of trainers

## Special target groups

### New training organizations and programmes

Italy

## Reorganisation of government and a new agency to relaunch vocational training

Plans are underway in Italy to group a number of ministries together. It is intended to create a single ministry for schools, research and culture. If the bill is passed, the Institute for the Development of Vocational Training for Workers (Istituto per lo sviluppo della formazione professionale dei lavoratori - ISFOL) will become part of the new vocational education and training agency run by the state and regional authorities.

A draft legislative decree (Riforma dell'organizzazione del Governo - Reform of the organisation of the government) envisages grouping various ministries together as well as integrating education and training policies. There will be three agencies linked with the new Ministry of Education, Research and Culture, one to carry out functions in the fields of the evaluation of the education system, one for school training, and one for vocational education and training.

The agency for evaluation (Agenzia della valutazione) will be assigned the resources and tasks of the European Centre for Education (Centro Europeo dell'Educazione - CEDE) and of the observatory on early school leavers, which will thus be abolished. It will be in charge of verifying the quality of the education system and providing school establishments with self-assessment instruments. The agency may also, under special arrangements, extend its tasks to the evaluation of the university system, the vocational training system and the activity of research bodies. For the time being, it does not appear that this power of evaluation extends to non-state establishments.

The agency for 'school training' (L'Agenzia per la formazione scolastica), which will be assigned the tasks pertaining to teacher training

carried out to date by the Ministry of Education, will also absorb the Library of Documentation Pedagogical (Biblioteca di Documentazione Pedagogica - BDP - which includes the national Eurydice unit) and the regional institutes for research, experimentation and educational updating

Austria

## Vocational "baccalaureate" opens doors to higher education

Practical knowledge acquired in the course of working life on an equal footing with school-based theoretical learning

Entry to Austrian institutes of higher education has traditionally been much more difficult for young people having completed apprenticeship training or those leaving middle-level vocational schools, than for those leaving upper secondary level schools. However this situation has changed since autumn 1997.

Young adults who have completed vocational training and those leaving middle-level vocational health care or nursing schools may now take the vocational baccalaureate examination on the basis of their prior learning from the world of work. The examination, just like the

(Istituti Regionali di Ricerca, Sperimentazione e Aggiornamento Educativi - IRRSAE), which will become autonomous units.

The regulation governing the agency for vocational education and training (L'Agenzia per la formazione e l'istruzione professionale) will be issued following the proposal of the Prime Minister, with the co-operation of the (new) Ministries of Education, Research and Culture, of Social, Health and Employment Policies and of the Treasury, Budget and Economic Planning. This agency will

be run by a mixed board formed by the state and regional authorities and will operate under the supervision of the Presidency of the Council of Ministers. If the draft bill is approved, the agency will incorporate ISFOL. It will carry out the tasks regarding an integrated system of vocational education and training, assigned until now to the Ministries of Labour and Education. The many responsibilities of the agency will include establishing accrediting structures and training programmes designed to lead to upper secondary education certificates or qualifica-

tions. The idea is to create a flexible and functional agency, based on cooperation between the state and regional authorities, which will work towards reviving and extending vocational training, partly in view of the new requirement of compulsory education to the age of 18.

More information from:  
Presidenza del Consiglio dei Ministri,  
Dipartimento per la Funzione Pubblica,  
Palazzo Vidoni,  
Corso Vittorio Emanuele 116, I-00186 Roma  
Tel: (39-06) 68991, Fax: (39-06) 68997428  
E-mail: e.simonetti@pcm.it  
Web site: <http://www.funpub.it/home/menu.html>  
See also: <http://www.funpub.it/norme/59-97.html>  
Source: ISFOL

school" or attended a three-year specialised private-sector training academy are exempted from the latter. Accreditation is granted for parts of the baccalaureate already passed at upper secondary schools.

The Federal Ministry for Education and Cultural Affairs may also recognise the equivalence of preparatory courses attended at recognised institutions of adult education, if the training programmes in question correspond to upper secondary level. However at least one part of the examination must be taken under the auspices of an upper secondary school. The school in question then decides on admission to the vocational baccalaureate examination and ultimately awards the examina-

tion certificate. These preparatory courses are currently followed by 4 000 candidates throughout Austria, some of whom have already sat parts of the examination with resounding success.

To counter the argument that the new vocational baccalaureate is no more than a second rate *Matura*, special efforts have been planned at the level of quality assurance. The Federal Ministry for Education and Cultural Affairs has commissioned an initial evaluation of the vocational baccalaureate to assess the degree to which the social policy objectives pursued with this examination are actually achieved in practice.

ibw-Institut für Bildungsforschung der Wirtschaft/  
CEDEFOP/ISK



## National research centre on training established

The first national research centre on training has been established. The Research Centre for Skills Knowledge and Organisational Performance (SKOPE) funded by the Economic and Social Research Council (ESRC) is based at the Warwick and Oxford universities and is supported by the Institute of Personnel and Development. ESRC is providing funding of £ 2.2 million (ca EUR 3.4 million) over a five-year period. It will draw on the expertise of dozens of academics from different institutions. A range of academic disciplines will be embraced from occupational behaviour to economics and social history. The research is organised into four areas:

□ the roles that skills and knowledge play in different models of competitive advantage

□ the management and use of knowledge and skills in the processes whereby product market strategies are put into action

□ the relationship between the supply of, and demand for, knowledge and skills

□ the relative effectiveness of different policy interventions by external agencies in support of a 'high skills vision'

The research will aim to span a group of world-class UK organisations

in hi-tech, hi-value added manufacturing and services; hospitality, leisure and tourism, firms offering personal services from child care to security; food and drink companies; and a sample of employers in manufacturing and services where competition is especially intense such as supermarkets and retail banking. Two regular surveys on skills co-ordinated by the centre will underpin the research

SKOPE has been designed around a collaborative model of research and is actively building links with other research groups in the UK and overseas working in the broad field of vocational education and training.

Its research programme will be of interest to a wide range of academics and to policy-makers and practitioners. Research output is disseminated through a range of publications, seminars and conferences. The centre has a core staff of full-time researchers with associated secretarial and administrative backup and in addition it purchase research time from a range of academic staff.

Ken Mayhew and Ewart Keep of the SKOPE directorate write that the centre's main role is to remedy the current separation of the study of the acquisition of and supply of skills from issues concerned with the demand for and use of, knowledge

and skills in organisations. Research that aims to reiterate these interdependent processes will significantly enhance understanding of many theoretical and policy issues\*.

\* *Skills development, demand and supply in People Management*, 22 April 1999. Ken Mayhew, Fellow of Pembroke College, Oxford University and Director of Skope and Ewart Keep, Warwick Business School and Deputy Director of Skope. For further information please contact: Lesley Williams, Administrator, SKOPE, Warwick Business School, University of Warwick, Coventry CV4 7AL Tel (44-1203) 524694, Fax (44-1203) 572855 E-mail: skopelw@wbs.warwick.ac.uk Margit Kall, Secretary, SKOPE, University of Oxford, Institute of Economics and Statistics, Manor Road, Oxford OX1 3UL Tel.: (44-1865) 271087, Fax: (44-1865) 271087 E-mail: skoped@economics.ox.ac.uk/skope http://www.economics.ox.ac.uk/skope

Source: IPD

## New challenges for vocational training from the service sector

German Industry and Trade Advisory Board for Vocational Education holds a conference of training heads

A conference of training heads organised by the German Industry and Trade Advisory Board for Vocational Education addressed the subject of 'services as a challenge for vocational training' The service sector is gaining increasing momentum and already accounts for 75% of the gainfully employed. Alongside traditional service sectors, new areas are developing which deliver individual, customised services. This development is also leaving its mark on vocational training. Modern occupational profiles oriented towards the needs of the service providers are in demand to develop new potentials for training places and guarantee that the up-and-coming generation are equipped with the right skills. Firms must therefore adapt their training programmes and training content accordingly, above all in terms of individual customisation, innovative design of provision and comprehensive, tailor-made services.

many as a location for service industries, service-related skilling as a task for training, training maturity and efficiency, co-operation between various training sites, new forms of examination and developments at European level.

The proceedings of the conference are available (in German) from: Kuratorium der Deutschen Wirtschaft für Berufsbildung, Adenauerallee 8a, D-53113 Bonn, Tel. (49-228) 915230, Fax (49-228) 9152399, E-Mail: kwbt-bonn@t-online.de Source: Kuratorium der Deutschen Wirtschaft für Berufsbildung /CEDEFOP/ISK

The training heads examined this issue from various angles and discussed subjects such as transport companies as service providers, changing service occupations, Ger-

## Review of labour market entry programmes

Satisfaction with apprenticeship and traineeship programmes in Ireland has been expressed by apprentices, trainees and their employers according to the latest report of the ESF Evaluation Unit\* which evaluates the strengths and weaknesses of the programmes and assesses employer and participant attitudes to them.

The apprenticeship programme consists of alternance training for 26 trades spread over 4 years, delivered by FAS-Training and Employment Authority and Institutes of Technology. During 1997 the numbers of registered apprentices almost doubled from 6 555 to 11 371. The Traineeship programme (see CEDEFOP Info 1/98), being a locally-driven initiative, is more flexible and shorter term. It also involves alternating in-centre (FAS) and work-based periods. Over 500 people completed Traineeships in 1997.

Employers express satisfaction with the relevance of the training curricula and materials of the apprenticeship programme to the needs of industry, a point confirmed by the high retention rate of qualifying apprentices (72%) by their sponsor. The report does however highlight the poor participation rates of women, people with disabilities and other disadvantaged groups while acknowledging attempts by FAS in its foundation courses to tackle the problem. Another concern of the Unit is the duration of apprentice-

ships, which is fixed at 4 years regardless of the curriculum requirements of the particular trade. The emphasis of the new apprenticeship model was to be on flexible, high quality, industry-relevant training.

As regards the Traineeship programme, the report finds that they are directed at well-educated school leavers who, in the current job market, should be able to get jobs unaided. The issues of wider access for the long-term unemployed and those who have completed foundation training is raised. This is related to the high entry criteria set by employers. Skills attained in training centres are certified by FAS/City and Guilds and the report recommends that additional skills acquired in companies should be recognised. It also

states there is a need for independent monitoring of work-based training.

In conclusion the report finds that the support of the social partners is one of the keys to effective apprenticeship training and it recommends that a social partner Traineeship committee should be established to develop policies on the different models of Traineeship. It emphasises the need for the speedy establishment of a qualifications authority to enhance the status of Traineeships in particular and to facilitate the creation of progression routes to and from the two programmes.

\* ESF Evaluation Unit: *Apprenticeship and Traineeship, 1999*. ISBN 1-900256-35-5. Available free of charge from: ESF Evaluation Unit, Davitt House, 65A Adelaide Road, IRL-Dublin 2. Tel: (353-1) 631 3355, Fax: (353-1) 661 1272. (See Unit website at <http://www.esf.ie>) Source: FAS

## Making technical vocational education attractive - ATB Project

A fall-off in numbers of trainees, dropouts, little use of information and communication technology (ICT) and insufficient links with small and medium-sized enterprises (SMEs) - these, in a nutshell, were the problems that led in 1995 to the launch of an innovation project to make secondary technical vocational education more attractive for young people and SMEs in the Netherlands. It is called *Aantrekkelijk Technisch Beroepsonderwijs - ATB*.

### Project aim

The ATB project is focused on modernisation of the primary process (assessment, independent learning, varied learning places), the selective development and use of ICT resources and the establishment of knowledge networks with SMEs. The initiative came from the Ministries of Education, Culture and Science and of Economic Affairs. They requested CINOP (Centre for the Innovation of Education and Training) and Fontys Colleges (training of technology lecturers) to join forces and implement a modernisation programme in technical training schemes in collaboration with Regional Training

Centres (ROCs). In the Netherlands a ROC supplies all the vocational training schemes financed by the government at secondary level and provides adult education for a region. There are now 46 ROCs.

### Pilot project and results

A pilot project running from 1996 to 1998 worked on technological training schemes in the four major cities (Amsterdam, Rotterdam, The Hague and Utrecht). The pilot project provided encouraging results. It became clear that ATB is succeeding in implementing coherent modernisation in technological training courses.

Significant results have been achieved in three main areas:

1. Trainees learning independently in a strong learning environment

The pilot schools have introduced a concept of teaching, in which trainees learn more independently in an attractive learning environment, which provides a more flexible educational organisation with variation in places of work and learning. It was noticeable in the attitude of the

trainees involved that their intrinsic motivation increased. This was reflected for example in the fact that trainees continued to talk about topics from the lessons during their breaks. The changes provide the foundation for the development of a more integrated concept of teaching, 'vocational didactics' i.e. how people learn a vocation.

2. Better use of modern information and communication technology

Good use was made of ICT resources by both trainees and lecturers. During the project, ICT became a supporting facility for education that can make learning more attractive and effective.

3. More direct interaction between the training courses and firms

Most firms reacted positively to initiatives from schools to carry out particular activities or projects with the trainees. This led to an active relationship with SMEs. Structured networks and forms of consultation have been initiated and contacts have been established or intensified

with sectoral organisations and centres of expertise. Placement databases have been set up and scenarios produced for projects in which knowledge is brought to the firms. Both the schools and the firms are satisfied with these initiatives.

### Extension to other areas and training courses

The results of the pilot project and the fact that the problems in technical vocational education which prompted the launch of ATB in 1996 still exist led to a decision by the ministries involved to extend the project to other ROCs and also to new training courses in technology. Fifteen ROCs will be conducting ATB projects under a technological training scheme in the period from 1999 to 2001, not just in the four pilot training schemes but also in the areas of laboratory technology, information technology and transport and logistics.

In addition, the four cities together with firms and sector organisations will be making a dual training scheme in technology more attractive for trainees, particularly for

young people from specific target groups, such as ethnic minorities. Two-year projects are being run in the four major cities. The most important aim of innovation is good cooperation between the programme and guidance at school on the one hand and the practice of in-company training on the other.

### Future challenges

The effects of the pilot project will continue to be monitored over this period, particularly in relation to increased attractiveness of the training scheme for trainees. In order to bring about technical vocational education that meets, to the maximum extent possible, the requirements of trainees and the business community for attractive education now and in the future, more fundamental changes are necessary. A study will therefore take place during the ATB project on a fundamental redesign of vocational training schemes in technology.

For more information: An extensive description (in Dutch) of the project can be found on the ATB website ([www.atb.nl](http://www.atb.nl)) Source: CINOP

## Training of trainers

## Specialised knowledge is no longer enough

New regulation on the aptitude of trainers introduces occupation and work-related pedagogical qualification requirements

Specialised knowledge is no longer enough for those wishing to work in the occupation of trainer. Modern-day trainers must also be in a position to teach young people to think and act for themselves and develop problem-solving competences and co-operation and communication skills. The new regulation on the aptitude of trainers, with effect from March of this year, lays down the occupation and work-related peda-

gogical qualification requirements for trainers in the field of recognised training occupations. This means that the qualification requirements introduced three months previously for trainers in trade and industry are now equally applicable to agriculture, home economics and the civil service.

The Ministry of Education and Training emphasised the reform as a

contribution to legal harmonisation and legal transparency, adding that the new, practice-related quality requirements would enhance the quality of vocational training.

In future, trainers must show that they can independently plan and implement a training programme and that they are familiar with training situations typical of the occupations in question. These requirements are in response to changes in the workplace.

The transition period during which trainers may take the aptitude examination according to the old regulation expires on 30 November 1999. Source: bmbf/CEDEFOP/ISK

## Special target groups

## Social partners to step up support for the disadvantaged

"Alliance for employment" agrees on guidelines and measures

The federal government, federations of German industry and the trade unions have drawn up joint guidelines and measures to further promote the vocational advancement of disadvantaged youngsters. A whole range of improvements - ranging from motivation through occupational orientation and vocational training to second chance schemes for young adults with no formal qualifications - are designed to improve the training opportunities of young people with no school-leaving certificate who are often faced with

considerable behavioural and learning difficulties.

Federal Minister of Education, Edelgard Bulmahn, chair of the task force on initial and continuing training within the alliance for employment, stated that the various parties agreed on the need for blanket provision of long-term measures to prevent the exclusion of disadvantaged youngsters from training and work. The Minister expressed her conviction that it was in the interest of both the individual and of the

economy and society as a whole to invest in skills and training rather than finance the symptoms of unemployment and social exclusion.

The activities agreed by the social partners and the federal government include, among others, the development and expansion of regional and local co-operation networks in support of disadvantaged groups of society. Job centres and firms offering work experience placements are to collaborate in the field of occupational orientation and lay greater emphasis on the content of training occupations. Possibilities of increas-

ing the focus on job-related elements within the lower secondary leaving certificate are also to be examined.

Industry, trade unions and the federal government remain convinced that disadvantaged youngsters should in principle undergo training within the mainstream system of recognised training occupations. In the context of the modernisation and development of new occupations, the social partners accordingly intend to ensure that a broad spectrum of training occupations is maintained to account for the different

levels of achievement. Moreover, opportunities are to be improved to allow un- or low-skilled young adults above the typical training age to acquire marketable partial qualifications up to the level of a vocational certificate. Occupational orientation and vocational training for disadvantaged groups of women are to guide clients towards a broad spectrum of occupational choice and take greater account of the special circumstances of young mothers.

Source: bmbf/CEDEFOP/ISK



## Drop-outs – still a problem

**Drop-out from education and training is still a problem in Denmark. Although, the drop-out rate has decreased within all education and training programmes, it is still necessary to halve the rate if the government is to reach its objectives, that by 2005, 90-95% of a youth cohort completes upper-secondary education or a vocational training programme and 50% completes higher education.**

Within initial vocational training, the drop-out pattern has changed. More trainees are dropping out from the practical training part of initial vocational training. A recent sample inquiry made by the Danish Federation of Trade Unions (LO) shows that almost one in four trainees drop out from practical training in the technical training programmes. If commercial training is included, the picture

is less bleak as only one in seven trainees drops out. According to the inquiry, the drop-out rate is higher in some trades than in others. The drop-out rate is especially high within the following programmes: baker, butcher, catering assistant (smørrebrødsjomfru) and cafeteria assistant. Dropping out of practical training implies the cancellation of apprenticeship agreements.

A number of studies validates the LO-sample inquiry. A study made at vocational schools in Aarhus, Jutland in the period 1996 to 1997 shows that 18 to 25% of all training agreements entered into the period had been cancelled during the 3-month trial period. More than one third of all the agreements were cancelled in mutual agreement between employer and trainee: one quarter by

the employer and one third by the trainees themselves. The causes for the increasing number of drop-outs from practical training are unclear, but include:

- many companies have a poor training culture,
- the work is often too routine and lacks challenge,
- the trainees often have little knowledge of the trade chosen, and
- very often, the youth culture clashes with the culture of many companies.

A number of initiatives for a further study of these problems have been launched. The Danish Federation of Small and Medium-sized Enterprises is soon to publish a report on practical training.

The report referred to is only available in Danish: *Frafald flytter – hvorfor falder de fra i praktiktiden?* Uddannelsesstyrelsens temahæfte nr. 10 – 1999. It can be ordered from

The Danish Ministry of Education  
Frederiksholms Kanal 21  
DK-1220 Copenhagen K  
Tel. (45-33) 92 50 00  
Fax (45-33) 92 55 47  
e-mail: [uvm@uvm.dk](mailto:uvm@uvm.dk)  
Web-site: <http://www.uvm.dk/eng/>

Source: DEL

## United Kingdom

# Modernising government - developing the public service

**The government has recently published a series of White Papers the main purpose of which is to improve the UK's competitiveness in a rapidly technologically changing, knowledge based global society. The most recent is *Modernising Government*\*, March 1999. The White Paper which highlights the investment in electronically supported public service identifies the challenges that the civil service must face.**

These include

- getting staff in all departments to integrate the EU dimension into policy making;
- focusing work on public services so as to improve their quality, make them more innovative and responsive to users and ensure that they are delivered in an efficient and joined up way;
- creating a more innovative and less risk-averse culture in the civil service;
- managing the civil service so as to equip it to meet these challenges.

The White Paper goes on to say that the public service must become a learning organisation. It needs to

learn from past success and failure, to consistently benchmark itself against the best wherever it is found. Staff must be helped to learn new skills. Actions to be taken to achieve these aims are illustrated in the White Paper and include:

- A new Centre for Management and Policy Studies will be established to be responsible for civil service training and development. This will be a business school exposing staff to the latest ideas on management, leadership and best practice.
- Other new institutions which have been developed to train staff in the public sector include the Local

Government Improvement and Development Agency, the new National College for School Leadership and the armed forces new Joint Services Command and Staff College.

- The civil service must also meet some new targets. By 2000 all civil service organisations must become accredited Investors in People an important element of the government's commitment to lifelong learning. The civil service must also exceed the new National Learning Targets for qualifications.
- The Government has also applied to establish a Central Government National Training Organisation to develop and maintain a corporate strategy for training and development including standards and competences.
- 'Learning Labs' will be set up at national and local level where new ways of working will be tested. Staff will be trained in new ways of working and equipped with the skills to meet changing demands.

□ A new Public Sector Employment Forum bringing together representatives of all public sector employers will exchange experience and work on career management, joint training and joint graduate development.

This White Paper follows on an earlier one on *Public services for the future: modernisation, reform and accountability*\*\* - Targets given to the Department of Education and Employment include

- Raising 11 year-olds' literacy and numeracy levels;
- Increasing the proportion of 16 year-olds with school leaving certificates;
- Improving the proportion of 19 year-olds' holding level 2 National/Scottish Vocational Qualifications;
- By 2002 moving 250,000 under 25s from state benefit to work.

The Green Paper *Modernising Social Services*\*\*\* highlights the fact that 80% of the one million employees in

social service occupations are thought to have no recognised qualifications or training. It proposes a new national training strategy for care workers, including a new General Social Care Council which will set ethical standards and have regulatory powers in training.

\* *Modernising Government*, Cm 4310, ISBN 0101431023, available from The Stationery Office, The Publications Centre, PO Box 276, London SW8 5DT. Price £9 (ca EUR 14). Tel: (44-171) 873 0011. Fax: (44-171) 873 8200. E-mail: [Moderngov@gt.net.gov.uk](mailto:Moderngov@gt.net.gov.uk). Free on web site: <http://www.cabinet-office.gov.uk>

\*\* *Public services for the future: modernisation, reform and accountability*, Cm 4181 available from the Stationery Office (as above) price £28 (ca EUR 43), or free from <http://www.official-documents.co.uk/document/cm41/4181/4181.htm>

\*\*\* *Modernising social services*, Cm 4169, available from The Stationery Office (as above), price £14.50 (ca EUR 22) or free from <http://www.official-documents.co.uk/document/cm41/4169/4169.htm>

Source: IPD

## Norway

# Information technology training for women

**Information and Communication Technology (ICT) training is provided at the state colleges as part of teacher training. Teacher students may opt for a 6 months' course for specialisation. Normally, men and women attend the same classes.**

Studies show that male students in general are more ICT skilled and have more self-confidence than their female classmates. Low self-esteem has to some extent prevented women from choosing the ICT specialisation course. This, of course, contributes to a gender inequity problem. Furthermore, male teachers more often than female tend to leave school for other, better paid jobs. Teachers with ICT skills are particularly attractive to private industry and public institutions. Thus, the gender imbalance among school staff is preserved or increases, and the public investments in order to improve the ICT skills among teachers, do not have the intended effect.

In order to meet this problem, the Oslo College has launched ICT specialisation classes for women only. Experiences so far – the third course is currently being run – are very positive. More women are attending the course, the learning environment is considered very secure and supportive by the participants. Even if many of the participants express their own lack of skills at the start of the course, students in the female class have a steeper learning curve than students in the mixed classes, and final exam results are on average better.

information from: Leikny Øgrim, Oslo College  
Avdeling for laererutdanning  
Tel.: (47-22) 45 21 30, Fax: (47-22) 45 21 35  
E-mail: [Leikny.Ogrim@lu.hioslo.no](mailto:Leikny.Ogrim@lu.hioslo.no)

Source: NCU, Norway

## Impressum

**IN  
CEDEFOP**  
zur beruflichen Bildung  
in der Europäischen Union

**CEDEFOP - European Centre for the Development of Vocational Training**, Europe 123  
GR-57001 THESSALONIKI (Pylea)  
Postal address:  
PO Box 22427  
GR-55102 THESSALONIKI  
Tel.: (30-31) 490 111  
Fax (30-31) 490 020  
E-mail: [info@cedefop.gr](mailto:info@cedefop.gr)  
Homepage: [www.cedefop.gr](http://www.cedefop.gr)  
Interactive website: [www.trainingvillage.gr](http://www.trainingvillage.gr)

**Brussels Office**  
20, Av. d'Auderghem  
B-1040 Bruxelles  
Tel.: 32-2+230 19 78  
Fax: 32-2+230 58 24  
E-mail: [info@cedefop.be](mailto:info@cedefop.be)

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

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

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

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

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

**Editors:**  
Bernd Möhlmann, CEDEFOP  
J. Michael Adams, CEDEFOP  
Eric Fries Guggenheim, CEDEFOP  
with the support of  
Simone Kops - Journalist  
Anne François - Journalist

**Coordination:**  
Bernd Möhlmann, CEDEFOP  
Dagmar Wolny, CEDEFOP

**Responsible for translation:**  
David Crabbe

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

Editorial deadline: 01.08.99  
Printed in Belgium 1999  
Cat. no.: HX-AD-99-002-EN-C





# Leonardo da Vinci II

- as seen from the European Parliament

- at the service of a Europe of knowledge

The new Leonardo da Vinci programme aims to increase access to education resources for all citizens, to promote greater innovation, to test new approaches, and to ensure wider dissemination of good practice. These are excellent objectives.

As the European Parliament's rapporteur for the Leonardo da Vinci II programme it was my task to consider and consult on the Commission's proposal, prepare amendments and take these through the relevant Committee of the Parliament and then on to the full plenary session of the Parliament for the first and second readings before presenting the revised Leonardo da Vinci proposals to the Council of Ministers.

True to its word the Commission proposed a more limited number of objectives, three, compared with 19 in Leonardo da Vinci I, and a more limited number of measures, six, as opposed to 23 involving a greater number of partners including small and medium enterprises (SMEs), more scope for transnational networks and changes in management.

However my opinion was that the proposals were insufficient to meet a range of very significant challenges. The Leonardo da Vinci programme is the EU's only vocational training programme. Training is seen as of central importance in many of the EU's policies - for example, the new Employment Strategy, and the Agenda 2000 proposals, but Leonardo da Vinci only provides the opportunity to encourage the modernisation of training systems through funding mobility and transnational pilot projects, and research into the effectiveness of different approaches to training. It is therefore important that the limited Leonardo funding of 1150 million Euro over seven years be used effectively to meet the objectives set out in the Commission's Europe of Knowledge paper and to assist Member States in meeting the challenges of change in the global economy, through providing its citizens with more relevant and effective learning opportunities.

I therefore prepared 60 amendments to the Commission's proposal which covered the following main issues:

- lifelong learning
- combating social exclusion and addressing discrimination,
- complementarity with other EU policies and programmes,
- developing the relationship between Leonardo and the Employment Guidelines,

- involving non-governmental organisation (NGOs) as well as SMEs as partners and project leaders and in setting priorities,
- improving the quality of Leonardo by more effective monitoring and evaluation with a greater responsibility on member states to take on common reporting systems and develop accreditation for trainees taking part,
- making the programme more user-friendly.

After a long and complex process of negotiations, that were made more difficult by the allegations of fraud regarding the current programme, the outcomes of the process have been fairly positive. Almost all of the Parliament's amendments have been taken on board - in whole or in part. However there are two areas where, in my opinion the final product falls short.

**Firstly**, in respect of lifelong learning. Although the Leonardo da Vinci II programme should now be open to all, the phrase "especially young people" does appear in the objectives and the measures. There is, however, no upper age limit - and older people are not excluded as beneficiaries.

**Secondly**, in respect of NGOs. I had hoped that NGOs would regularly be consulted by the Commission on the workings of the programme as part of the civil dialogue process, but this was not accepted. However there are additional references to the groups, which NGOs work with, as being potential beneficiaries of the programme, and, for example, recognition of the fact that some groups and some individuals - for example people with disabilities - may need additional financial resources to enable them to participate. There are also references to NGOs as project promoters.

The success of Leonardo da Vinci II depends very much on how we - Member States, training providers, local and regional bodies, NGOs - use and organise it. It will be necessary for national management structures to be more open and transparent, to promote the opportunities, to disseminate the results and to build a comprehensive system that makes full use of national and European programmes to create open structures that are not hide-bound by bureaucracy and red tape, but are flexible and creative. Leonardo da Vinci II should be seen as a laboratory of innovation - to test and develop new European approaches to learning that help us meet the challenges of economic, social and technological change.

It should therefore enable us to take a new look at training and implement some new ideas which will influence the mainstream. One positive outcome of the recent crisis in the Commission is the fact that the European Parliament, will be more able to follow the progress of Leonardo da Vinci closely and to judge how it is working and what contribution it is making to meeting the challenges I have referred to.

**Susan Waddington, MEP**  
European Parliament's rapporteur for the Leonardo da Vinci II Programme



#### A few dates . .

- December 1999: Publication, in 11 languages, of the general guide for promoters, five specific guides on the individual measures and application forms;
- Mid-January 2000: first Community call for proposals. The deadline for the receipt of pre-proposals for the first year of the programme could then be set as March 2000.
- 27 - 28 January 2000: in Brussels, special days for contact and information on the first call for proposals for Leonardo da Vinci II (2000-2002) and a training products fair (presentation of current projects and the results achieved during the first phase of the programme).
- 16-17 March 2000: in Portugal, official launching of the three Community programmes, Leonardo da Vinci II, Socrates II and Youth, in the presence of the European ministers concerned.

With the ultra-rapid pace of scientific, technological, economic, social and cultural change in our society, the European Union needs its citizens to be ever more highly qualified so that it can respond to ever more challenging demands. Faced with a constant renewal of knowledge, and bearing in mind that two out of three jobs call for a high level of skills, we must make every effort to ensure that training helps the citizen to enter the jobs market in the best possible way.

In preparing to embark on the 21<sup>st</sup> century, then, the Union has set itself the goal of supporting this evolution by developing a Europe of knowledge. A Europe that allows for lifelong education and training. A Europe that promotes 'the development of the highest possible level of knowledge for its peoples through a wide access to education and through its continuous updating', as stated in the preamble to the Treaty of Amsterdam.

To achieve this, the Commission intends to focus its efforts on:

- adapting vocational training to the needs of the economy, although without overlooking the social and cultural dimensions,
- the exchange of experience and knowledge, and
- positioning the European Union as a point of reference.

This was the context for the Commission's proposal on renewing the three action programmes in the field of Education, Training and Youth, of which the second phase of the Leonardo da Vinci programme is an important element and an ideal instrument for the implementation of policy.

The Leonardo da Vinci programme has already proved its worth as a hive of European innovation. Between 1995 and 1998, close to 3 000 pilot projects were selected and over 100 000 people took advantage of opportunities for exchanges or placements in other countries. Transnational cooperation has been expanding over the years: from 18 participant countries in 1995 to 29 in 1999. Leonardo da Vinci, with its education and youth programmes, was one of the first to open out to countries prior to their accession. It is telling proof of the Europe-wide added value of the programme, to which citizens have direct access, and all the more building blocks for the foundation of the new phase.

This success has not been affected by the problems recently encountered in the management of the Bureau sup-

porting the Commission in its implementation of the programme. The call for proposals in 1999 was highly successful, and will lead to the selection of 700 new innovatory pilot projects and the continuation of mobility actions.

The need to support and add to the actions launched by and within Member States in the field of vocational training has been clearly understood by all European institutions. Through close cooperation among Member States, the European Parliament and the Commission, Leonardo da Vinci was the first of the three programmes - Education, Training and Youth - to be extended for a further term of seven years.

The new programme will continue with the work that has already been started, while improving certain aspects: the objectives and actions are to be concentrated, and procedures and management are to be simplified. It will also be keeping abreast of technological change by placing great stress on the use of information and communication technologies and ensuring that these are in general use. To create a 'European educational area', both geographical and in timing, it will enhance Community cooperation through joint actions and place the emphasis on the dissemination of good practice.

But in translating these intentions into practical action, the very first step is to set up an effective management of the programme. There will also be a need to formulate a more dynamic approach to vocational training policy, involving a greater number of parties.

In order to prepare for the future and avoid the difficulties of the past, the Commission will establish a process of close cooperation with the countries participating in the programme and strive for maximum transparency in its conduct. The European Parliament will also be associated with this process.

**Domenico Lenarduzzi**  
Director General ad interim  
Directorate General for Education, Training and Youth (DG XXII)  
Commission of the European Communities



# The Leonardo da Vinci programme approaches its second phase

Five years after its creation in 1995, as of 1 January 2000, the European Community's Leonardo da Vinci programme is to be extended for a second phase, to last seven years. Its extension was formally adopted by the Council of Ministers on 26 April 1999.

The initial phase of Leonardo da Vinci (1995-1999) was the Community's first contribution after Maastricht to the vocational training policy stemming from the Treaty establishing the European Community. Following along the same lines, the aim of the second phase of the programme (2000-2006) is to support and enhance the policies conducted by Member States on lifelong training, improving quality, encouraging innovation and strengthening the European dimension of vocational training systems and practices through transnational cooperation.

The programme's terms of reference, therefore, are basically the same as before: to create a European education area, tackle the challenge of growth and competitiveness, master technological and industrial change, promote the development of abilities and skills that will facilitate entry into the working world and combat unemployment in the EU.

One of Leonardo's guiding objectives is also to take a stand against all forms of exclusion from and discrimination in training, while monitoring equality of opportunities for men and women.

In the second phase, however, the objectives and measures of the programme have been concentrated and refined in order to clarify and simplify the implementation procedures.

## First steps in the programme

It was on 6 December 1994 that the Council of the European Union adopted the Leonardo da Vinci programme (first phase), covering the period 1995-1999. With a total budget of ECU 620 million over five years, the programme aimed in particular to rationalise the many Community actions being conducted in the field of vocational training. Drawing on acquired experience of other programmes, the Leonardo da Vinci programme took over from Petra (social and vocational integration of young people), Force (continuing training), Comett (cooperation between companies and universities in training in new technology), Eurotecnet (technological changes in training), Iris (equal opportunities in training) and Lingua (promotion of language learning). Certain aspects of these programmes are also to be found in the Socrates programme (education), adopted in 1995.

Leonardo da Vinci was already in the spirit of the recommendations subsequently included in the White Paper on education and training (1995) entitled 'Teaching and learning: towards a learning society', as well as in the Commission Green Paper on 'Education, training, research: the obstacles to transnational mobility' (1996), and the Commission Communication: 'Towards a Europe of knowledge' (1997).

Covering both initial and continuing vocational training, the current programme provides for partnerships among individual bodies involved in vocational training: employers, the social partners, universities, the authorities and public and private-sector training agencies and providers.

## Leonardo da Vinci II

On 27 May 1998 the European Commission proposed that the Leonardo da Vinci and Socrates programmes be extended. At the same time, with the aim of reshaping Community actions, it proposed the launching of a new 'Youth' programme, bringing together the European voluntary service and Youth for Europe. One goal of this new generation of programmes is to create a European lifelong education and training area, an area to promote citizenship, knowledge and employment. In order to create this area, there was a need to develop strands common to all three programmes and to create links between them. As a result, similar measures feature in all three programmes, which may be combined or implemented in common through joint actions. It should be noted that the Commission's proposals also encourage the coordination under the Leonardo programme and the Fifth Framework Programme for research and technological development activities, as well as coordination between Leonardo da Vinci and the European Social Fund.

Following the customary path for decisions leading to the adoption of Community programmes, the Commission's initial proposal on the second phase of the Leonardo da Vinci programme was submitted to the Economic and Social Committee, whose opinion was favourable (15.10.98), and to the Committee of the Regions. The Council then adopted a Common Position (21.12.1988), and the European Parliament adopted two resolutions in favour (05.11.1988 and 23.03.1999), but setting out a number of amendments to the Commission's proposal and to the Council's Common Position.

The Council of Ministers' formal adoption of the Leonardo da Vinci II programme, following consultation of the European Parliament, was expected in June 1999. With the impetus of the German Presidency of the European Union as well as of the Parliament, however, the programme was in fact adopted earlier, on 26 April 1999. The Council decision came into force on 11 June 1999, on its publication in the Official Journal of the European Communities. This means that the programme can be implemented with effect from 1 January

2000, and will run up to 31 December 2006.

The reference funding for the implementation of Leonardo da Vinci II over the seven-year period has been set at EUR 1 150 million. This is a substantial increase over the total budget for the first phase of the programme.

Between 2000 and 2006, the Commission will publish three Community calls for proposals (actions). The first is due to be issued in mid-January 2000, and will cover a period of three years. The other two are scheduled for 2002 and 2004, each covering a two-year period. These calls for proposals define the priorities for the programme objectives, the timetable, the conditions for presentation and common criteria for the acceptance of projects.

As regards the future of the programme beyond 2006, the Commission will present a communication on the continuation of Leonardo da Vinci to the European Parliament, Council and Economic and Social Committee by 31 December 2004 at the latest.

## Simplification and decentralisation

Based on experience acquired during the operation of Leonardo da Vinci I, in its second phase the programme has been streamlined, since the diversity offered at the start was becoming a source of complexity. For instance, the objectives have been concentrated, the Community measures reduced in number (from 26 to 5) and clarified, the implementation of the programme simplified and the selection of projects has been decentralised to a great extent.

According to the decision published in the Official Journal of 11 June 1999, Leonardo da Vinci II aims at 'developing the quality, innovation and European dimension in vocational training systems and practices, through transnational cooperation'. The latter is one of the prerequisites for Community support for a project. Whereas there were 19 objectives in the first phase, these have now been reduced to 3, regarded as the key elements in vocational training:

(a) improve the skills and competences of people, especially young people, in initial vocational training at all levels; this may be achieved inter alia through work-linked vocational training and apprenticeship with a view to promoting employability and facilitating vocational integration and reintegration;

(b) improve the quality of, and access to, continuing vocational training and the life-long acquisition of skills and competences with a view to increasing and developing adaptability, particularly in order to consolidate technological and organisational change;

(c) promote and reinforce the contribution of vocational training to the process of innovation, with a view to improving competitiveness and entrepreneurship, also in view of new employment possibilities; special attention shall be paid in this respect to fostering cooperation between vocational training institutions, including universities, and undertakings, particularly SMEs.

Leonardo da Vinci I made a distinction between initial training and continuing training, but in the second phase there will be greater stress on lifelong training. Even closer attention will be paid to those at a disadvantage on the labour market, including the disabled, and to practices facilitating their access to training. The programme will monitor the promotion of equal opportunities for men and women and will combat all forms of discrimination.

The three programme objectives will be implemented by means of several types of transnational Community measures. Now numbering 23, these measures will be reduced to 5 in the second phase of the programme out of a concern for greater clarity:

1. mobility;
2. pilot projects;
3. language competences;
4. transnational networks;
5. reference material.

In the implementation of these measures, special support will be given to the promotion and use of information and communication technologies in the field of training.

A new feature is the particular support for thematic actions, in other words a small number of pilot projects whose themes are of particular interest in the Community. These include the development of new methods to promote transparency (new forms of certification or accreditation of skills acquired through work experience) and the development of European arrangements for vocational guidance, counselling and vocational training in business-related services.

Another innovation in the second phase of Leonardo da Vinci is the possibility of supporting joint actions with Community programmes and actions in the same fields - in particular Socrates II and Youth.

One major simplification introduced in phase II of the programme is the decision to publish a general call for proposals at the start of the programme for all the objectives and measures, with a stable three-year framework of priorities, rather than publishing a call for proposals with new priorities each year. Nevertheless, proposals may be submitted each year since the selection of projects will still be on an annual basis. Selection will, however, be partially decentralised. Three different assessment and evaluation procedures (A, B and C) will be applied, depending on the type of project and the Community measures to which they correspond. Under procedure A, selection is entirely decentralised to the level of participant countries. These designate a 'national management structure' (also called a 'national Agency'), which makes the selection of proposals and distributes among the selected promoters the global grants allocated to each country by the Commission, based on objective criteria (population, cost of living, distance, proportion of the target group concerned). Under procedure B, selection of proposals takes place partly within the participant countries (decentralisation) and partly at Community level. Procedure C is centralised.

## The five Community measures

### 1. Mobility

Support for transnational mobility projects for people in training, especially young people, and also for those responsible for training. There are plans for special help for disabled people.

The European Community will give financial support to the following measures:

a) the preparation and implementation of transnational placement projects:

- for people undergoing initial vocational training the placements will be in a vocational training institution or an undertaking for a period of three weeks to nine months
- for students placements in undertakings, for three to twelve months
- for young workers and recent graduates placements in a vocational training institution or an undertaking for a period of two to twelve months

b) the organisation of transnational exchange projects:

- between undertakings and vocational training organisations or universities
- Exchanges targeting human resources managers in the business sector, vocational training programme planners and managers, and in particular trainers and occupational guidance specialists
- Exchanges between enterprises and institutions specialising in language learning, including universities and vocational training agencies
- Exchanges for trainers and mentors.

Both these types of exchange last for between one and six weeks.

c) organisation of study visits:

Study visits for those responsible for vocational training, on the themes proposed by the European Commission, can be provided by CEDEFOP.

Transnational placement and exchange projects may be for up to two years. The Community's financial contribution to such projects will be no more than EUR 5 000 per beneficiary and per placement/exchange.

Special support is planned for placement projects involving SMEs or craft firms. A total of at least 39% of the annual budget for Leonardo da Vinci II will be earmarked for mobility projects, these being the major measure in the programme.

So the new programme should give some 250 000 people - mostly young - the chance to train or do a placement abroad.

### 2. Pilot projects

Support for transnational pilot projects to develop and transfer innovation and quality in vocational training, including aiming at the use of information and communication technologies (ICT) in training.

Community support is available for the design, development, testing and assessment of this type of transnational pilot project. The projects may also relate to the development of new



methods of vocational training and to vocational guidance in the context of lifelong training, or be aimed at supporting the setting up of transnational open and distance vocational training networks (through the use of information and communication technology), or alternatively at testing and validating new approaches to training arising from new work situations.

Special support will be granted to a small number of thematic actions, in other words projects associated with subjects of particular Community interest.

The maximum period for pilot projects is three years. The Community's financial contribution may be up to 75% of eligible expenses, with a ceiling of EUR 200 000 (twice the budget under Leonardo da Vinci I) per year and per project (EUR 300 000 for thematic actions).

### 3. Language competences

Support for projects that promote language and cultural competences in vocational training. These projects may take the form of:

#### a) transnational *pilot* projects

These will concern the design, testing, validation, assessment and dissemination of teaching materials and innovative pedagogical methods (including self-tuition of languages) tailored to the specific needs of each occupational area and economic sector. Particular attention will be paid to projects relating to the less widely used and taught languages.

#### b) transnational *exchange* projects

The particular aim of these projects will be to improve the language and cultural competences of trainers and mentors responsible for the pedagogical supervision of those taking part in mobility programmes.

Community support for such projects will be for a maximum of three years. The financial contribution may be up to 75% of eligible expenditure, with a ceiling of EUR 200 000 per project and per year.

### 4. Transnational networks

Support for European networks of European expertise and dissemination. This is a new measure compared with Leonardo da Vinci I.

The purpose of these networks is to assemble, distil, and build on European expertise and innovative approaches, improve the analysis and anticipation of skills requirements, and disseminate the network outputs and project results throughout the European Union.

Community support will be for a maximum of three years. The financial contribution may be up to 50% of eligible expenditure, with a ceiling of EUR 150 000 per year and per network.

### 5. Reference material

Support for actions to establish, update and disseminate reference material.

These actions should contribute towards establishing comparable data on vocational training systems, producing surveys and analyses, and observing and diffusing best practices. Eurostat and CEDEFOP will be closely

involved with the creation of the statistical instruments.

The maximum duration of such projects will be three years. The Community's financial contribution will be 50% to 100% of eligible expenditure, with a ceiling of EUR 200 000 per year and per project, except in special cases.

#### Joint actions

In the effort to construct a Europe of knowledge, any of the measures may be undertaken in the form of joint actions with other Community actions, especially with the Socrates II and Youth programmes.

The maximum duration of such actions is three years. The Community financial contribution is up to 75% of eligible expenditure.

#### Accompanying measures

In order to achieve the programme objectives, Community support may be granted to various types of management, coordination, monitoring, assessment and cooperation activities with third countries. This chapter includes in particular the joint financing of the activities of national agencies.

It should also be pointed out that the European Commission may call on the services of technical assistance organisations.

#### Access to the Leonardo II programme

##### Who may participate?

The Leonardo da Vinci programme is open to all public or private bodies and institutions involved in vocational training. These include training establishments, centres and bodies at every level, including universities, research centres, enterprises (especially SMEs and craft firms), professional organisations (including chambers of commerce), social partners, local authorities, non-profit-making associations, charitable bodies and non-governmental organisations. Individuals may benefit from actions funded by the programme as part of projects, but they may not make individual applications for funding as described above.

The countries invited to take part are mainly the 15 European Union Member States and the EFTA countries participating in the European Economic Area (Norway, Iceland and Liechtenstein), the Central and Eastern European associate countries (CEEC: Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia and Slovakia) and Cyprus (the procedure to be the same as for the EFTA countries), as well as Malta and Turkey (whose participation is funded by supplementary appropriations in accordance with the Treaty establishing the European Community). In other words, 31 European countries will be involved in all.

##### Eligibility of projects

To be selected, proposals must meet a number of general conditions and criteria, together with more specific conditions depending on the type of measure(s). These conditions will be set out in the general guide for promoters and in the five guides specific to each of the Community measures,

which are due to be issued in eleven languages by the end of 1999.

The following are some of the general conditions:

Each proposal must be presented by a transnational partnership, at least one of whose members is an EU Member State. Partnerships for 'mobility' and 'language competences' measures must have the participation of partners from at least two countries, one of them an EU Member State. In partnerships for the three other types of measure ('pilot projects', 'transnational networks' and 'reference material'), partners from at least three countries must participate, one of them an EU Member State.

Each proposal must be directed towards one or more of the programme objectives. Applications should, therefore, clearly state the objectives pursued, the implementation procedures, the results expected, the mechanisms for the assessment of practical results, plans for dissemination, the beneficiaries and the partners, together with the nature and extent of their participation, including their financial contributions and the schedule for the work.

Each proposal must clearly refer to a call for proposals. There will be three such calls: in 2000, 2002 and 2004. The validity of the first will be three years; that of the second and third will be two years.

The Community's financial contribution to the projects can be only part of the eligible expenditure. The balance of this expenditure must be derived from non-Community resources (private, public or the partners' own resources). In no circumstances may there be duplication of Community funding.

#### Project selection

Depending on the type(s) of measure(s) to which they relate, proposals will be subject to one of the three selection procedures. This selection process - which will take place at least once a year - will be partially decentralised from now on.

Procedure A will be applicable to mobility actions, procedure B to pilot projects (except for thematic actions), language competences and transnational networks, and procedure C to reference material, thematic actions, joint actions and European organisations' projects.

##### Procedure A: decentralised

- The Commission will allocate a global grant to each participating country based on the criteria specified above;
- the promoters will present proposals directly to the management structure (or 'National Agency') designated by the Member State;
- the management structure will evaluate the proposals and inform the Commission and the management structures in the other Member States;
- the Member States will allocate to the selected promoters their share of the global grant;
- the Member States will submit an annual report to the Commission on the results of the mobility projects.

##### Procedure B: partially decentralised

- The pre-proposals will be presented to the management structures

in the Member States, which will evaluate them and make a selection;

- the short-listed promoters will forward a full proposal to the management structures, which will evaluate them and present a report to the Commission on their findings;
- the Commission, with the assistance of independent experts, will evaluate the full proposals and consult the Member States;
- after obtaining the opinion of the Leonardo da Vinci Programme Committee, the Commission will draw up the list of selected projects;
- the Member States will place contracts with the selected promoters.

##### Procedure C: centralised

- The pre-proposals will be presented to the Commission direct, which will evaluate them and, after receiving the opinion of the Programme Committee, will draw up a short list;
- the short-listed promoters will forward a full proposal to the Commission. With the assistance of independent experts, it will evaluate them and draw up a short list of projects;
- having secured the Committee's view, the Commission will draw up a final list of the projects;
- the Commission will place contracts with the selected promoters.

#### The role of the National Agencies

The distinguishing feature of the second phase of Leonardo da Vinci - as of the Socrates II and Youth programmes - will be the greater stress on decentralisation, to facilitate the practical implementation at grass roots level of transnational vocational training projects. This decentralisation will mean that responsibility is passed down from the European Commission to the EU Member States, more specifically the management structures - or National Agencies - designated by each country. With Leonardo da Vinci II, for instance, it is estimated that about 75% of the funds will be administered nationally. This strengthens the role of the National Agencies but calls for closer coordination of the programme and a clear definition of the Agencies' role.

Whereas national management bodies seem to be proliferating in every Member State as things now stand, jeopardising the smooth coordination of the programme, the Commission proposes to retain only one National Agency per programme in each country. The duties to be taken on by the National Agencies break down into seven fields:

- Organisation, preparation and publication of calls for proposals;
- Organisation of procedures for the selection of proposals;
- Management of contracts placed with the selected project promoters;
- Arranging for broad dissemination of information on the three Community programmes, designing promotional materials for the programmes and replying to enquiries for information; diffusion of the results of projects and good practices;
- Monitoring and evaluation of the programmes;
- Cooperation and liaison with the Commission in particular;

□ Development of computerised tools as well as Internet and Intranet communication to facilitate the exchange of information.

#### Evaluation and diffusion of the results

In collaboration with the Member States, the Commission will monitor and regularly evaluate the Leonardo da Vinci programme. The main purpose of evaluation will be to assess the effectiveness and outcome of the projects and actions implemented in the light of the three programme objectives. The evaluation will also cover the dissemination of the results of actions and the lessons on good practice derived from them, as well as the impact of the programme and the extent to which it complements other Community measures.

In practical terms, the Member States will have to send the Commission, at the latest by 31 December 2003 and 30 June 2007 respectively, reports on the implementation and effectiveness of the programme, as well as on its impact on existing vocational training systems and structures. These reports will also cover the promotion of equality, especially between men and women.

For its part, the Commission will present three separate reports to the European Parliament, the Council and the Economic and Social Committee:

- a second interim report on the initial operational implementation of the Leonardo da Vinci II programme by 30 June 2002 at the latest;
- an interim report on the implementation of the programme, by 30 June 2004 at the latest;
- a final report on the implementation of the programme by 31 December 2007 at the latest.

#### The role of CEDEFOP

The European Centre for the Development of Vocational Training (CEDEFOP) will contribute its support to the Commission in the implementation of the Leonardo da Vinci II programme. It will also play an active role (by providing technical and scientific support) in the development of knowledge and collating of information on vocational training. For years CEDEFOP has been engaged on a major effort to clarify the terminologies used by the Member States, in order to arrive at greater transparency of qualifications. It is therefore in a position to offer invaluable information and reference materials to promoters preparing a proposal.

One of CEDEFOP's key roles in the Leonardo programme is also the organisation of *study visits* for those responsible for vocational training, on themes proposed by the Commission.

Anne François  
July 1999.



# Leonardo da Vinci II

as seen by -

## the Austrian presidency

**On 26 April 1999, after a surprisingly short negotiating period – the European Commission's proposal had been forwarded to the Council just a year earlier – the Council Decision establishing the second phase of the Community vocational training action programme 'Leonardo da Vinci' was adopted. A number of factors made a decisive contribution to the fast pace set for this procedure:**

- the Commission's proposal had already made appreciable efforts to take the essential concerns of the Member States into consideration;
- the constructive cooperation of the Member States in the working group set up for these negotiations made it possible to achieve a political agreement as early as 4 December 1998;
- excellent cooperation between the representatives of the European Commission and the competent committee of the European Parliament.

At the same time it should be noted that major amendments were made to the original Commission proposal in the negotiations. What are the essential features of the 'new' programme?

- 1.

A duration of seven years (instead of five, as at present), so that it is possible to use evaluation results both for the implementation of the programme and for further developments.

2. The concentration of programme objectives on VET aspects in line with Article 150 of the Amsterdam Treaty will make it possible to focus the use of (still limited) resources on initial vocational training and continuing training, innovation processes for the improvement of competitiveness and the promotion of entrepreneurship, and new employment opportunities.

3. A reduction in the number of different types of measures, envisaged in the second phase of the programme, and clearer definition of their contents.

4. A clearly regulated division of responsibilities between the Commission and the Member States, whereby the Member States now have more responsibility in the Programme Committee and in programme administration at national level than in the past.

5. Strengthening of mobility measures, whereby specific incentive mechanisms are envisaged for the participation of small and medium enterprises.

6. Specific promotional activities for the dissemination and use of information and communication technologies in all the different measures, particularly in the field of pilot projects. This appears to be indispensable, given the dynamic development of the European labour market in the area of new technologies, and employment policy aspects.

7. A two-step selection-procedure established for all types of measures, with the exception of the mobility measures, the main purpose of this being to facilitate matters for the promoters.

## the German presidency

**The German EU Presidency had set three priority areas in education and training for the first six months of 1999:**

**Education and employment, forward-looking education and research and international openings for cooperation in education and research.**

**The Amsterdam Treaty - which, in its Preamble, for the first time postulated the goal of a Europe of Knowledge - the introduction of the monetary union, the Luxembourg Employment Summit and Agenda 2000, all played an important role in education and training.**

In the field of education, an important area of work for the German EU Presidency was the continuation of the negotiations for the EU programmes Leonardo da Vinci II, Socrates II and Tempus III, which had commenced under the Austrian Presidency; Leonardo da Vinci II and Tempus III were adopted under the German Presidency but Socrates II will be adopted under the Finnish Presidency because of a formal procedure to be carried out with the European Parliament.

At the same time, top priority was given to the preparation of an implementation programme so that these new programmes could start punctually on 1 January 2000. A concrete implementation plan for this purpose was discussed at the Council of Education Ministers on 7 June in Luxembourg. All the Education Ministers stressed the importance of a punctual

commencement of the programmes and transparent, user-friendly implementation. The concrete work of devising the implementation procedures was commenced under the German Presidency in working groups with the Commission and Member States.

Germany attached importance to several political priorities in the Leonardo da Vinci II negotiations, most of which were achieved:

The new Leonardo da Vinci programme touches on several vital issues contained in the Amsterdam Treaty and raised at the Luxembourg Employment Summit; they stress the importance of the society of knowledge and lifelong learning, and accentuate the role of VET in employment policy. This is particularly evident, inter alia, in the new joint actions with other programmes like Socrates and Youth which go beyond pure education and training, in the removal of age limits for mobility measures in VET, in the possibility to combine different measures of the programme in the project applications, and in the weight attached to work-oriented vocational training.

Another objective was to open the programme to the countries seeking accession. In addition to the EU Member States, the new programme is also open to EFTA/EEA countries and – on the basis of relevant agreements – to the Central and Eastern European countries, Malta, Cyprus and Turkey. It is estimated that 29 countries will participate in the new programme.

In order to ensure the greatest possible continuity, LEONARDO II now has a duration of seven years (2000 - 2006). In comparison to its predecessor, the programme has been streamlined and made more user-friendly. The large number of programme objectives in the old programme has been reduced to a few priorities. In future the promotion of the European dimension, the quality of VET and innovation in VET will have priority in the three key areas of vocational training, continuing vocational training and competitiveness/promotion of entrepreneurship.

At the same time, the support measures of the new programme have been adapted to future needs: in addition to the usual areas (mobility, pilot projects, foreign-language projects, surveys/analyses) thematic networks, thematic actions (EU-wide projects on leading topics) and joint actions with other education programmes, have been added as new elements. Special attention is devoted to the cross-sector use of new information and communication technologies.

What is new – and expressly desired by the Member States – is the possibility of combining different types of measures. In the field of mobility, additional support has been made

available for applications from small and medium-sized enterprises (SMEs) and for the linguistic/technical preparation of participants. The highest annual aid amounts are offered for the pilot projects, the foreign-language projects and the surveys/analyses. The new measure 'Thematic Networks' has the aim of raising the sustainability of European cooperation schemes for specific transnational VET issues and improving the exchange of experience and the spread of 'best practice' in VET circles.

Furthermore, the implementation of Leonardo da Vinci II has been decentralised to a great extent and the authorisation procedure has been accelerated. This means additional commitments and more responsibility for the Member States: from the year 2000 the Member States will take decentralised decisions on all mobility projects and authorise them within the framework of so-called global grants. The decentralisation principle also applies to the other projects (e.g. pilot projects), whereby Member States pre-select project applications through a 2-step procedure. Only the 'successful' projects are re-evaluated by the Commission in terms of their European dimension. The final authorisation of the projects is then undertaken, closer to the promoter, by the Member States. For restricted programme areas however, there is, as formerly, selection and authorisation by the Commission.

Finally, increased financial support for transnational mobility was also a central issue for us. Unlike universities, in VET there is still much catching up required in the field of mobility promotion, and the international opening of the education systems means the corresponding offers for qualification abroad. Accordingly, the emphasis in the budget allocation of Leonardo da Vinci II with a total amount of EUR 1.15 billion is on mobility (39%), followed by pilot projects (36% of total funds).

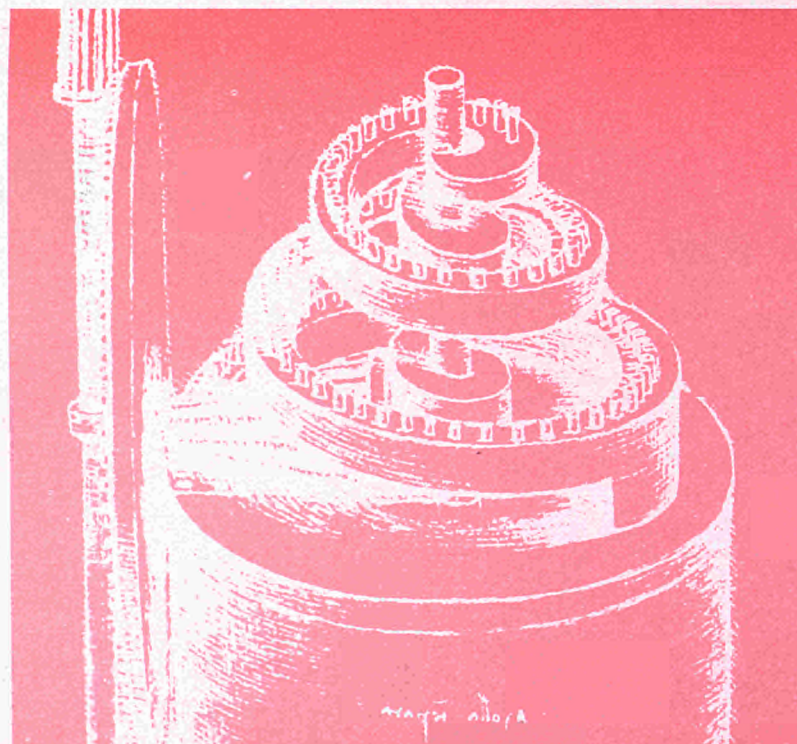
All in all, one may say that the negotiations on Leonardo da Vinci II in the Ad Hoc Group of the Council proceeded in an efficient manner and the positive results were due to close and trusted cooperation with the Commission and the European Parliament. With its forward-looking priorities and its opportunities to be closer to project promoters, Leonardo da Vinci II establishes good conditions, from the German point of view, for the qualitative and quantitative improvement of European cooperation in education in the 'European Home' and thus for a successful programme.

**Peter Thiele,**  
Regierungsdirektor, Federal Ministry of Education and Research  
Section: European Cooperation in General and Vocational Education  
(Note: Head of the German negotiating team for LEONARDO II)

In my opinion, these seven points constitute the essential changes in the programme whose first phase will be expiring in December this year. Even though the Council could have intervened to a greater extent in specific areas of the Commission proposal (e.g. eliminating foreign languages as a separate measure, detailed allocation of funds), I am still convinced that the final version of the Decision of 26 April 1999 forms a sound basis on which, from 2000 to 2006, to enhance the strong points of the Leonardo da Vinci Programme and eliminate the weak points. It is now up to the European Commission and the representatives of the Member States to develop guidelines and application forms in the Leonardo II Committee which will adhere to the spirit of the Council Resolution by helping to make the administration of the programme simpler and more user-oriented.

### Klaus Schlick

Head of European integration affairs department  
Federal Ministry of Education and Cultural Affairs (BMUK)  
Chairperson of the ad hoc Leonardo da Vinci Committee, July to December 1998



### For more detailed information:

Official Journal of the European Communities (29.12.94): Council Decision of 6 December 1994 establishing an action programme for the implementation of a European Community vocational training policy (94/819/EC)

Opinion of the Economic and Social Committee on the 'Proposed Decision of the Council establishing the second phase of the Community vocational training action programme "Leonardo da Vinci"' (COM(1998) 330 final - 98/0196 SYN)

European Parliament, minutes of 05.11.98: favourable opinion on and amendments to the proposed decision of the Council establishing the second phase of the Community action programme Leonardo da Vinci (A4-0373/98)

Official Journal of the European Communities (11.06.99): Council Decision of 26 April 1999 establishing the second phase of the Community vocational training action programme Leonardo da Vinci (99/382/EC)

European Commission, Directorate General for Education, Training and Youth, Directorate for training development policy  
Rue de la Loi 200, B - 1049 Brussels  
Internet: <http://europa.eu.int/en/comm/dg22/leonardo.html>