

Letter from the Director

In the last issue of CEDEFOP Info I was able to report that in July we moved into our new building. At that stage the conference wing was not completely finished. It was used for the first time on 22 November, when the new building (see photograph) was formally inaugurated. At the



official ceremony we were very glad to be able to welcome personally the Commissioner responsible for Education and Culture, Mme Viviane Reding and the Greek ministers of Labour and Social Affairs, Mr. Miltiades Papaioannou, for Education and Church Affairs, Mr. Gerassimos Arsenis and of Macedonia and Thrace, Mr. Ioannis Magriotis.

Mme Lucianna Sbarbati represented the President of the European Parliament and the European Trade Union Congress was represented by its President, Mr. F. Verzetnitsch. The keynote speech was given by Commissioner Reding and extracts from it are reproduced in this issue of CEDEFOP Info, while the whole text is available in our Electronic Training Village.

CEDEFOP now has a large, modern, well equipped building including three public conference rooms, of which the largest has seating for 120 and facilities for interpretation into 11 languages.

On 6 December we had the great honour of receiving the Prime Minister of Greece, Kostas Simitis, in our office. He was unfortunately unable to attend the official inauguration ceremony but came a few days later to get information on the current situation and cooperation with the Greek authorities. He stressed the great importance of developing vocational education and training at European level.

The Management Board met immediately after the inauguration of the building. During the meeting medium-term priorities for the period 2000 to 2003 were approved as was the work programme for the year 2000. These documents will shortly be available electronically in the Electronic Training Village and will also be available free of charge in paper form. CEDEFOP Info 1/2000 will contain a summary of them.

Continued on page 2



CEDEFOP

about Vocational Training in the European Union

CEDEFOP – a point of reference and scientific and technical support in the implementation of Community policy on vocational training

Extracts from Mme Reding's address at the inauguration of the new CEDEFOP building



The EU Commissioner for Education and Culture, Viviane Reding, and the Greek Minister of Labour and Social Affairs, Miltiades Papaioannou, officially open the new building with the conference wing.

At the inauguration ceremony for CEDEFOP's new building in Thessaloniki on 22 November 1999, Mme Reding, European Commissioner for Education and Culture, expressed her concern that 'CEDEFOP should become an ever more evident point of reference and scientific and technical support in the implementation of 'Community policy' on vocational training'.

Mme Reding declared that her very new Directorate-General for Education and Culture was 'firmly resolved' to 'breathe fresh life' into the European Union. This is the reason for the declared priority to give a dynamic boost Europe-wide in all 'the fields directly affecting European citizens: education, training, youth, sport, culture and multimedia'.

Vocational training statistics Vocational training for young people

A special edition of Key Data on Vocational Training in the European Union

The purpose of the 'Key Data' publication is to provide information on the main features of vocational training within the Member States. It is the outcome of the combined efforts of the Directorate General for Education and Culture, EUROSTAT (the Statistical Office of the European Communities) and CEDEFOP,

directed towards compiling statistics on vocational training and offering a broad audience user-friendly access to that information. The first edition, published in 1997, contained a general description of the various types of vocational training within the EU. The second edition concentrates on vocational training for young people.

Continued on page 13

United Kingdom 'Learning to Succeed' white paper introduces a new Learning and Skills Council

The Government announced its most sweeping changes yet to post-16 learning with the publication of its white paper Learning to Succeed: A New Framework for Post 16 Learning. The main reform is the introduction of a new Learning and Skills Council for England. The Learning

and Skills Council (LSC) will be responsible for the strategic development, planning, funding, management and quality assurance of post-16 education and training. This will include further education (though not higher education), community and adult learning, work-based

Continued on page 8

'Today it is obvious that economic prosperity and development, general well-being and personal expansion are linked with the generation of knowledge through research and its spread through education and training. The role of education and training policies, then, is vital to the success of European integration' and among these, Community policy on vocational training has a particular importance. 'The European Union is now facing not only the challenge of its enlargement but also the pressing demands of growth, social cohesion and the fundamental problem of unemployment, calling for voluntary, concerted measures at Community level. Community policies on education and vocational training are required to respond to many challenges, and admittedly these are sometimes difficult to reconcile. There is a **need for a more effective use of all the instruments for action, cooperation and dialogue, especially with the social partners.**'

Continued on page 2

Contents

Europe 3, 4; Belgium 6, 10, 11, 16; Denmark 5, 6, 15; Finland 12; France 5, 9, 11, 15; Germany 5, 8, 9, 11, 12, 14, 16; Ireland 10, 12; Portugal 16; Sweden 7; The Netherlands 6, 7, 16; United Kingdom 1, 8, 9.

CEDEFOP/Europe

1-4

Page 1 Letter from the Director; CEDEFOP – a point of reference and scientific and technical support; Vocational training for young people; UK: 'Learning to Succeed'; **page 2** Tracking European trends; **page 3** Europe VET innovations in the use of solar energy; Eurydice; **page 4** Advisory Forum debate provides the ground work for new European Training Foundation Work Programme; Selected bibliography.

Policy

5-8

Page 5 Bi- and multilateral cooperation DK/D: Bertelsmann Foundation prize; D: Is the German vocational training system in need of reform?; D/UK: BA in Media Business Administration; D/F: Athena; **page 6** Training policy B: Wallonia looks ahead to the year 2004; DK: Education policy and the knowledge society; NL: Transition from upper secondary VET to higher vocational education; **page 7** NL: Annual stocktaking calls for a focus on quality; S: Sweden introduces apprenticeship; CEDEFOP publications; **page 8** UK: 'Learning to Succeed'; **Contacts** D: KURS; Sources.

Policy/Practice

9-12

Page 9 Initial training F: *Cap sur l'avenir* ('looking to the future'); UK: New Deal update; D: Skilling offensive to combat shortage of IT specialists; **page 10** Continuing education and training policy B: Continuing training objectives; IRL: Key issues for adult education and training; Impressum; **page 11** Employment policy D: Dispute on the impact of the emergency programme to combat youth unemployment; F: The 1999 French national action plan for employment; **New training organizations and programmes** B: *Institut flamand pour les entrepreneurs indépendants*; **page 12** IRL: Joint trade union/management partnership training; D: Large-scale companies train for others; **Training of trainers** D: Specialised workers; FIN: Project to determine teachers' initial and continuing training needs.

Practice

13-16

Page 13 Vocational training statistics Vocational training for young people; **page 14** Special target groups D: Promotion of the vocational integration of disadvantaged groups remains a permanent task; D: Controversial debate on vocational training; **page 15** DK: "Room for All" in the education and training system; F: Report on illiteracy: proposals for a 'national priority'; F: *Nouvelles chances*: a programme for those leaving school without qualifications; Conferences – Seminars – Exhibitions; **page 16** NL: Early school leaving: action plan gives municipal authorities a central role; P: National initiative in favour of citizens with special needs; P: A school on wheels; **Mobility** B: EUROACTION – A reference experiment for FOREM; D: Growing interest in the European training market.

Dossier

17-20

Page 17 Foreign languages for jobs on the move; Diversified responses to foreign language training needs; **page 18** What's best in languages for business? Linguistic audit has the answer; Talking up to take-off and beyond; **page 19** Foreign languages and ICTs: are methods and markets a good match?; CD-ROM quality guide for foreign language training; **page 20** Language training at work – looking ahead; Adult foreign languages training: Leonardo da Vinci attacks data deficit; Leonardo da Vinci and transnational mobility: getting off to a good start; New multilingual foreign languages virtual resources centre.

During recent months a number of new CEDEFOP publications have appeared, including a major reference document on trends in the development of occupations and qualifications (see separate article

Extracts from Mme Reding's address at the inauguration of the new CEDEFOP building

Continued from page 1

And 'it is CEDEFOP's natural calling to bring its help and support to the development of this European vocational training policy... This also calls for the strengthening of its functions as the forum for the analysis, consolidation and exchange of information and experience and as a meeting point, in order to promote a debate and closer links among the political decision-makers, research workers and training practitioners'.

Recalling her concern 'to position CEDEFOP even more clearly as a point of reference and scientific and technical support for the implementation of this vocational training policy', Mme Reding went on to look at CEDEFOP over the next few years.

The following extract gives the full text of the last part of her address:

.....

'Let us take a quick look, if you permit, at the key points on which the Centre could contribute its expertise and experience.

First of all, it could **support our policy initiatives and the new process of structured cooperation on policy** - what we call the 'Rolling agenda'.

I should like here to remind you of the three themes that are increasingly the focus of the dialogue with the Member States.

The role of education and training in employment policies and, more specifically, in European employment strategy. The kind of support that CEDEFOP could provide the Directorate-General for Education and Culture in this field could be an analysis of the educational and vocational training aspects of the "National Employment Plans". In particular, the Centre could develop indicators for the participation of individuals in lifelong training and education. It could also analyse the incentive mechanisms in Member States designed to promote a policy of lifelong training, such as the recognition of skills acquired at work and the agreements reached between the social partners on linking on the one hand training and work organisation, or on the other, training and the restructuring of working time.

The second theme is that of the quality of education and training at every level. The concept of "quality" in vocational training as well as in education in general is interpreted in various ways, especially because it is applied in different contexts such as public- and private-sector training bodies and in the workplace. In this respect, the Centre could help

on this page), and further country reports in the two series on the VET systems and the financing of VET. A new edition of "Key Data on Vocational Education and Training" has also appeared and extracts from it are contained on page 13. Work has also been completed on the VET policy report, which will be published early in 2000, initially in English under the title "An age for learning: vocational training policy at the European Level - past and present." This will be a type of companion

to model existing practices and instruments in order to improve the understanding of "quality" approaches in training. It could also try to identify instances of good practice, especially in those Europe-wide fields consisting of highly specialised training, language learning and distance training.

The third and last theme is the promotion of mobility, including the recognition of qualifications. The first "Leonardo da Vinci" programme has already enabled 150 000 citizens to benefit from transnational mobility. This leads to the acquisition of work experience or additional training in different socio-occupational and cultural contexts and therefore plays a not inconsiderable role in young people's entry into working life.

I think that CEDEFOP could usefully enable us to make progress along this route, especially in relation to the recognition of training and/or work experience periods as part of



volume to the "research report, which we published under the title "Training for a Changing Society" in 1998. Work on the next edition of the research report has advanced and it should be published in the middle of 2000.

Further information on some of these activities and others such as the Agora Thessaloniki which provides us with a discussion platform with our principal partners will be included in future issues of CEDEFOP Info.

mobility projects. The forthcoming setting up of European alternance training pathways and EUROPASS Training might, for example, be a significant subject of reflection.

When one speaks, as I have already spoken, of "the creation of a genuine European dialogue among those active in vocational training", we come to the very heart of CEDEFOP's calling.

The dialogue among the decision-makers, research workers and practitioners in this field has always been at the centre of CEDEFOP's activities. It should now continue to provide its scientific and technical support for this dialogue, in line with the political impulse imparted by the social partners, the Member States and the Commission.

The launching of a forum for the "transparency of qualifications" is



CEDEFOP's role is to support the European Commission. During recent months as many changes have taken place in the Commission we have tried to establish with our colleagues there how best this objective can be achieved. For example could CEDEFOP, within the limitations of the resources available, play a useful role in assisting the process of monitoring and evaluating the Leonardo da Vinci programme or of disseminating its results? As an initial small contribution in this direction we are

an excellent illustration of such an approach as well as an example of good cooperation between the Commission and CEDEFOP. I can only encourage such joint initiatives.

Lastly, it is clear that CEDEFOP should continue to give its **support to the Commission in the implementation of Leonardo da Vinci**, in particular by:

- bringing the "study visits" programme into line with the objectives and priorities of the second phase of Leonardo da Vinci and participating in the efforts to integrate pre-accession countries. Besides the "study visits", CEDEFOP will be offering those countries the benefit of its experience and the outcome of its work, in close collaboration with the European Training Foundation set up in Turin;
- contributing to efforts to improve the comparability of quantitative and qualitative data on training systems in Europe;
- helping to optimise the use of the findings of the Leonardo da Vinci



pleased to include in this issue of CEDEFOP Info a four-page dossier section (pages 17 to 20) which reports on a number of projects relating to language learning launched as part of the Leonardo da Vinci programme. They are particularly concerned with the importance of language learning within companies.

Johan van Rens
Thessaloniki
December 1999

programme by identifying innovative practice in certain priority fields, such as the transparency of qualifications, equal opportunities and training in SMEs.

I shall end by stressing that the basic reference documentation, the Centre's data bases and publications such as the "research report", are an invaluable resource at Community level, and this must of course be enriched and constantly updated to meet users' needs.'

Mme Reding praised the new CEDEFOP building, which she described as 'superb, spacious, functional' and ended by expressing her hope that the members of the Management Board, the Director and his staff **'could work there effectively, peopling it with their debates and exchanges and, more simply, being happy there'**.

The full text is available at: <http://www.cedefop.eu.int>
Source: CEDEFOP/EEG



Tracking European trends

CEDEFOP publishes two volumes on trends in the development of occupations and qualifications

The European Centre for the Development of Vocational Training (CEDEFOP) has now published "European trends in the development of occupations and qualifications" in two volumes.

Volume I is addressed to a broad readership wishing to keep abreast of the most important trends in the development of occupations and qualifications. It gives a summary of the most important macro-trends, draws conclusions and provides recommendations for decision-makers and practitioners in the field of vocational training. The analyses are based on vocational training and labour market data compiled by Eurostat, the results of practice-oriented EU vocational training projects, transnational surveys conducted by the CEDEFOP research

network and findings from the EU socio-economic research programme on vocational training.

This body of information highlights the urgent need to develop and expand training and skilling opportunities at all levels for all target and age groups, not only for economic,

but also for social and educational policy reasons.

Volume II, in the form of a scientific manual, offers a platform to research specialists from a wide range of disciplines. It also gives an overview of the questions and answers linked to the debate on trends, e.g.

on the polarisation of skills, the marginalisation of individual occupational groups, new competences and regional aspects.

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Source: CEDEFOP/BS



Volume I
European trends in the development of occupations and qualifications
Languages: DE EN (FR in preparation)
1999, 76 pp.
Cat.-No.: HX-22-99-741-EN-C
EUR 8.50
May be obtained from the EU sales offices

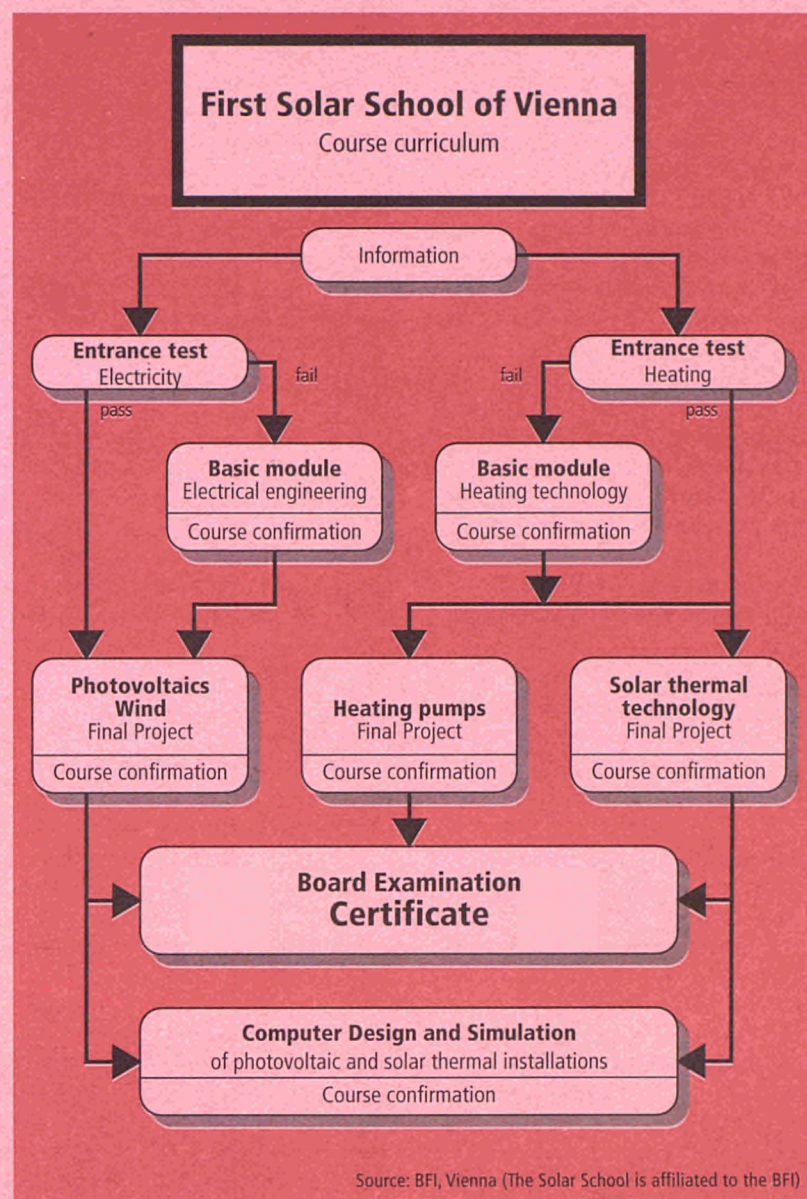
In preparation:
Volume II
European trends in the development of occupations and qualifications
Language: EN
Cat.-No.: HX-22-99-749-EN-C

The following publications can be found in the CEDEFOP Electronic Training Village on the Internet (www.trainingvillage.gr):

European trends in the development of occupations and qualifications
Vol. I in DE, EN and FR,
Vol. II in DE, EN and FR and
Vol. III (Working glossary, selected annotated bibliography, index) in DE, EN and FR

VET innovations in the use of solar energy

CEDEFOP is supporting the European Commission in the dissemination of VET innovations with the project "Observing innovations in vocational education and training". One of the key areas of the CEDEFOP project is the environment. The first phase of the project involved a comparison and efficiency audit of VET initiatives designed to impart skills in the use of renewable sources of energy in four Member States.



Solar energy is already an important growth market throughout the EU and a market which will gain in importance in the future. The expansion of the possible fields of application of solar products, competent advice for clients and the installation of solar systems are of fundamental importance for the further development of solar engineering markets. Efficient VET initiatives are necessary to ensure that skilled workers and engineers are fully equipped to match the new skills requirements in this field.

In terms of the development of the market for the thermal use of solar energy, Greece is number one within the EU, way ahead of other Member States, with Austria in second position. A total area of 2.4 million m² of solar collectors has so far been installed in Greece and 22 percent of all Greek households – and on some Aegean islands as many as 50 percent – are fitted with solar systems. The installation area of solar collectors in Austria currently stands at 1.7 million m². Although the Danish solar thermal market is still relatively small, it is steadily growing. In Sweden, where the development of the market is slow, an innovative training course in solar engineering has been introduced at the University of Dalarna to help get the solar engineering market off the ground.

First course in solar engineering at university level in Sweden

In August 1999 the first comprehensive course in solar engineering at university level was launched in

Sweden in the form of the one-year master's programme at the European Solar Engineering School. The curriculum comprises solar thermal technology, photovoltaics, solar architecture and management training in solar engineering in the form of lectures, seminars, laboratory work and computer training, combined with an end-of-course dissertation.

Multidisciplinary continuing training in solar engineering in Austria

In Austria, the First Solar School of Vienna runs a comprehensive continuing training course in solar engineering and geothermics. The course, which was launched in 1994, is targeted at skilled workers, graduates of higher-level technical colleges and interested persons from other occupational areas.

The Viennese school's programme is based on the appropriate combination of theoretical and applied knowledge in all areas of particular relevance to solar engineering. Instruction is given in the form of a series of measurement, assembly and laboratory exercises, backed up by theoretical courses. The programme is divided into three course modules – photovoltaics, solar thermal technology and heating pumps – and a number of optional modules, including computer design, thermal efficiency calculation, economic and ecological construction and in-house technology and automatic cooling systems for air conditioning and refrigeration facilities. The course concludes with a project and a final

examination; it comprises a total of 220 hours of instruction, excluding basic modules and project work. In the first five years of the course, some 500 people have been trained as specialists in solar engineering, in addition to which a considerable number of participants have attended individual course modules as a form of continuing training.

On the basis of the course modules of the First Solar School of Vienna, course modules for a uniform Community-wide continuing training programme for skilled workers in solar engineering were developed in the context of the Leonardo "European Solar School" project, concluded in 1998. These modules have already been implemented in the training institute of the German project partner and are in the pipeline at the Technical University of Athens, the Greek project partner. In a current Leonardo project, the Frankenberg district association of craftsmen, the Institute for Vocational Advancement (BFI – Berufsförderungsinstitut), Vienna, and partners from Spain and Greece are designing training modules on extended heating pump installation for the purposes of initial vocational training.

In Greece, continuing training in the field of solar engineering is in particular addressed to unemployed school-leavers and university graduates.

In Greece continuing training courses leading to qualifications in the field of solar engineering are above all addressed to unemployed school-leavers and university graduates. The courses generally last 300 hours. Over the last few years, a number of regional energy centres have been running these courses for the unemployed, with a particularly efficient combination of theoretical and practical skilling. The programmes include an end-of-course project in the form of an energy audit for a building. Training in the field of solar engineering is also delivered by the Hellenic Chamber of Technology and other institutions. A number of universities and specialised colleges of higher education include solar engineering skilling in their curricula. A course on the use of renewable energy sources is to be set up at the level of initial vocational training next year.

Compulsory certificate for solar installers in Denmark

In order to guarantee correct operation of solar thermal installations, an agreement was reached between the Danish national energy agency and production and distribution firms in 1992 whereby state-subsidised solar systems may only be fitted by trained installers holding a certificate in solar thermal technology. Solar thermal courses have been delivered by the technical grammar schools of Sønderborg and Herning, in collaboration with the Danish Institute of Technology (DTI) since 1993. The courses last three days and end with a final written test. 700 installers have so far undergone training and acquired the course

certificate. In 1998 a similar agreement was concluded on quality assurance for photovoltaic installations.

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Source: CEDEFOP/RL

Eurydice extends its comparative approach and the variety of its publications

Since 1980, the Eurydice network has been working to enhance knowledge of education systems in Europe. In this period, it has undergone remarkable development and now comprises 33 national units set up by the education ministries, and a European Unit established in Brussels by the European Commission. The focus of the network has gradually shifted from the processing of written information concerning education systems towards work that involves their comparative analysis. Already very much in evidence under Socrates I, of which Eurydice has been an integral part since 1995, this dimension will be strengthened still further in the forthcoming Socrates II Programme.

Since their inception, CEDEFOP and Eurydice have worked together on matters related to both education and training. Besides regular contact and participation in the meetings of each other's networks, the two organisations cooperate closely in producing the publication "Structures of the Education and Initial Training Systems", of which a new (electronic) edition is close to completion. This updated version, which includes a special chapter devoted to adult education, may be accessed on the Eurydice Web site from early 2000. Eurydice is also one of the partners in the EASE project launched recently at the initiative of CEDEFOP, in order to create a search engine on the Internet for the purpose of horizontal access to different web sites concerned with education and training. With the clear-cut distinction between education and training giving way to a more integrated approach involving life-long learning, cooperation between Eurydice and CEDEFOP in the forthcoming Socrates II and Leonardo da Vinci II Programmes will undoubtedly become stronger still.

Acting as an observatory on behalf of policy-makers and the world of education in general, Eurydice prepares and publishes:

- regularly updated descriptive analyses of the organisation of education systems;
- comparative studies on specific topics of European interest;
- indicators on the various levels of education from nursery to higher education.

Eurydice has recently published three books which will be of special interest to readers of CEDEFOP Info. The first, in the Ready Reference series, is a glossary of examinations, qualifications and titles in European education systems. The first compendium of its kind, the glossary gives the meaning of around 1000 terms presented in their original language. The 15 EU countries, the three EFTA/EEA countries, and six countries included in the pre-accession strategy (Bulgaria, the Czech Republic, Hungary, Poland, Romania and Slovakia) are covered in this first volume.

In its Focus series, Eurydice has also published a booklet summarising the organisation of higher education structures in a set of comparative diagrams, illustrating the length of different courses on offer, the existence or otherwise of selection procedures for admission, the names of institutions and the qualifications awarded, and opportunities for further specialised study after gaining a first-level qualification. The carefully devised, attractive diagrams for each country facilitate comparison between the various systems. In addition to the 24 countries dealt with in the glossary mentioned above, the booklet also covers the three Baltic republics, Slovenia and Cyprus.

An in-depth study conducted by Eurydice and published by the Education and Culture Directorate-General of the European Commission, on financial support for students in higher education in Europe has also been available since last June as Volume 1 of the new Key topics series. Its approach broadens the statistical perspective so as to analyse the operation of systems (criteria for awards, bodies responsible for decisions on expenditure, the number of students and pupils concerned, etc.) and situate them in the context of the different cultures and of their history.

These publications are available in German, English and French. As with virtually the entire output of Eurydice, they may be accessed via the Eurydice web site (<http://www.eurydice.org>). They may also be obtained on request from the Eurydice European Unit, 15 rue d'Arlon, B-1050 Brussels, fax: (32-2) 230 65 62, with the exception of "Key topics in education. Volume 1: Financial support for students in higher education in Europe. Trends and debates (Cat.-no.: C2-18-98-114-EN-C)", which is on sale (EUR 25) from the Office for Official Publications of the European Communities and its national sales outlets.

Source: EURYDICE

Advisory Forum debate provides the ground work for new European Training Foundation Work Programme

Providing the stage for discussion and debate on the content of the European Training Foundation's Work Programme is one of the key activities of its Advisory Forum that meets annually in Turin. According to the Council Regulation that initially set up the Foundation in 1995, the Forum is required to provide an opinion on the content of this important document for consideration by the Foundation's decision-making body, the Governing Board.

The next meeting of the Governing Board is in February 2000. However the vital discussions that took place at the last Advisory Forum meeting in September are already producing tangible results. Experts from over fifty countries and key international organisations attended. Their input, experience and suggestions are crucial for the success and relevance of the final programme adopted. Each partner country and territory was asked for its view and to highlight what it felt was needed in its own particular case in the reform process.

The Phare partners highlighted their interest in measures geared to as-

sisting their on-going pre-accession preparations. The Foundation is preparing itself to assist the Commission in the implementation of Phare Programme support to employment and training European Social Fund-type actions, a vital stage of preparation for the candidate countries before they join the European Union. There is to be emphasis on further developing information exchange and good practice concerning the content and meaning of the *acquis communautaire*. Teacher and trainer training is also a priority.

The Foundation's contribution to the reconstruction process in South-Eastern Europe is to feature prominently in the new Work Programme. As one of many actors in the region, it has seen its work evolve rapidly over a very short period. Vocational education and training will be used as a building block for consolidating democracy. In concrete terms this boils down to programmes for the whole of the Balkan region as well as country-by-country projects. The Foundation will contribute to the design, development and implementation of specific initial and continuing training measures that will in-

volve local participants (such as local authorities, employers, non-governmental organisations and training providers). Two other examples of concrete support are measures to enhance the capacity of education and training systems to cater for the needs of socially disadvantaged groups such as the young unemployed and minority groups. Support will be forthcoming for small and medium-sized enterprises, particularly for improving the quality of their management capacity.

The Tacis partners indicated their specific need to concentrate on management training. The Foundation has, as a result, maintained this objective as a key priority. It is also seeking to enhance vocational education and training links with business in light of the incidence of shrinking government budgets and the noticeable withdrawal of the private sector from playing an active role in employee training. There will be more focus on the question of standards and a specific project devoted to the introduction of coherent methods for the development of standards in the various sectors of the employment market.

The MEDA partners spoke of the need to develop a network both between themselves and the EU in order to facilitate the flow of information. A common concern is a closer link between labour market trends and the provision of training. This is of particular importance given the recent extension of the Foundation's remit to the MEDA region. Providing a vector for an exchange of information is vital for the efficient exchange of ideas and experience. The main focus of the Foundation's activities through these networks as they come on stream will be to improve its partners' drive to design and implement vocational training reforms and refocus vocational (particularly management) education and training systems to respond effectively to the market economy. This is in line with the Euro-Mediterranean policy, as defined at Barcelona in 1995, which aims to create a Euro-Mediterranean Free Trade area by 2010 while preparing now for the social and economic consequences of its establishment.

CEDEFOP participated actively in the Advisory Forum's meeting. CEDEFOP

has close links with the European Training Foundation not only sharing its experience but also cooperating on a number of projects.

The discussions have paved the way for the formulation of draft proposals for future actions. The final draft of the Foundation's Work Programme will be published in March and CEDEFOP Info will be providing full details in a later issue.

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Website: <http://www.etf.eu.int>

Source: ETF

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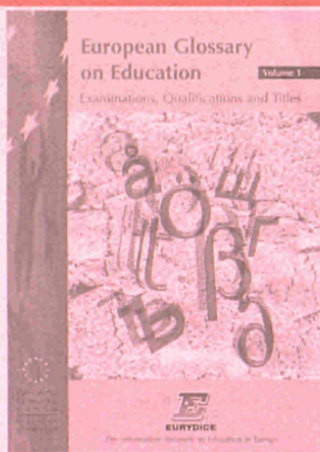
Some recent publications in the field of VET, especially at European level, are selected below by CEDEFOP's Library and Documentation Service (Anne Waniart - E-mail: anw@cedefop.eu.int)

Multimedia Educational Software Observatory: Final Report 1998 - Volume 1 - European overview: revised synthesis.
DONDI C. et al.
European Commission-DG X
MESO Consortium
Brussels: DG XXII, 1998., various pagination
EN
URL <http://www.europa.eu.int/en/comm/dg22/meso/home.html>

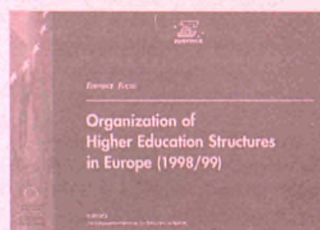
Affirming fundamental rights in the European Union - time to act: report of the Expert Group on Fundamental Rights.
European Commission - DG V
Luxembourg: EUR-OP, 1999, 29 p.
(Fundamental rights and anti-discrimination)
ISBN: 92-828-6606-8
Cat.no.: CE-21-99-181-EN
EN FR DE
URL: http://europa.eu.int/comm/dg05/publicat/fundamri/simitis_en.pdf

Improving the human research potential and the socio-economic knowledge base (1998-2002)
European Commission - DG XII
Brussels: European Commission - DG XII, 1999, various pagination
DG XII, Rue de la Loi 200, B-1049 Brussels
EN

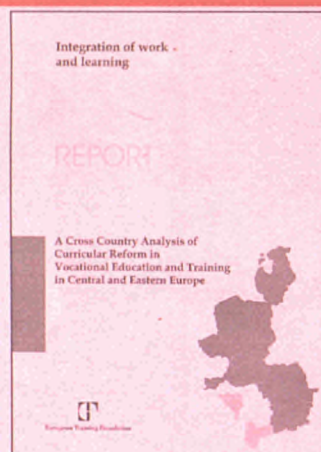
Supporting employability: guides to good practice in employment, counselling and guidance.
WATT G.
European Foundation for the Improvement of Living and Working Conditions
Luxembourg: EUR-OP, 1998, 36 p.
ISBN: 92-828-4260-6
Cat.no.: SY-16-98-465-EN-C
EN FR



European Glossary on Education: Examinations, Qualifications and Titles.
The Information Network on Education in Europe, EURYDICE
Brussels: EURYDICE, 1999, 223 p.
(Ready Reference)
ISBN: 2-87116-286-7,
EURYDICE European Unit,
15 rue d'Arlon, B-1050 Brussels,
eurydice.uee@euronet.be,
<http://www.eurydice.org>
URL: <http://www.eurydice.org/Documents/glossary/EN/FrameSet.htm>
EN

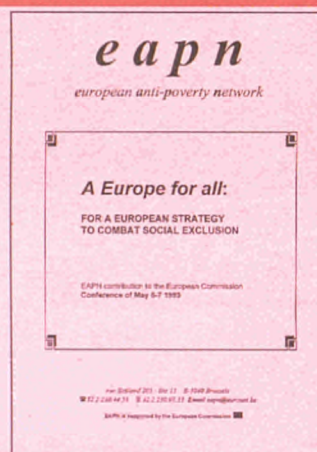


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The Information Network on Education in Europe, EURYDICE
Brussels: EURYDICE, 1999, 44 p.
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ISBN: 2-87116-286-7
EURYDICE European Unit,
15 rue d'Arlon, B-1050 Brussels,
eurydice.uee@euronet.be,
<http://www.eurydice.org>
URL: <http://www.eurydice.org/Documents/HigherEducation/HigherEducation.pdf>
EN FR DE



A Cross Country Analysis of Curricular Reform in Vocational Education and Training in Central and Eastern Europe
European Training Foundation, ETF
Luxembourg: EUR-OP, 1999, 75 p.
(Integration of work and learning)
ISBN: 92-828-6379-4
Cat.nr.: AF-21-99-084-EN-C
URL: <http://www.etf.eu.int/etfweb.nsf/pages/curricreform>
EN

The documents mentioned above may be obtained from EU national sales 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@opoce.cec.be
Tel. (352) 2929-1
Fax (352) 49 57 19

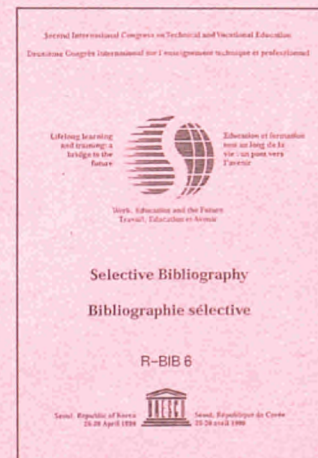


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EAPN
Brussels: EAPN, 1999, 10 p.
EAPN, rue Belliard 205 - Bte 13
B-1040 Brussels
Tel. (32-2) 230.44.55
Fax. (32-2) 230.97.33,
E-mail eapn@euronet.be
EN

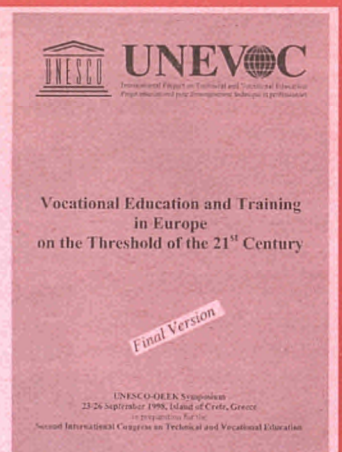
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OECD
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F-75775 Paris Cedex 16
oe.cd@oecd.org
www.oecd.org
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(Education on the move)
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World Association of Newspapers, WAN
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UNESCO, 7 place de Fontenoy,
F-75700 Paris
EN



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UNESCO - UNEVOC,
Fehrbelliner Platz 3,
D-10707 Berlin
E-mail: info@unevoc.de
EN
<http://www.unevoc.de/publicat/pdf/iug018e.pdf>

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HODGSON A; SPOURS, K.
London: Kogan Page, 1999, 165 p.
(The future of education from 14+)
ISBN: 0-7494-2608-X



Page 5 Bi- and multilateral cooperation DK/D: Bertelsmann Foundation prize goes to Denmark; D: Is the German vocational training system in need of reform?; D/UK: BA in Media Business Administration; D/F: Athena: qualifications without frontiers; **page 6 Training policy** B: Wallonia looks ahead to the year 2004: renovation and mobilisation; DK: Education policy and the knowledge society; NL: Transition from upper secondary VET to higher vocational education; **page 7 NL: Annual stocktaking** calls for a focus on quality; S: Sweden introduces apprenticeship; CEDEFOP publications; **page 8 UK: 'Learning to Succeed'** white paper introduces a new Learning and Skills Council; **Contacts** D: Training and continuing training on KURS; Sources.

Bi- and multilateral cooperation Training policy/Contacts

Bi- and multilateral cooperation

Denmark/Germany

Bertelsmann Foundation prize goes to Denmark

The 1999 Carl Bertelsmann Prize was presented to the Danish Minister of Education, Margrethe Vestager, in Gütersloh, Germany in September. The prize was awarded for the capacity of the Danish VET system to innovate and set a good example for vocational training standards.

Since 1988 the prize, founded by the Bertelsmann Stiftung, has been awarded to innovative and exemplary solutions for key social and political problems. Each year, the Bertelsmann Stiftung defines a specific theme of interest. In 1999, the theme was innovation in VET.

The Danish VET programmes won the prize in competition with the Netherlands, France, Great Britain and the USA. The "edge" can be explained by the following features of the Danish VET system:

- It is characterised by close cooperation between the social partners.
- In all VET programmes, the educational principle of "responsibility for own learning" has been introduced and functions as a motivational factor for students.
- The system is highly market oriented and vocational schools

operate within a system of management-by-objectives which leaves them relative autonomy in the planning, organisation and execution of programmes. To a certain degree, schools operate in market conditions and compete for students.

- All VET programmes are publicly funded, and consequently provided free of charge to Danish students.
- The links between basic training, VET and further training are very strong. The system functions as an integrated whole.
- The system shows great capacity for continuous adaptation and innovation in the light of technological, socio-cultural, and economic changes.
- Unemployed people are integrated in the system.

The selection was made by an international committee* consisting of experts within the VET field. It was responsible for setting up selection

criteria, evaluating the candidates on the basis of these criteria and nominating the winner. The board of directors of the Bertelsmann Stiftung makes the final decision.

For further information, contact:

Bertelsmann Stiftung
Carl-Bertelsmann-Str. 256
D-33311 Gütersloh
<http://www.stiftung.bertelsmann.de/>
or
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
Website: <http://www.uvm.dk/seneste.htm>

Source: DEL

*Editor's note: CEDEFOP Deputy Director, Dr. Stavros Stavrou was a member of the international selection committee.

Germany

Is the German vocational training system in need of reform?

President of the Bertelsmann Foundation, Mark Wössner, remarked at the award ceremony that the German vocational training system, in comparison, is in urgent need of reform. Wössner's main points of criticism were the declining training quota, the permanent deterioration of trainees' basic knowledge and the over-rigid formal regulations of the dual system. He pointed out that schemes offered by the employment services, school-based full-time education or pre-vocational training all too often had to fill the gap to compensate for the shortage of training places. The Foundation also expressed its objections to highly specialised company-specific occupations which increase immobility and

dependence on the company in question.

The Foundation called for greater scope of action and design on the part of regional players, determination of skills requirements at regional level, a reduction in the number of occupations with the possibility of different levels of qualification, greater transparency of vocational training programmes and the quality of training provision and smoother dovetailing of initial and continuing training as necessary reforms to the German system. The Danish approach, whereby vocational schools have budgetary and organisational autonomy, was recommended as a model for Germany.

Source: FAZ, 20.9.1999/SZ, 18.9.1999/CEDEFOP/SK

Germany/United Kingdom

BA in Media Business Administration

New course at European Business and Language Academy

The International Campus, the university section of the European Business and Language Academy, Cologne, has introduced a Bachelor of Arts degree course in Media Business Administration from winter semester 1999/2000. The Academy has been authorised by its partner institution, the University of Hertfordshire, UK, to award the BA on its own account.

The curriculum of the three-year course covers basic economics alongside specialised aspects of media legislation, the technical dimensions of the media business, the media market and media calculation and an in-depth media project reflecting the actual demands of professional media work.

Source: VDP Informationsdienst/CEDEFOP/SK

Germany/France

Athena: qualifications without frontiers

Vocational training opportunities in Germany for French youngsters

In CEDEFOP Info 1/99 we reported on the scheme being organised by the French Consulates-General in Mainz and Frankfurt. The aim is to offer young people from France a chance to take a skills training course in Germany.

Apprenticeships as 'customer service officers' with Deutsche Bahn AG, for

example, are being offered to French youngsters having a baccalaureate or BEP and a reasonable command of German. The precise title of the course offered by Deutsche Bahn is 'Kaufmann/-frau für Verkehrsservice'. Ten places are being offered in Karlsruhe and a further ten in Saarbrücken for courses beginning in September 2000. Applications may

be made from now until the closing date of 31 March 2000, to:

Associations Athena, Qualifications sans frontières
French Consulate-General, Mainz
Postfach 1929, D-55009 Mainz
Tel. (49-6131) 61 66 55
Fax (49-6131) 61 66 57
E-mail: CGF.athena@t-online.de
Website: <http://www.athenajob.de>

Source: CEDEFOP/EFG

Belgium

Wallonia looks ahead to the year 2004: renovation and mobilisation

Regional policy announcement by the Walloon Government

In its regional policy document approved by the Walloon Parliament last July, the Walloon Government called for the expansion of regional training efforts and closer synergy between education and training.

In general, training providers should take account of current and future collective and individual needs, with particular concern for offering the individuals being trained the tools they need to update their knowledge. The social partners must be more closely involved before the production of course syllabuses. Greater emphasis should be placed on language immersion schemes, training in the new technologies and total quality, in parallel with the

enhancement of general and permanent education. To promote equal opportunities, special attention should be devoted to the training of low-skilled jobseekers and the extension of literacy schemes.

The Walloon Government is also planning a cooperation agreement with the Government of the French Community with a view to establishing a resource fund for technical and vocational education.

Legal provision will be made to enable young people, especially school dropouts, to embark on vocational training from the age of 16, irrespective of their school record. This training may be taken within

educational and/or adult training establishments and must lead to the genuine acquisition of skills.

The Government is also planning for the reinforcement of apprenticeship and alternance training organised by SME (small and medium-sized enterprise) centres.

More specifically, jobseekers will be offered an opportunity to take vocational training in the form of training credits. Courses in this context will be covered by a 'training credit contract' specifying the content of training, the steps in the route to integration in the working world and the links with employment under the contract. This will help to raise the

status of jobseekers in vocational training and to standardise their financial position, whatever the status of the training provider institution.

The coordination of training measures should be improved in order to simplify the training/work integration scenario, ensure that collective needs are more closely aligned with individual needs, especially on the jobs market, respond quickly to needs as they arise, promote closer synergy between training and placement and give priority to low-skilled jobseekers.

Regarding the training of workers already in employment, the Govern-

ment will work for the continuing development of the 'training cheque' system* for the benefit of those working in smaller firms. It will also simplify access to regional measures and coordinate its efforts with the social partners in individual sectors.

Lastly, a system for the validation of skills will be set up to recognise skills acquired at any time in life and make certification more transparent. Greater efforts will be made to clarify the equivalence between certain diplomas or certificates of vocational education and training.

For further information: <http://www.wallonie.be>

* see CEDEFOP info 1/99 p. 14

Source: FOREM (CIDOC)

Denmark

Education policy and the knowledge society

Reports from two committees have recently contained detailed proposals for establishing two major new initiatives to ensure that Denmark is among the leading countries when it comes to knowledge or learning and learning processes.

Plans for establishing a **Danish University for Educational Research** are nearing realisation and a technical steering committee has put forward proposals for the objectives and framework of such a body. In its report the committee outlines a vision for the new university, its fields of research, the interaction between basic and applied research and co-operation with national and international research institutions and universities.

The committee's proposal is very ambitious. The university is to position itself among the world's leading universities and research institutions in the field of education and learning, carrying out research in educa-

tion and learning at all levels – from kindergarten to higher education and continuing education and training. As the scope of research activities is very wide, the committee proposes a development period of 10 to 15 years. To begin with, the focus should be on day-care centres, 24-hours-a-day-service institutions, the Folkeskole (Danish basic schooling), adult education centres, vocational schools and on-the-job learning.

The steering committee furthermore proposes that the Danish University of Educational Research be organised in a number of institutes anchored in basic educational research. Research should be carried out the-

matically and on a practice-related basis in order to create synergy and innovation across different fields of educational research.

The project is part of the overall Danish policy to strengthen research in education and learning and should be viewed in the light of the transition from the industrial to the knowledge society. The university will primarily focus on research and consequently only offer educational programmes at masters and Ph.D. level. Students will be admitted on the basis of a bachelor degree or similar academic background.

The university will be a merger between three existing educational institutions: The Royal Danish School of Educational Studies, the Danish Institute for Educational Research and the Danish School of Advanced Pedagogy.

Learning Lab Denmark – a new research centre for learning and learning processes

A working committee has prepared a proposal for Learning Lab Denmark. This should be a research and development centre to bridge knowledge of learning taking place in companies and knowledge of learning and competence development in the education sector.

Research at the centre will be in the field of learning and learning processes and one of the centre's main objectives will be to ensure that knowledge and research results are disseminated among Danish companies, organisations and educational institutions.

Today knowledge of learning and learning processes is rather fragmented and embedded in many different organisations, research

institutions and centres in Denmark. Learning Lab Denmark is to contribute to the collection, systematisation and development of knowledge from research and development projects with a focus on learning in companies.

In the budget proposal for 2000, the government has earmarked 2 Mio EUR for research and development activities at the new centre.

The report of both committees are available at the homepage of the Ministry, but only in Danish.

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>

Source: DEL

The Netherlands

Transition from upper secondary VET to higher vocational education

Facilitating the transition of students to higher vocational education (HBO) is one of the objectives of Dutch upper secondary vocational education and training (MBO). The other objective is successful entrance into the labour market. About 17 000 students (approximately 35 % of those who qualify each year in secondary VET), continue their studies at an HBO institution. Normally, these students would start their courses in higher vocational education from scratch, i.e. no con-

sideration would be given to transferable prior knowledge and skills. The study grant for these students and therefore the duration of their studies would be four years.

In 1998, the Minister for Education, initiated an extensive study to determine whether it was feasible to define 'integrated longitudinal learning pathways MBO-HBO'. The research focused on common curriculum contents in MBO and HBO, in order to decide which pathways are

so related that shortening the duration of the HBO studies and accompanying study grants, by a year would be justified.

A 'related' stream was defined as an overlap in content which justifies an exemption of 42 credit points (equivalent to one year). The results of the research showed that there were fewer courses than expected which were so related. Transition into related streams is expected to amount to about 28 % instead of

the previously expected 85 %. 15 % of the streams were 'marginally related', indicating an overlap of 15 to 41 credit points.

After verification of the methodology of the research by an independent agency, the Minister has agreed with the conclusions of the study. In July he informed parliament about the findings. The reduction in budget, due to a reduction in the number of awarded study grants, will now be less than originally forecasted, but

the necessary funds will be made available.

The Minister expects the shortened pathways to be very attractive for future students. The higher vocational education institutions will be responsible for developing flexible and tailor made pathways.

Further information:
Ministry for Education, Culture and Science,
Directorate for VET,
Mrs. G. Pisters, E-mail: g.pisters@minocw.nl

Source: CINOP / Ministry for Education, Culture and Science

Annual stocktaking calls for a focus on quality

How is education progressing in the Netherlands? What developments took place in schools and other educational institutions in the past year? What deficiencies have been identified and what aspects merit further attention over the next few years? The 1998 Education Report* prepared by the Inspectorate and presented by the Minister to the Second Chamber of the Dutch Parliament answers these questions. It contains a description and assessment of the state of education and training in the Netherlands, based on the Inspectorate's own procedures and on studies conducted by others.

Vocational and adult education (Beroepsonderwijs en volwasseneducatie – BVE)

All provisions for vocational and adult education have been brought together within a single statutory framework under the Adult and Vocational Education Act (Wet Educatie Beroepsonderwijs – WEB), which came into effect in 1996. A coherent set of training schemes is to be created through a new structure of qualifications and the establishment of Regional Training Centres (Regionale Opleidingencentra – ROCs). Most training centres have by now satisfied the statutory criteria for putting the Adult and Vocational Education Act into practice. The

required instruments therefore exist. What is needed now is to fill in the details. Although there are initiatives to give shape to the innovation and to modernise curricula, less positive comments are heard on the quality of education offered and the instruction given. A great deal still needs to be done in these areas if the aims of the Adult and Vocational Education Act are to be attained.

More attention to education itself

Increasing attention is being given to the quality of education. This is necessary, as the concentration of attention on the creation of ROCs and the merger processes led to a

lopsided emphasis on management issues. Many aspects relating to educational content now need attention. Teachers and lecturers, for example, need to be better prepared for their new tasks and attention needs to be given to the element of ICT in the modernisation of education.

Increased accessibility

Keeping entry to all levels of training as simple as possible is one of the principal aims of the Adult and Vocational Education Act. Entry at the lower levels has been improved by adding a lower level qualification (as an 'assistant'), to the training system. The number of participants,

including those from racial minorities, is steadily increasing. Nevertheless, unqualified leavers from preparatory vocational education (VBO) and junior secondary general education (MAVO) in particular are still experiencing problems. Although participation in education by newly arrived immigrants has increased, few go on to vocational education. Attention given to them is at the expense of focusing on the former target groups, such as racial minorities and girls, and the indigenous population.

For a number of years, around 50-60 % of those entering VET complete their studies successfully, i.e. with a qualification. Two thirds of qualified school leavers find a job on the labour market, which one third continue their studies at a higher level. Most of the unqualified school leavers find jobs as well. On the labour market, demand for (highly) qualified workers increases. These

findings underline the necessity for a still better performance (more qualified leavers) by the ROCs. Examinations should reflect the demands of the labour market.

Quality assurance

The ROCs have been given great freedom. A system of quality assurance has been introduced and institutions are now publicly accountable for their quality. It is important that the quality and orientation of education and training are established after consultation with the world of work. Other guarantees of quality are the Education and Examinations Regulation (Onderwijs en Examenregeling – OER) and the government's plan to make 1000 hours of teaching per year compulsory in secondary vocational education.

* For a brief summary (in Dutch) see the Internet (<http://www.owinsp.nl/producten/onderwijsverslag1998/home.html>)

Source: CINOP / Inspectorate for Education

Sweden

Sweden introduces apprenticeship

The Swedish government launched a new apprenticeship system in September 1998 for pupils following national programmes in the upper secondary school. The new apprenticeship system started with pilot projects in order to gain experience before a decision on the final structure. Municipalities and schools throughout Sweden are invited to start pilot projects.

Since the 1970s there has not been a formal apprenticeship system in Sweden although the social partners have in certain branches, such as the building trade, established their own systems for further training for apprentices after upper secondary schooling. Since 1992 it has been possible for students to integrate apprenticeship in the 'Individual' programme at the upper secondary school. The new apprenticeship system and pilot projects have been available in 35 municipalities since September 1998. The new system can, according to the ordinance, extend the upper secondary school from three to four years.

The purposes of the new apprenticeship system is:

- to give students who so wish the opportunity to accomplish a larger part of their education at a place of work

- to give schools and enterprises the opportunity to co-operate in the training processes
- to meet the changing competence needs in industry and at the work place.

According to the regulations those following the new programme begin the upper secondary school in a national programme and finish in a work place. It is an optional way of studying within a national vocational programme. Generally speaking, about two years of the programme will be planned in the same way for all students, i.e. for future apprentices and those who follow the traditional way of accomplishing a programme. It is important to have the so called APU, Arbetsplatsförlagd utbildning (short term workplace training), at the beginning of the upper secondary school programme, i.e. during the first year, as it gives a foundation to the apprenticeship, which is normally during the latter part of the programme.

Students should reach the same educational aims in apprenticeship as in traditional education. Like all other kinds of upper secondary education, apprenticeship should prepare for third level studies. For this reason, an apprentice will take the compulsory core subjects in the

national vocational preparatory programme necessary to complete upper secondary education.

The apprentice will remain a student during the training at the work place and the school retains overall responsibility. The nationally decided aims for each programme remain the basis for the training and therefore teachers participate in the planning and the evaluation of the apprenticeship. However, the work place and the school will together make sure that the student's aims are reached.

For each programme at a school where apprenticeship is an option there will be a programme council for that particular programme. The members of this council are representatives from the appropriate sectoral social partners, staff from the school bodies and the students. The principal, or his nominee is chairman of this council, which has the following tasks:

- to suggest specific local aims for the apprenticeship part of the training
- to suggest guidelines on how to design an apprenticeship contract
- to help to locate and provide the school with work places
- to be a resource to good quality apprenticeship.

In addition, they have the tasks of:

- guaranteeing that the apprenticeship meets the training requirements
- deciding what students have to accomplish within and during the apprenticeship
- ensuring adequate co-operation between schools and representatives of the workplace in question.

For each student within the apprenticeship system a contract shall be drawn up between the school, the apprentice and the responsible person at the work place. This apprenticeship contract indicates the length of the apprenticeship and contains an agreement regarding what the apprentice is expected to achieve during the apprenticeship. The contract also contains information about the working site(s) in question and the tutor(s) responsible.

In a student's exam it is made clear that the student has been an apprentice. Furthermore, the student will get a certificate from the work place confirming the apprenticeship. This certificate contains information regarding:

- the period of time of the apprenticeship
- the tasks the apprentice has participated in

- the extent to which the apprentice has fulfilled tasks independently
- the instructor's judgement of how far the apprentice has reached the aims for the apprenticeship. This certificate is enclosed with the leaving certificate.

The Swedish employers are very anxious to develop apprenticeship. In a report, the Swedish Employers Federation, demand a greater regional and local flexibility. The forms and length of apprenticeship should vary according to the different needs of the companies and should not be centralised and governed through central decisions and rules, but be developed according to local circumstances. Different solutions have to be accepted in order to make training in different company structures work. The companies also should receive financial compensation for the training.

The Swedish Employers Federation, as well as the Swedish Trade Union Confederation (LO), agree that the apprentices should be students and not employees during the apprenticeship. They also agree that apprentices will take the compulsory core subjects of the national programme. This is an important difference between Sweden and many other countries in Europe.

Further information from: Mr Anders Plesner (anders.plesner@eupro.se) Source: Swedish Programme Office



Le système de formation professionnelle en France

Monograph 7002
1999, 129 pp.
Language: FR
Price: EUR 18.50
Cat. no.: HX-10-97-453-FR-C

May be obtained from the EU sales offices



The matching of educational and occupational structures in Finland and Sweden

Final Report
CEDEFOP Dossier 6001
1999, 78 pp.
Language: EN
Cat. no.: HX-24-99-825-EN-C

Free of charge on request from CEDEFOP



The financing of vocational education and training in Austria Financing portrait

CEDEFOP panorama 5088
1999, 68 pp.
Language: EN
Cat. no.: HX-20-98-090-EN-C

Free of charge on request from CEDEFOP



The financing of vocational education and training in France Financing portrait

CEDEFOP panorama 5089
1999, 83 pp.
Language: EN
Cat. no.: HX-20-98-074-EN-C

Free of charge on request from CEDEFOP



Ammatillisen koulutuksen rahoitus Suomessa Rahoitusjärjestelmän kuvaus

CEDEFOP panorama 5095
1999, 95 pp.
Language: FI
Cat. no.: HX-22-99-321-FI-C

Free of charge on request from CEDEFOP



The financing of vocational education and training in the United Kingdom Financing portrait

CEDEFOP panorama 5096
1999, 77 pp.
Language: EN
Cat. no.: HX-24-99-421-EN-C

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CEDEFOP publications

'Learning to Succeed' white paper introduces a new Learning and Skills Council

Continued from page 1

training for young people, workforce development, and information, advice, guidance and support for adults. Its total annual budget will be around UK£5 billion (EUR 7.65 billion).

The national LSC will be supported by about 50 Local Learning and Skills Councils which will deliver services at local level; but these will not have the autonomy and independent funding of the existing Training and Enterprise Councils (TECs) which they replace. Under the new arrangements approvals for funding will come from the central Council. The national body (the Further Education Funding Council) currently responsible for the funding and inspection of further education will also come to an end, along with, according to Education Secretary David Blunkett, many of the bureaucratic, confusing and mechanistic aspects of the funding and planning of the current system. By creating one body responsible for the education and training of about 5 million people a year, the government hopes to bring about a coherence that is

currently missing in the fragmented existing system.

According to the White Paper, published in June, the role of the new Learning and Skills Council will be to advise the Government on future National Learning Targets, as well as to set out a learning and skills strategy for achieving all post-16 Learning Targets. It will also work with the higher education sector in its aims to meet the targets at degree level, and to encourage, where appropriate, progression into degree level. The Council will also work closely at local and national level with the University for Industry, the organisation charged with taking forward the government's initiatives to encourage and facilitate access to lifelong learning.

Other aims of the Council are set out in the White Paper as follows:

- to ensure that high quality post-16 education is available to meet the needs of employers, individuals and communities;
- to plan the coherent provision and funding of institutions including voluntary sector providers and to

plan for mergers between institutions where appropriate;

- to assume direct responsibility for the achievement of targets for young people and for adults (although excluding university levels, for which the higher education sector will continue to hold responsibility);
- to promote and support social partnership strategies to raise the learning aspirations and achievements of young adults and adults;
- to promote equality of opportunity;
- to promote programmes and policies such as Modern Apprenticeships, National Traineeships and Investors in People;
- to ensure an effective Education/Business Partnership network exists for the delivery of work related learning;
- to provide funding information, advice and guidance for adults;
- to establish systems for collecting and disseminating information on the labour market and skill trends;
- to ensure value for money and financial propriety, regularity and control, intervening where needed to ensure that arrangements for governance, financial management and

audit throughout the post-16 sector are sound.

Learning to Succeed encourages employers to make voluntary declarations regarding expenditure on training, but the aims of the Learning and Skills Council as stated in the paper include developing "national funding tariffs and systems". This is causing concern among employers about the possibility of a compulsory training levy. (The National Skills Taskforce, set up by the Government to advise on a wide range of issues relating to raising skills levels, is at present consulting on the issue of voluntary v. obligatory training frameworks and is due to report its findings imminently).

The Council will have two committees. One will be responsible for young people's learning, the other for adult learning. The Young People's Learning Committee will advise the Council on ways to achieve the National Learning Targets for young people. This will include strategies for increasing participation and educational attainment in ways that improve the employability of young people, while also contributing to personal development. It will advise on college and work-based qualifications, apprenticeship-type programmes, as well as work related learning for those aged under 16, and the transitions to the next stages in their learning development, be it education, training or employment. A new support service for young people will be established to ease the learning and life transitions that may make training and development more difficult.

The Adult Learning Committee's brief will include access to learning, transitions into learning and other adult learning issues with a special focus on basic skills. It will advise the Council on adult college and work-based development, and on guidance and information services for adults.

Although the white paper stresses the much greater role businesses and employers will play in shaping the provision, some commentators expressed concern about how the council would cope with taking over the role of the TECs and about power over local issues becoming too centralised. The Director General of the Confederation of British Industry, Adair Turner, said the new local bodies would have to prove they could play the same independent, strategic role as the TECs in engaging local businesses and meeting their needs. There was generally a positive reaction to the Council's aims to streamline and simplify the current system, but there were fears that by replacing the TECs with the smaller LSCs, the independence needed to create the best local solutions to local employment and training issues would be made more difficult. Speaking at the TEC National Council's annual conference in July, the Secretary of State assured delegates that 'meeting the skills needs of business is vital for the national economy. The new post 16 framework will lead to learning provision that focuses more on demand and responds much more flexibly to local needs – exactly what business has been calling for. We want more people in work to be trained and more people to be re-trained, especially in the workplace, throughout their working lives.' However, many commentators fear that the new system will not only hinder local flexibility, but that many of the best people currently working for and with the TECs will leave, and will not transfer to work with the Local Skills Councils. Until more details of the new framework are made available there will continue to be many questions – and for some many concerns.

Learning to Succeed: A New Framework for Post 16 Learning (published June 1999), Available from the Stationary Office, PO Box 276, London SW8 5DT, United Kingdom, Price £9.70 (EUR 14.84)
Fax (44) 171 873 8200
Full text on the Internet: http://www.dfee.gov.uk/post16/sect_3.htm

Source: IPD

Contacts

Germany

Training and continuing training on KURS

Federal Employment Agency database provides information overview

KURS, the initial and continuing training database of the Federal Employment Agency, can now be consulted free of charge on the Internet. 580 000 German initial and continuing training courses as well as VET provision in neighbouring countries can be now accessed at www.arbeitsamt.de. The database, updated every two months, gives an overview of courses, addresses, content, costs, duration and certificates.

Source: Federal Employment Agency/CEDEFOP/SK

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

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Page 9 Initial training F: The French employers' movement – *Mouvement des entreprises de France* (MEDEF) – launches its new campaign, 'Cap sur l'avenir' ('looking to the future'); UK: New Deal update: training is the key issue; D: Skilling offensive to combat shortage of IT specialists; **page 10 Continuing education and training policy** B: Continuing training objectives; IRL: Key issues for adult education and training; Impressum; **page 11 Employment policy** D: Dispute on the impact of the emergency programme to combat youth unemployment; F: The 1999 French national action plan for employment; **New training organizations and programmes** B: *Institut flamand pour les entrepreneurs indépendants*: a new placement contract linking entrepreneurial training with practical work; **page 12 IRL**: Joint trade union/management partnership training; D: Large-scale companies train for others; **Training of trainers** D: Specialised workers with responsibility for training play a major role in learning in the workplace; FIN: Project to determine teachers' initial and continuing training needs.

Initial training/Continuing education and training policy/Employment policy/New training organizations and programmes/Training of trainers

Initial training

France

The French employers' movement – *Mouvement des entreprises de France* (MEDEF) – launches its new campaign, 'Cap sur l'avenir' ('looking to the future')

MEDEF's new campaign for alternance training, 'Cap sur l'avenir 1999-2000', was launched in Lyons on 28 and 29 June 1999. The theme of this fourth campaign is quality. It has ambitious aims: by the end of 2000, 500 000 young people should have apprenticeship or alternance contracts. Even so, 'quantity should not detract from quality, as in the long run any shortfall in one might detract from the other', in the words of the MEDEF Vice Chairman with responsibility for training, Bruno Lacroix.

The number of apprenticeship contracts has been rising steadily for five years – from 127 887 in 1993 to 215 262 in 1998, an increase of almost 68 %. Alternance contracts, on the other hand, have been less successful: the increase has been 22 % for qualification contracts,

which rose from 95 008 to 116 194, 11 % for adaptation contracts (54 156 to 60 308). There has been a standstill in the number of guidance contracts, which have stood at about 5 000 per year since 1993.

What is the sticking point? How can young people, heads of enterprise and tutors be motivated? The 'Cap sur l'avenir' scheme is intended to be an ideas factory. The 500 participants – entrepreneurs, training centres, representatives of the Agence nationale pour l'emploi (ANPE) and Government departments – came together in workshops while the campaign was being launched to generate proposals. This led to regional plans defining the schemes to be implemented at grass-roots level.

At the top of the list of the quality factors to be promoted MEDEF has

placed: the provision of information to enterprises, young people and the educational environment; the alternance training methods used by the *Centres de formation d'apprentis* (CFA), as it is vital to adapt them to the realities of the workplace; how to receive young people within the workplace; and recognition of the mentoring function of tutors.

MEDEF also intends to streamline the administrative side, as it 'is still complex and cumbersome' for an enterprise. A regional-scale structure could be tried out, to bring 'flexibility and consultation to the administration of contracts'. This would work side by side with the *Directions départementales du travail, de l'emploi et de la formation professionnelle* (DDTEFP), decentralised government departments for work, employment and vocational

training, and the *Organismes paritaires collecteurs agréés* (OPCA) – accredited joint agencies for the collection of levies.

The target groups in 1999-2000 will be the same three as from previous years. These are youngsters encountering problems in entering the working world, young people during their qualification period, and students. They will be taken into workplaces under existing apprenticeship and alternance contracts, including adult qualification con-

tracts, as well as in the context of 'unités d'expérience professionnelle' (UEP – work experience units) for first- or second-degree students who are unfamiliar with the workplace.

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Cap sur l'avenir: miser sur les 16-25 ans – dossier
La revue des entreprises-MEDEF, No 612, June 1999, pp. 47-58
La revue des entreprises-MEDEF, No 613, July-August 1999, pp. 26-52

Source: INFFO Flash

Germany

Skilling offensive to combat shortage of IT specialists

Parties to the 'alliance for employment' agree on measures for the better utilisation of the employment potential offered by the 'information industry'

In conjunction with representatives of industry and trade unions, the federal government has drawn up measures for the better utilisation of the employment potential offered by the information industry within the context of the 'alliance for employment'. According to the federal government's estimates, this sector currently shows a shortfall of some 75 000 skilled workers.

With a view to bridging this gap, the parties to the 'alliance for employment' have agreed to step up their training effort for the new IT occupa-

tions to 40 000 traineeships over three years. A specific IT and media continuing training system and the extension of continuing training provision are also envisaged; the objective of this initiative is to train some 100 000 skilled workers by the year 2003. Moreover, a training fund of IT companies is also to be set up in the form of a public-private partnership.

Further measures planned in this context are the modernisation of institutes of higher education and colleges of advanced vocational

studies with a view to upgrading skilling structures; more provision of continuing training for vocational school teachers and in-company trainers; greater emphasis by schools of general education on the imparting of didactic media skills and classroom visits by representatives of industry as information-providers. The partners to the alliance expect this catalogue of measures to train 250 000 new specialists by the year 2005.

Source: Federal Ministry of Education and Training/
Federal Ministry of Economics and Technology/
CEDEFOP/ISK

United Kingdom

New Deal update: training is the key issue

The Government's New Deal for Young People is now just over a year old. Launched with great fanfare and claims that it could be the beginning of an employment revolution, it has generated great interest among policy analysts, who continue to monitor its progress.

Some of their findings point to problems, particularly in the areas of skills and training. This is in some sense unsurprising, as it is precisely those young people who lack employment skills and experience that the New Deal aims to help. These findings pinpoint areas that need to be improved for the programme to work.

A recent study* by the Employment Policy Institute (EPI), in co-operation with the Institute of Personnel and Development (IPD) and the Prince's

Trust, showed a significant gap between the skills and abilities of the young people in the employment option (a subsidised job with a participating company) and those expected by the employers. This could have drastic consequences for the New Deal because the employment based option is the linchpin of the programme. According to the report, by January 1999, 40 000 UK companies had signed up to take on a New Deal recruit, and 233 000 young people had entered the New Deal.

Employers are given a UK£ 60 (ca. 92 EUR) subsidy in exchange for providing the young person with at least one day of training per week. By offering the young person on the job experience and training, the young person will be more employable and will more easily be able to

Continued on page 10

find a permanent position in their current placement company or elsewhere. But the EPI study found a staggering one in three employers in their sample that said that no training was being provided to New Dealers. 21 % of those surveyed said they had no training planned. The

vast majority who were not training were small businesses. The study also highlighted the problem of the employment readiness of the New Deal recruits. A third of the employers surveyed felt that the New Dealers working for them had 'fallen short of expectations.'

Another recent survey** carried out by the Institute of Directors also found that most employers were dissatisfied with the skills of the New Dealers sent to their companies for placement. Both studies indicate that the government must find ways to improve the training and skills of

New Deal recruits, and must do this in partnership with participating companies, giving special help and attention to small businesses. Without action, the New Deal is in danger of losing the employers who are at the centre of its 'employment revolution'.

* What Works? Young People and Employers on the New Deal is available from the EPI at Southbank House, Black Prince Road, London SE1 7SJ, or Fax (44-171) 793 8192. Price £ 17.50 (EUR 26.76)

** The New Deal One Year On is available from the Institute of Directors, Publications Department, 116 Pall Mall, London SW1Y 5ED, or Fax (44) 171 766 8787. Price £ 6.50 (EUR 7.65)

Source: IPD

Continuing education and training policy

Belgium

Continuing training objectives

In 1999, the *Conseil de l'Éducation et de la Formation* (CEF) of the French Community in Belgium published an important statement on the aims of continuing training. The opinion expressed has been the outcome of research on the subject and contacts with experts in Belgium and other countries.

The two main objectives set out in the statement are to:

Reduce inequalities in training and employment

Inequality of access to training should be reduced from the start of initial training up to the end of a working career. Continuing training should promote equality among individuals by acting as a late-entry training system for certain people.

An effort should be made to promote individual access and mobility, both internal and external, and to ensure that knowledge is transferable and its possession is transparent, through recourse to a universally recognised system for the validation of skills.

Bring workforce skills in line with developments in work

Technology, markets and the structure of enterprises are constantly evolving, and there is a need for a workforce with effective and continuously updated qualifications. The monitoring of developments in qualifications and skills is a difficult problem for employers and the authorities.

The training systems must adapt to these objectives.

As a result, the qualification potential must be constantly developed and be matched by the prospect of upgrading over the medium term.

To achieve the continuing training objectives, the CEF has identified some major challenges:

Rehabilitating the individual's right to continuing training (including civic education and general education).

Each individual should rediscover the pleasure of learning: it should be easier to access continuing training, and there should be more support and efforts to help those who have initially had the least training and those who have come up against the greatest difficulties (applying the principle of 'positive discrimination').

There should be an effort to promote access to continuing training for the low-skilled sector of the active population and for those workers who have lost heart, as well as older workers.

Two types of process should increase the spontaneous demand for training from individuals, and thus enhance the status of the right to training:

1. the skills audit: as with paid educational leave, this should enable an individual worker or jobseeker to benefit freely from job assessment and guidance;
2. the validation of skills acquired through experience: within clearly defined limits, the individual's own aspirations should be seen as part of career development.

Reinstating continuing training as an issue in the social dialogue

Collective agreements are already helping to improve access to continuing training. The social partners have their part to play in organising continuing training. The social dialogue (between the employer, the trade sector and the accredited public operators) must be upgraded in order to incorporate training policies into policies on employment.

Bringing the workplace and training closer

Reinforcing the links between training and the working world is a vital aim for most countries in the European Union.

France, Germany, Austria and Denmark have made a substantial commitment to alternance training, but this is not the case with operators in the training and working world in Belgium's French Community, which have invested little in this form of instruction. There have been few attempts within the workplace (except for the apprenticeship contract introduced by the Department for small firms and traders) and those that do exist are confined to target groups in difficulties.

The various partners need to devise original ways of linking the enterprise, education and training, besides the alternance approach.

Restructuring initial and continuing training

Three guidelines should be taken into account:

1. the skills acquired in the initial training system should be developed and built upon, consolidating what has been learnt through experience;
2. school-leavers must be supported in their entry into or transition in the working world;
3. all those who have had less benefit from initial training must be offered the opportunity for personal and vocational development.

Monitoring quality

The principles of total quality control can also be applied to continuing training.

Reviewing the functions and qualifications of trainers

A reference framework for the competences of the trainers of adults would help to create a quality label. It could cover factors such as the design of training, supporting learners and organising apprenticeships.

Lastly, there is an important challenge:

The development of partnerships

There should be less compartmentalisation between training and the workplace, better structuring of training opportunities as part of the path to job integration and a more targeted incorporation of education in citizenship.

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Ireland

Key issues for adult education and training

A National Forum on Adult Education held in September represented the culmination of an extensive consultative process which began with the publication of the Green Paper on Adult Education (see CEDEFOP Info 1/99). Contributions were heard from all the key stakeholders in the area, ministry spokespersons, state agencies and adult learners themselves.

Professor Alan Wagner, the principal administrator in the education, employment, labour and social affairs directorate of the OECD, delivered the keynote address. He told the Forum that participation in adult education and training in Ireland was below the OECD average. Half of Irish adults between the ages of 25 and 64 have not completed secondary school compared to a 60 % attainment rate for the OECD as a whole.

Only 11 % of Irish adults achieved a university qualification compared with 13 % for the OECD as a whole and 80 % of those who do enter university are no older than 20. This

compares with a rate for the UK where one in five people enter college after the age of 27. Professor Wagner stated that the huge increase in third level participation in recent years means that people who fail to complete second level education or to continue into third level will be left even further behind. Training and education for those who fail to complete secondary education would need to be increased four-fold.

Discussion at the Forum centred on a number of key issues:

- the proposed structures at local level – should adult education fall within the remit of the existing Vocational Education Committees or some other body?
- workplace education – the lack of a strategic framework and specific targets and initiatives – who should pay for work-based education, the State or the employers?
- the need for greater responsiveness from the educational system, more school/college industry links and specific partnerships;
- the vocational nature of the

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.

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Germany

Dispute on the impact of the emergency programme to combat youth unemployment

Off the mark or a step forward? – different appraisals from the partners to the 'alliance for employment'

The German Minister of Education and Training, Edelgard Bulmahn, believes the government's emergency programme to combat youth unemployment is a success. At the end of September 1999 some 29 400 young people were still seeking a training place, approximately 6 300 or 18 percent down on last year. Bernhard Jagoda, President of the Federal Employment Agency (BA), also gave a positive assessment of the impact of the programme so far: in the course of the autumn he stated that the government's DEM 2 000 million (EUR 1 200 million) emergency programme to create an additional 100 000 training places had considerably eased the strain on the training market.

In contrast, the programme was the subject of hefty criticism on the part of the opposition and employers. The Federation of German trade unions defended the emergency programme and at the same time called on employers to keep their promise to create sufficient in-company training places.

The Christian Democrat spokesman of the opposition, Hermann Kues, is of the opinion that the SPD/Green government's emergency programme has merely adjusted the unemployment statistics. Franz Schoser, chief executive of the Association of German Chambers of Industry and Commerce (DIHT) considers that the programme to create 100 000 additional training places has failed to reach the problem groups since more than one half of the publicly-funded non-company training places have gone to youngsters with a middle- or higher-level school-leaving certificate. He nevertheless assesses the programme positively from the employers' point of view, indicating that a total of 298 990 training contracts were concluded in industry, trade and the services by the end of September 1999, 10.5 percent up on last year's figures.

According to the chairwoman of the Federation of German trade unions (DGB), Ursula Engelen-Kefer, it was surprising that the emergency pro-

gramme is criticised mainly by those whose task it is to create training places. Training outside the company is a reaction to the lack of training places, which not even the youth programme can replace. However, the programme makes an important contribution to motivating young people and opening up for them a path to training and work. Yet it is neither in keeping with the spirit nor the objective of the jointly agreed training consensus for the reduction in youth unemployment to be attributable alone to training measures outside the company.

Jagoda on the other hand criticises German companies' unwillingness to engage in the training effort. According to a survey conducted by the Institute for Labour Market and Occupational Research, a mere 700 000 of the total of 2.4 m companies in Germany are currently involved in training. The BA President believes that improvement of the training market situation is above all a reflection of the growing number of subsidised and out-of-

company training places: some 81 000 of the total of 629 300 new training places nation-wide are out-of-company training places. Jagoda emphasises that the emergency programme has so far created 27 600 training places outside firms and the public administrations and reduced the overall number of jobless youngsters by a total of 40 000 – 50 000.

Minister Bulmahn has appealed to the partners to the alliance for employment to make a further concerted effort to put the consensus on training into practice and offer training opportunities to the 30 000 youngsters still seeking a training place.

Source: bmbf/Federal Employment Agency/SZ, 5.10. and 20.10.1999/Handelsblatt, 2.11.1999, Die Welt, 29.10.1999/CEDEFOP/SK

The Federal Government extends emergency programme to combat youth unemployment

At the beginning of December 1999 the Federal Government took the decision to continue the emergency programme to combat youth unemployment. Next year too DM 2 billion (EUR 1.02 billion) will be earmarked for the training of unemployed youth and their integration into working life. Of this, DM 200 million (EUR 102.25 million) will come from the European Social Fund. In future the targeting of labour-cost subsidies for the integration of youngsters who are difficult to place will be improved. Companies which accept and train jobless youngsters can apply for reimbursement of costs. Basically, priority in subsidies will be given to placement in companies. If a company enables a youngster to shift from the alternative solution of in-school training to in-company training to complete his apprenticeship, a premium of DM 4 000 (EUR 2 045) will be paid.

Source: SZ, 2.12.99/CEDEFOP/BM

France

The 1999 French national action plan for employment

On 2 June France forwarded its 1999 national action plan to the European Commission. The plan follows the same lines as the 1998 version, but at the same time it is a stronger statement. Nicole Péry, the Minister for Women's Rights and Vocational Training, who was responsible for presenting this new plan to the Ministerial Council on that date, highlighted three points:

Vocational training and education:

The plan sets out information on the vocational training reform bill announced in March 1999. In the field of initial training, it outlines the

implementation of programmes to prepare young people right from their schools for the transition to work. These include the development of priority education networks and areas, the 'Nouvelles chances' programme to pre-empt dropping

out from school by devising individual routes leading to skills acquisition (see article on page 15) and the reform of vocational education.

Equality for men and women:

Over 55 % of the beneficiaries of employment aid measures should be women. Young women's access to apprenticeship contracts should be increased from 28 % to 35 % by the year 2000.

Taxes and social contributions:

The national plan in particular confirms the Government's intention to embark upon a reform of employers' contributions in order to lessen the cost of lower-skilled labour from the year 2000 on.

Lastly, explained Nicole Péry, the quantity targets in the 1998 national plan 'had mostly been met or even exceeded'. These were: jobs for young people (150 000 planned in

1998, 160 000 created), a reduction in working hours (early in May 1999, 1 140 000 employees worked a 35-hour week and 57 000 jobs were created or safeguarded), alternance contracts, consolidated contracts of employment, and the TRACE programme, a programme for 'a fresh job start' (115 000 entrants in 1998, compared with the 80 000 planned).

Source: INFFO Flash, issue 523, 16-30 June 1999

New training organizations and programmes

Belgium

Institut flamand pour les entrepreneurs indépendants: a new placement contract linking entrepreneurial training with practical work

School-leavers aged over 18 may now enter into a work placement contract, combining practical training in a workplace with entrepreneurial training in one of the training centres set up by the Institut flamand pour les entrepreneurs indépendants – VIZO, or Flemish Institute for entrepreneurs.

The aim of this new training scheme is to stimulate youth employment and increase the number of people starting up their own businesses.

VIZO is the Flemish organisation for small- and medium-sized enterprises, active in training, support, the provision of advice and the drafting and simplification of procedural texts.

One of its most widely used standard forms is the apprenticeship contract for an alternance training system in which a young person learns a trade with an employer four days a week and goes to one of the 22 VIZO training centres on the fifth day. Training is also offered in entrepreneurial skills designed to improve the likelihood of success among new entrepreneurs through management

and professional training courses held in the evenings.

The new work placement contract is a sort of complement to these two forms of training. The starting point was the observation that for many over-18s covered by the apprenticeship contract system the training meant very little. At the same time, in many courses for potential entrepreneurs there was a perceived need for additional practical experience.

With this new placement contract, VIZO has set up a new arrangement for introducing young adults into the

working world. For at least six months or at most three years, trainees are given practical training with an employer acting as an apprentice master in accordance with a preset programme. Trainees also attend a course in entrepreneurial skills in a VIZO centre. They have the status of apprentices, but receive a monthly allowance for a full-time placement, ranging from 15 600 to 26 000 francs (EUR 390-645), depending on their initial training and the time they have already worked in a placement under this contract.

The benefits to the training providers

are that they can train their future work force and that they do not have to pay social security contributions.

VIZO hopes that this action will encourage about 4 500 young people to enter into a placement contract.

For further information:
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Website: <http://www.vizo.be>
Source: Financieel Economische Tijd, 30 June 1999/
VDAB

Joint trade union/management partnership training

Practical steps to achieve partnership in the workplace have begun with the launch of a unique training initiative. The initiative has been developed by the Irish Business and Employers' Confederation (IBEC), the Irish Congress of Trade Unions (ICTU) and the National Centre for Partnership. It is seen as a practical contribution by the social partners to the objectives of the national agreement "Partnership 2000 for inclusion, employment and competitiveness" (See CEDEFOP Info 2/97).

The programme gives an unprecedented opportunity for managers and employees to come together for joint training to develop the knowledge and skills necessary to make partnership succeed in their enterprises. Drawing on IBEC's and ICTU's expertise, the new training programme covers both the manufacturing and service sectors in small and medium enterprises as well as large indigenous and foreign owned companies. A similar programme for the public sector entitled "Working Together" has already been developed.

Comprising a modular training manual and a supporting video, the

programme covers the following topics:

- understanding and developing partnership in competitive enterprises
- business awareness and the changing world of work
- systems of rewards and recognition
- improving the quality of working life
- joint project management
- leadership skills
- joint problem solving and consensus decision-making
- team skills
- running effective meetings, and other modules on communication, presentation and facilitation skills and techniques.

All modules will be needed by every company. The programme will be tailored for individual companies to develop a partnership model which best meets their own specific needs. The programme is expected to focus initially on companies with 100 employees or more and the cost will be borne by the companies.

Another joint operation to promote partnership at enterprise level, this

time under the European Union's ADAPT initiative, has been undertaken by IBEC and ICTU. Following a research phase to identify potential barriers to partnership and how to address them, a series of partnership characteristics were identified that would allow management and unions to jointly audit their effective-

Germany

Large companies train for others

Cooperation with small and medium-sized firms is of advantage to both partners

A survey conducted by the Federal Institute for Vocational Training (BIBB) as part of its research project 'Training for others – a model designed to utilise free training capacities' with the participation of training managers from 1400 large firms, shows that an increasing number of large companies train personnel on behalf of other firms.

A good 600 of the surveyed companies indicated that they cooperate with SMEs in the field of training. Almost one third of the firms provide

training services for others, up to and including complete delivery of their vocational training programmes. The same number of companies deliver the entire workshop training for other enterprises. Some 40 percent of the surveyed firms also allow external apprentices to attend their specialised courses and offer other companies services and consultancy, e.g. at the level of recruitment or the preparation of examinations.

Finland

Project to determine teachers' initial and continuing training needs

The collection of basic data on teachers in upper secondary vocational education and training was completed in August 1999. According to the survey the number of vocational teachers was close to 13 000. Vocational training always used to be male dominated, but a gender change seems to be underway and a small majority are now women. Most teachers (76 %) are formally qualified for their job. Some 12 % of teachers lack pedagogic competence. Less than 10 % lacked the required proficiency in their specialist field and 1 % the necessary working experience.

57 percent of the large firms are remunerated for their training services by their clients whereas approximately 20 percent have opted for an

For more information: National Centre for Partnership, Department of the Taoiseach, Government Buildings, Upper Merrion Street, Dublin 2, Ireland. Tel. (353-1) 619 4264, Fax (353-1) 619 4404 E-mail: ncp.sec@indigo.ie

*IBEC: Partnership at enterprise level, survey results 1999.

Available: IBEC, Confederation House, 84-86 Lower Baggot Street, Dublin 2, Ireland. Tel. (353-1) 660 1011, Fax (353-1) 660 1717 Website: www.ibec.ie

Source: FAS

exchange of trainees or inter-company arrangements.

The reasons quoted by the large firms for their involvement in training co-operation are better utilisation of training capacity, their sense of responsibility towards both young people and the regional economy and the wish for an exchange of experience with other firms. Their experience acquired with this form of training cooperation is extremely positive – so much so that some 70 percent intend to continue and 26 percent intend to further expand this co-operation.

Source: BIBB/CEDEFOP/SK

Training of trainers

Germany

Specialised workers with responsibility for training play a major role in learning in the workplace

Although some 700 000 persons are registered with the chambers as trainers, in-company vocational training does not rest on the shoulders of these official trainers alone. A representative survey conducted by the Federal Institute for Vocational Training (BIBB) demonstrates that the training effort is also supported by some four million skilled employees.

The workplace of these 'helpers' is at the same time the place of learning for the trainees. Known as 'trainee mentors', 'training supervisors', 'specialised trainers' or 'part-time trainers', they impart specialised and social skills to juniors. These specialised workers with the responsibility for training assume key vocational training tasks: they select and explain work tasks and assist in planning and implementation, thereby imparting relevant occupational knowledge, assessing working results and evaluating trainees' performance.

The skills level of these 'helpers' is generally high. All the skilled personnel with training functions in the surveyed industrial firms delivering training for industrial office clerks, toolmakers and industrial mechanics, hold a skilled worker's certificate. Almost 50 per cent of these 'helpers' hold a certificate of continuing training and/or a certificate of aptitude as a trainer.

Although they often receive very little recognition for this activity, the 'helpers' look upon training as a natural and satisfying part of their

work, as was confirmed by every second person with training functions in the surveyed enterprises.

The BIBB is of the opinion that skilled workers with training functions should be given more support in their important role in in-company vocational training and therefore suggests an intensification of the exchange of experience with colleagues in the same function and responsible trainers, as requested by the 'helpers' themselves. Further BIBB proposals are the involvement of skilled workers with training functions in skilling programmes, continuing training release and their participation in the implementation of training regulations.

The BIBB study 'Ausbildende Fachkräfte – die unbekanntesten Mitarbeiter' is available from W. Bertelsmann Verlag, Postfach 10 06 33, D-33506 Bielefeld, Tel. (49-521) 911010, Fax (49-521) 9110179, at a price of EUR 12.30.

Source: BIBB/CEDEFOP/SK

Finland

Project to determine teachers' initial and continuing training needs

The role of the teacher is changing in a reality where no absolute truths exist and unexpectedness and uncertainty are always present. One might even say that the work of a teacher is changing from being a databank to becoming a tutor and researcher. The future will bring great challenges to school practices and the role of the teacher.

In this context in 1998, the National Board of Education launched a two-year initiative "Anticipatory project to determine teachers' initial and continuing training needs (OPEPRO)". The aim of the project, financed by the European Social Fund and the Finnish Ministry of Education, is to examine teacher training needs at the primary and upper secondary level (both general and vocational education). The project is to make proposals on the volume of teacher training and its contents up to the year 2010. It also intends to create a model for anticipating the future planning of teacher training.

The collection of basic data on teachers in upper secondary vocational education and training was completed in August 1999. According to the survey the number of vocational teachers was close to 13 000. Vocational training always used to be male dominated, but a gender change seems to be underway and a small majority are now women. Most teachers (76 %) are formally qualified for their job. Some 12 % of teachers lack pedagogic competence. Less than 10 % lacked the required proficiency in their specialist field and 1 % the necessary working experience.

For further information: <http://www.edu.fi/projektit/opepro/english/index.html> Olli Luukkainen, Tel. (358-9) 7747 7267, E-mail olli.luukkainen@oph.fi

Source: NBE



Page 13 Vocational training statistics Vocational training for young people; **page 14 Special target groups** D: Promotion of the vocational integration of disadvantaged groups remains a permanent task; D: Controversial debate on vocational training; **page 15 DK:** "Room for All" in the education and training system; F: Report on illiteracy: proposals for a 'national priority'; F: 'Nouvelles chances': a programme for those leaving school without qualifications; Conferences – Seminars – Exhibitions; **page 16 NL:** Early school leaving: action plan gives municipal authorities a central role; P: National initiative in favour of citizens with special needs; P: A school on wheels; **Mobility** B: EUROACTION – A reference experiment for FOREM; D: Growing interest in the European training market.

Vocational training statistics Special target groups/Mobility

Vocational training statistics

Vocational training for young people

Continued from page 1

It brings together statistical information (76 diagrams and tables), analyses and qualitative information drawn from publications comparing VT systems in the European Union. The symbiosis of these three types of information helps to project an objective picture of the aspects of vocational training covered. Most of the information comes from the VET Data Compilation (Eurostat), the sole European source of comparable data on vocational training for young people.

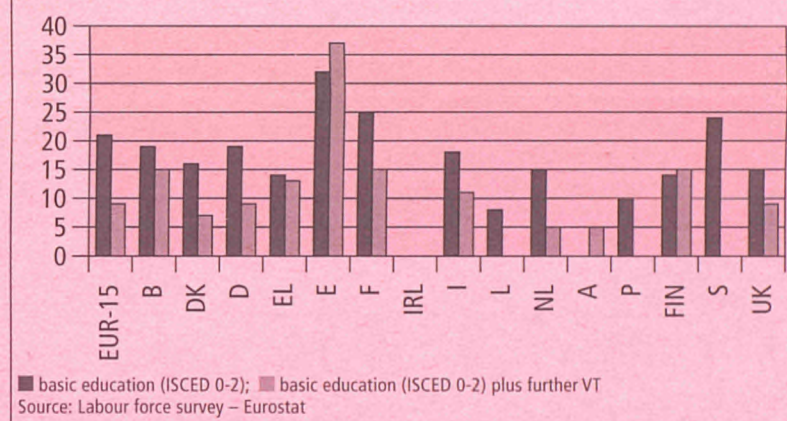
This year one innovation in the Key Data is to expand the description of the training systems to the whole of the European Economic Community. Information on Iceland and Norway has also been included¹. In addition, there is an annex containing a brief description of the VT system in Switzerland.

The publication* tackles various issues: the position of young people by comparison with adults in the current socio-economic context; the main features of the training programmes directed towards them; the role of the enterprise in their training, with the focus on apprenticeship systems in particular; the opportunities for going on to another training course after completing vocational training, as well as the types of stream available; the relative extent of young people's involvement in VT in individual Member States; equality of opportunities for men and women; and European Commission programmes and initiatives directed towards young people.

This article will describe a few of the significant indicators set out in the publication.

Vocational training appears to improve the job prospects of lower-skilled young people. Among youngsters having a general basic information (lower secondary education or the equivalent), those who have also received vocational training are less likely to be unemployed (Diagram 1).

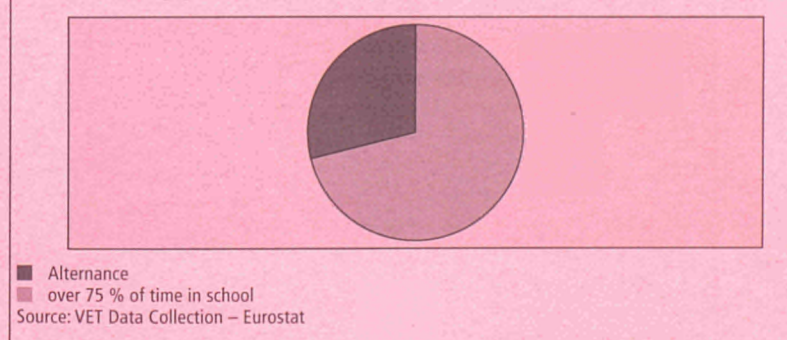
Diagram 1 – Unemployment rate among young people in the 25-29 age group. Breakdown by those having only basic education and those also having undergone vocational training – 1996 - %



The enterprise performs a role in the vocational training of many young Europeans, either as the place of training or as the source of funding or by offering them contracts. The employer's intervention in youth training is an acknowledged factor in promoting successful entry into the jobs market.

As shown in Diagram 2, a relatively sizeable proportion of young Europeans are in vocational training (provided in upper secondary education), mainly or in some cases entirely in the school, which means that they have little or no contact with the working world during their training.

Diagram 2 – Breakdown of VT participants in upper secondary education by place of training



This characteristic is highlighted for all levels in Diagram 3. It focuses on young people enrolled on a training course taking place mainly in the school, in greater detail than in Diagram 2. On average, within the European Union close to 50 % of young people engaged in vocational training have no contact with the working world during their programme.

Besides exploring the various ways in which the enterprise contributes towards vocational training, this edition of Key Data devotes a whole chapter to analysing apprenticeship programmes². This type of programme is attended by almost one out of five Europeans, with marked variations from country to country (Diagram 4).

Diagram 3 – Percentage of VT participants enrolled on programmes taking place mainly in the school. Breakdown by time spent at the workplace – 1995/1996

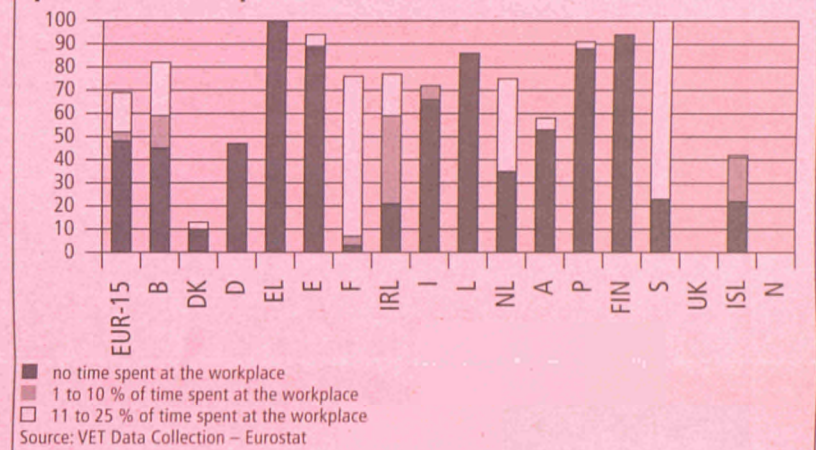
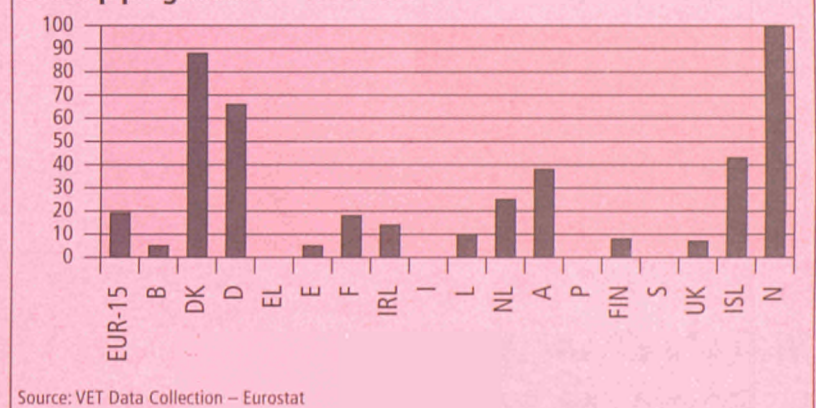


Diagram 4 – Percentage of VT participants enrolled on apprenticeship programmes – 1995/1996



Does education come to a stop with VT programmes, or do they offer access to general or higher education? In what streams? The indicators show that over 50 % of young people in vocational training at the upper secondary level can continue their training in the general educational stream and a further 20 % have access to a vocational stream.

Diagram 5 – Percentage of VT participants enrolled on apprenticeship programmes. Breakdown according to whether (or not) they offer further opportunities to continue in training and, where appropriate, the stream to which they may lead – 1995/1996

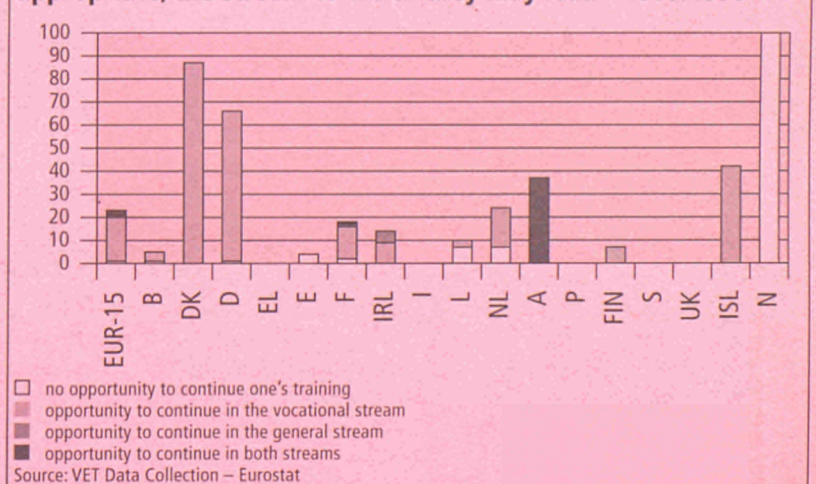
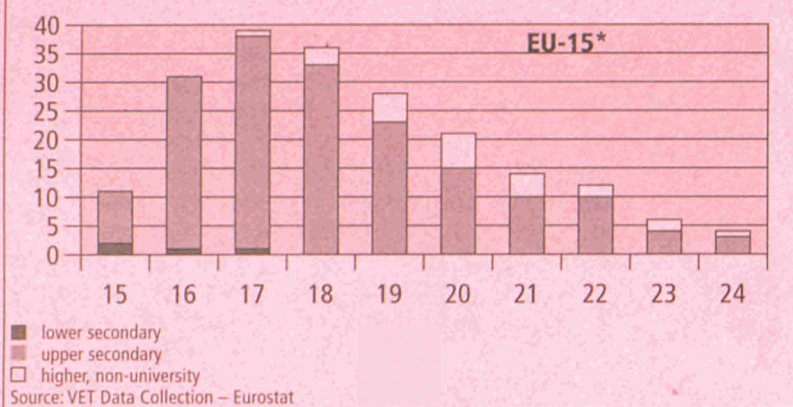


Diagram 5 shows the theoretical opportunity open to apprentices to go on to other training or even to general education on completion of their training course.

It is only natural in a statistical publication that particular attention should be devoted to analysing involvement in VT. How many young people are in training? In which countries is the rate of participation highest? What is the breakdown of participation rates by age (Diagram 6)? The age of participation is one of the variables analysed, in particular the mean age of VT participants and the representation of the under-15s and the over-25s. The publication also contains an analysis of participation by parents' occupations.

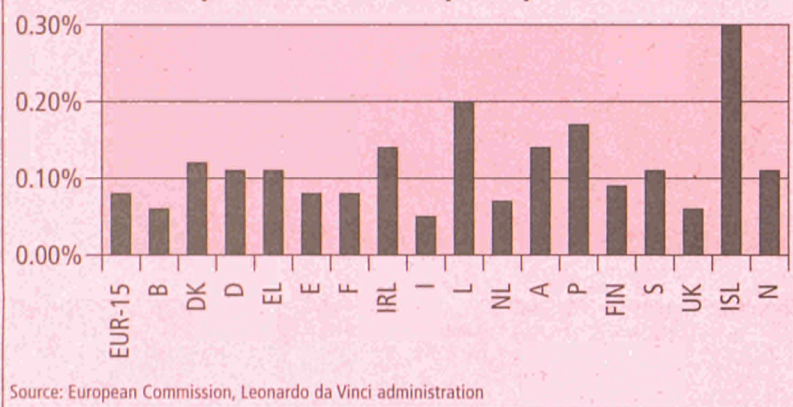
Diagram 6 – VT participation rates. Breakdown by age and ISCED level – 1995/1996 - %



Another chapter that analyses participation is on equality of opportunities. Are women on a par with men in vocational training, do they attend programmes at the same level, do they also take part in alternance programmes, do they have the same opportunities to continue their studies, etc.?

The final part describes the European Commission's initiatives and programmes specially directed towards young people in vocational training, such as measures designed to promote the mobility of young people within the European Union (Diagram 7).

Diagram 7 – Leonardo da Vinci – Measure I.1.2.a – Placements – 6-11/1997 – (Proportion of total VET participants)



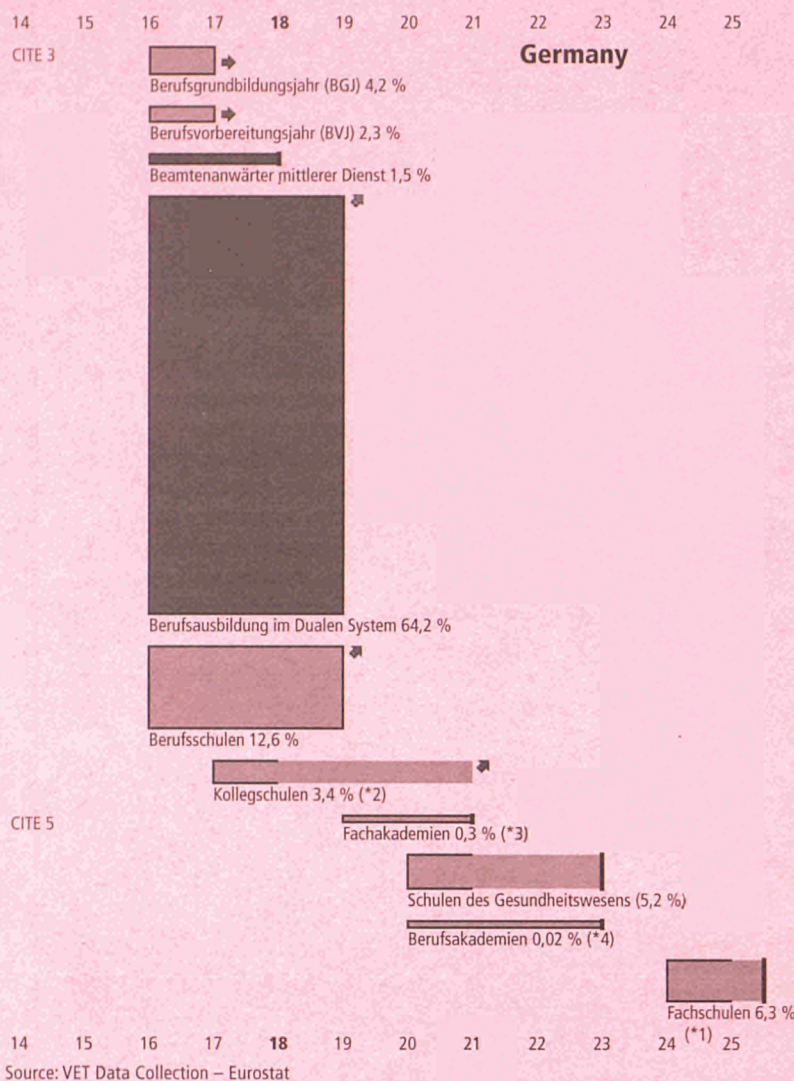
Efforts have been made to offer both statistical indicators and a concise but comprehensive description of each country's vocational training system (see an example below). The publication covers the various programmes and the age at which they are started, their duration and level, the place of training, the opportunities they offer to go on to further training and the relative significance of such programmes in the Member State concerned as represented by the percentage of participants.

The main value of this publication is that it presents comparable data on the 15 countries of the European Union plus Norway and Iceland. It is also a source of both global and detailed information on the various VT systems, the opportunities they provide and the characteristics of each system.

We should like to point out that, in addition to the collaboration among the three organisations (the Directorate General for Education and Culture, Eurostat and CEDEFOP), the contribution of independent experts and of EUROSTAT working groups has been vital to the achievement of this work.

We hope that the effort invested in the use of systems of vocational training statistics will inform the debate on the development of vocational training in the European Union and stimulate the development and use of those systems.

Source: Pascaline Descy – CEDEFOP



1) Since there is no actual VT system in Liechtenstein, the country is not covered in this publication.

2) In this publication, apprenticeship means alternance VT programmes in which the apprentice receives remuneration for his or her participation and is linked to the employer providing work by a contract or agreement.

*Key data on Vocational Training in the European Union, special edition on 'training for young people', is on sale in French and English, and can be obtained from the Office of Official Publications of the European Communities, rue Mercier 2, L-2985 Luxembourg.

Extracts from the publication, as well as summaries of the key data, are available free of charge on-line from the Electronic Training Village: <http://www.trainingvillage.gr/etv/publication/stat.asp>.

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Special target groups

Germany Promotion of the vocational integration of disadvantaged groups remains a permanent task

BIBB and EMNID study demonstrates distinct correlation between negative school careers and unemployment

A study conducted by the Federal Institute for Vocational Training (BIBB) and the EMNID Institute on behalf of the Federal Ministry of Education and Training shows that 11.6 percent of youngsters and young adults in Germany have no vocational training certificate. The study shows that 1.3 m young people – i.e. up to 130 000 young people per year class – have no formal qualifications.

Whereas 8.1 percent of young German adults have no vocational training certificate, the proportion among youngsters of foreign nationality is as high as 32.7 percent, a situation described by Federal Minister for Education, Edelgard Bulmahn, as a 'worrying development'. The correlation between negative school careers and unemployment is also alarming, says the Minister: 65.5 percent of young people with no

school-leaving certificate also have no vocational training certificate. According to the study, every third young person without formal qualifications does not even attempt to find a training place. A further 12.3 percent fail to commence training and 35.9 percent drop out.

In presenting the study, the Minister underlined the need for tailor-made concepts to help as many youngsters as possible to gain a recognised qualification. She pointed out that the 'emergency programme to combat youth unemployment' had facilitated access to skilling courses or a training place and work for over 100 000 young adults and described the 13 percent fall in youth unemployment against last year as 'a great success'.

The Minister emphasised the broad consensus within the task force on training and continuing training in the context of the 'alliance for employment' on the most important steps to promote job opportunities for disadvantaged groups. She

pointed out that this area had for the first time been recognised as a permanent task and therefore as an integral part of the VET system and VET policy. Discussions were necessary with the *Länder* and scientists to explore the most successful means of combating negative school careers and drop-out patterns.

The Minister at the same time announced concrete initiatives to promote the vocational integration of disadvantaged groups, including the setting-up of a pilot programme to test innovative approaches in the field of pre-vocational training. Its priority objectives are to step up cooperation at local and regional levels, to forge closer links between pre-vocational training and training, relevance to practice, individual planning of support measures and a wider spectrum of occupational choice for young women. Bulmahn also intends to push for the adoption of an action programme on the training of youngsters of foreign origin within the 'alliance for employment.'

Source: bmbf/CEDEFOP/SK

Germany Controversial debate on vocational training

Employers' President Hundt advocates two-year training occupations; DGB representative Görner calls for higher levels of skilling as opposed to 'lightweight' training

President of the German employers' federation, Dieter Hundt, regards the training of low academic achievers as a priority area of action for the German training and employment system. In a debate with Regina Görner, member of the German Trade Unions Confederation (DGB) executive, and the *Bund-Länder* Commission for Educational Planning (BLK), Hundt argued in favour of the development of new two-year training occupations for more practically oriented youngsters, calling upon the unions and policy-makers to withdraw their resistance to this measure. Hundt proposed the introduction of modular training paths for unemployed youngsters with no vocational training certificate and referred to the Federation of German Employers' Associations' concept of practical vocational skilling (BPQ) in this context. He also called for the abolition of the second day of instruction at vocational schools in the second year of training and a return to the nine-teaching-hour vocational school day.

DGB representative Regina Görner decidedly rejected what she described as 'lightweight' training courses and the development of a two-class workforce. In her opinion, workers on the contrary require higher levels of skilling to meet increasing flexibility requirements; in particular the patchwork biographies of part-time and contract workers demonstrated the need for higher skilling to prevent the marginalisation of these groups of workers. Görner believes that occupational profiles must be more broadly based in the future, with new regulations governing the interaction between training firms and vocational schools. She expressed the view that if it is not possible to stabilise the dual system of vocational training, new concepts will have to be found.

Documentation on the debate is now available. Further information can be found at the BLK website: www.blk-bonn.de.

Source: bmbf/CEDEFOP/SK

"Room for All" in the education and training system

As a continuation of the plan "Education for All", Margrethe Vestager, the Danish Minister of Education, has launched a new theme "Room for All".

Each year the Minister of Education holds a meeting at which a theme of major interest in education and training policy is discussed by actors from the entire Danish education system. This year it was how to create a flexible system with room for all regardless of their capabilities and social background. The system should at the same time, be transparent without too many special education and training schemes for particular target groups. The objec-

tive is to create a system, which considers the strengths and potentials of all and not only those with strong academic skills.

17 % of a Danish youth cohort never enters, or drops out of, youth education and training. Although the discussion on how to create a flexible system was not limited to this residual group, it received the most attention. A major issue was how to make education and training attractive to this group. In this connection, the Ministry of Education had asked the Danish Research and Development Centre for Adult Education and the Danish Institute for Educational Training of Vocational Teachers (DEL)

to screen existing evaluation reports on education and training schemes targeted at the residual group, and describe which initiatives have been successful and why.

The report concluded firstly that the residual group could only be regarded as an unambiguous entity in statistical terms. In reality, the concept covers many different groups of young people and as such the current knowledge of the "residual group" and its characteristics is rather limited.

Secondly, the individual programmes launched in the beginning of the 1990s have proved successful. These

schemes are organised in accordance with individual needs, wishes and capabilities. In co-operation with a guidance counsellor, students draw up a study plan and set targets. The study plan is continuously evaluated with the guidance counsellor. The main educational principles in these schemes are flexibility and differentiation. There is no fixed curriculum or teaching plans and instruction takes place in accordance with the immediate needs of the students.

Thirdly, the report concludes that guidance plays a major role in helping young people from the residual group complete an education and

training programme. Guidance is individualised and will often go far beyond pure educational guidance as often the guidance counsellor compensates for the lack of parental support.

Finally, the report concluded that enterprises are shirking their responsibility in relation to the residual group.

The report is available from the Danish Ministry of Education, but only in Danish.

Source: DEL

Report on illiteracy: proposals for a 'national priority'

In the mission letter co-signed by Martine Aubry, Minister for Employment and Solidarity, and Nicole Péry, Minister for Women's Rights and Vocational Training, and forwarded to Marie-Thérèse Geffroy in June 1998, the Government stated its intention to 'create fresh impetus for the policy to combat illiteracy'. The report was published in April 1999*.

The seven proposals that it sets out reflect the fact that in the law against social exclusion the campaign against illiteracy has been defined as a 'national priority'. The proposals are:

- improve the identification and guidance of the population group concerned
- organise and improve the training response, having drawn up an audit of the training provision
- incorporate training into an overall policy extending from the school to the workplace
- translate this policy into funding measures
- set up a locally based training system through planning in each region
- evaluate the impact of the action conducted, the quality of training and the training resources
- create a national coordination and support body, which might take the form of a Public Interest Grouping.

These recommendations were based on the observation that, since the creation in 1984 of an interministerial mission, the *Groupe permanent de lutte contre l'illettrisme* (GPLI – standing group for the campaign against illiteracy), the actions undertaken have led to 'many remarkable achievements'. On the other hand, what was lacking was a genuine public policy. There is an absence of "clear-cut guidelines, a true organisation of resources and coordination" that might lead to the 'pooling of energy'. Lastly, there is a need for systematic professionalism among those involved and an evaluation of the outcome of their efforts. 'The requirement for such a policy was strongly felt.'

Illiteracy is widespread but in practice it is hard to locate and identify the groups concerned. Marie-Thérèse Geffroy has pointed out that there are so many discrepancies and ambiguities in the definitions and measurements that the scale of the problem is difficult to quantify. It can readily be understood why there

should be so much debate as to the precise number of illiterates in France.

The latest reliable figures for the armed forces date back to 1995: 6.3 % of young recruits had no more than 'elementary reading skills'. If

this percentage is extrapolated and applied to the entire population of working age, the figure is 1.8 million (2.7 million if retired people and the non-active population are included). According to the *Institut national de la statistique et des études économiques* (INSEE – the national

institute of statistics and economic research), in a survey conducted in 1993-1994 on the living conditions of households, illiteracy was gauged, for example, by the frequency of reading newspapers, magazines and books and the ability to make out a cheque or write a letter to the au-

thorities. According to this definition, it would appear that there are 2.3 million illiterates in France, i.e. 5.4 % of the adult population.

*The full text of the report can be downloaded in PDF format from the Centre INFFO Internet site, <http://www.centre-info.fr>

Source: INFFO Flash, issue 522, 1-15 June 1999

'Nouvelles chances': a programme for those leaving school without qualifications

Ten years ago 110 000 youngsters emerged from the educational system every year without skills; the figure is lower today, but it still stands at 57 000, in other words 8 % of an age group that is at grave risk of exclusion from society and the world of work.

On 26 May 1999, Claude Allègre, the Education Minister, and Ségolène Royal, Minister with special responsibility for school education, jointly launched the programme entitled '*Nouvelles chances*' in an effort to combat the problem.

The programme is inspired by three main principles: that personal routes

to qualifications should be 'tailor-made', that grass-roots schemes should be encouraged and that strong partnerships should be set up.

Several lines of action were mapped out, designed both to pre-empt academic failure at school and to build up opportunities for entering work better suited to young people at odds with society:

- pinpoint the young people concerned more accurately and find out more about them by setting up a 'watchdog' system in educational establishments,
- locate children aged 11 to 16 who have avoided compulsory schooling and return them to schooling,

- prevent dropping out of training schools by means of a system of mentoring and remedial study,
 - create itineraries for skills training leading to the *Certificat d'aptitude professionnelle* (CAP)
 - enrich the provision of training for the CAP,
 - develop the European dimension by stepping up exchanges within the European Union and by 'including 'Second Chance Schools' in the programme'.
- The '*Nouvelles chances*' programme has not yet acquired its own resources to further these objectives. It should be seen as a step towards synergising existing resources, especially those of local support agencies

for young people, job centres, associations and enterprises.

The national education system, Claude Allègre pointed out, 'needs partners. Schools cannot be the only bodies providing education in working life'.

For further information:

*Circular 99-071 published in the *Bulletin Officiel de l'Éducation Nationale* no. 21, 27 May 1999, gives a detailed description of the '*Nouvelles chances*' programme. It can be obtained from the Internet website of the Ministry for National Education: <http://www.education.gouv.fr/botexte/bo990527/MENE9901079C.htm>

INFFO Flash, issue 523, 16-30 June 1999

CONFERENCES – SEMINARS – EXHIBITIONS

Cologne/D

14 to 18 February 2000
The Trade Fair for Education and Training "INTERSCHUL/DIDACTA"
Contact:
Messe- und Ausstellungs-Ges.m.b.H.
Köln
Messeplatz 1
D-50532 Köln
Tel. (49-221) 821 35 19
Fax (49-221) 821 30 55
E-mail: INTERSCHUL-didacta@koelnmesse.de
<http://www.koelnmesse.de/INTERSCHUL-didacta>

London/UK

3 to 6 April 2000
The 29th IFTDO World Conference & Exhibition "The HRD Challenge – Facing a Certain Future"
The International Federation of Training and Development Organisations Ltd (IFTDO) and Institute of Personnel and Development (IPD)
Contact:
The Conference Department
IPD Institute of Personnel and Development
IPD House
35 Camp Road
LONDON
SW19 4UX
United Kingdom
Tel. (44-20) 82 63 34 34
Fax (44-20) 82 63 33 66
E-mail: training.hotline@ipd.co.uk
<http://www.ipd.co.uk/conferences>

Coventry/UK

10 to 12 April 2000
SEDA Spring Conference 2000
"Reaching Out"
SEDA Staff and Educational Development Association
Contact:
SEDA
Selly Wick House 59
61 Selly Wick Road
Selly Park
Birmingham
B29 7JE
United Kingdom
Tel. (44-121) 415 68 01
Fax (44-121) 415 68 02
E-mail: office@seda.demon.co.uk
<http://www.seda.demon.co.uk>

Berlin /D

30 August to 1 September 2000
International conference for Vocational Guidance "Guidance for Education, Career and Employment"
Organizers: Bundesanstalt für Arbeit and International Association for Education and Vocational Guidance
Conference secretariat:
AISOP Berlin 2000
Kongressorganisation
c/o Haus am Koellnischen Park
Am Koellnischen Park 6-7
D-10719 Berlin
Tel. (49-30) 23 806 838
Fax (49-30) 23 806 836
E-mail: aioisberlin2000@hakup.de
Website: www.hakup.de/AISOPBerlin2000

The Netherlands

Early school leaving: action plan gives municipal authorities a central role

Because too many young people leave the educational system without a diploma, the Dutch Inspectorate for Education claimed "The prospects for young people without a starting qualification, often come down to long term or frequent unemployment, poor chances for future personal development, alienation from society and, possibly, even to criminality." In response the Dutch government committed itself to reducing early school leaving and in May, the Ministry for Education, Culture and Science published its Action Plan 'Voortijdig school verlaten' (Early school leaving).

Early school leavers are those young people who did not succeed in reaching a 'starting qualification', i.e. who did not successfully conclude training at the basic level of the VET qualification structure or who did not qualify for a diploma in upper general secondary education. Early school leaving amounts to about 30 % of all young people and occurs mostly in big cities. Young people from an ethnic minority background are over represented.

The Action Plan contains three lines of action: prevention, better registration and special measures.

□ To prevent early school leaving, schools have to make special arrangements. Many schools have already done so, e.g. by appointing mentors and counsellors and sometimes creating 'social teams'. Transition from pre-vocational education (VMBO) to vocational education proves to be a period of risk. To reduce the risk, schools need to work together on a regional level, to exchange student dossiers and to organise methods for intake and assessment. Other actors are the employment offices, the municipal authorities and the na-

tional bodies for vocational training. The latter should provide sufficient opportunities for practical training.

□ Adequate registration is necessary to identify the individuals who are dropping out of the system. Compulsory education in the Netherlands lasts until 16 years of age. Each municipality has an office to check whether all young people under 16 actually attend school. The authority of this office has now been extended to cover young people up to the age of 23. To finance the offices, an annual budget of 12 million guilders (5.5 million EUR) is being made available.

□ Youth at risk are mainly found in the big cities. An additional sum of 48 million guilders (23.7 million EUR) generated by the Ministry of Education, Culture and Science, will be used to subsidise targeted activities, some of them following successful initiatives executed in recent years. The City of Gouda, for example, provided extra resources in order to better identify and trace drop-outs. New methods were developed in approaching especially difficult groups of young drop-outs. In the Rotterdam region, a regional arrangement involving the city's vocational education colleges working together with enterprises to create adequate provisions for youth at risk and to raise considerably the number of in-company training places has been established. In this way the number of students in lower level vocational training pathways was increased.

Further information on this regional arrangement can be found on <http://www.rotan.nl/RBO/>.

Source: CINOP

Portugal

National initiative in favour of citizens with special needs

The Green Paper on the information society in Portugal, approved by the Government in April 1997, describes the great potential of information technology for promoting the integration of citizens with physical and mental disabilities into society.

The Ministerial Council (Resolution 96/99) has launched a national initiative to help citizens with special needs – more generally described as those with physical and mental disabilities, older people and the long-term bedridden – take full advantage of the potential benefits of the new information and communication technologies in order to promote their social integration and improve their quality of life.

This initiative is based on a set of principles, which should cover measures and actions giving citizens with special needs access to their rights as citizens:

□ It should unequivocally help to improve the quality of life and the well-being of all citizens, since the benefits of the information society should be shared by all;

□ The priority should be the development of affordable products and services for citizens with special needs;

□ Care should be taken to implement the concept of 'universal design', in other words the design and development of products and technological environments that can be used by all or at least by as many citizens as possible without them having to adapt to specific situations;

□ There should be research and development on knowledge and skills so that citizens with special needs can become part of the information society;

□ There should be more dynamic cooperation between the public and private sectors and users on the development of sophisticated technological products geared to those full citizens;

□ Greater social awareness should be encouraged with a view to the integration of citizens with special needs.

Source: Ministerial Council Resolution No. 96/99 (D.R. 1st Series-B, 26 August 1999)

CIDES – Centre d'information et de documentation économique et sociale.
<http://www.mct.pt/PTsocioInfo/indice.htm#16>

Portugal

A school on wheels

From 1 October 1999, the Portuguese General Union of Workers has launched a project named 'the school on wheels'. It has converted a bus that will ply the more depressed districts of the metropolitan area of Lisbon to provide training to immigrants, including second generation immigrants. According to the Union, this scheme will serve some 300 immigrants aged 17 to 25 originating from Portuguese-speaking Africa.

The aim of the scheme is to come to the aid of those who want to learn but cannot do so in the formal education system. It proposes to combat social exclusion and work for the integration of immigrants into the working world in the urban environments where they are settled.

The training modules, which last 15 days to 3 months, are devoted to such subjects as interpersonal relationships, building self-esteem, health, the environment and safety, information technology, secretarial work, family support, bettering the local community and jobseeking techniques. A mobile centre providing information on training and employment will also be created.

Source: Jornal de Noticias, 26 August 1999/CIDES – Centre d'information et de documentation économique et sociale.

Mobility

Belgium

EUROACTION – A reference experiment for FOREM

EUROACTION, a European information campaign directed at those thinking about expatriation, originated in a scheme devised by the UK employment departments and the BBC. It has been running in Belgium for the past five years and is an undisputed success.

Each year, for one week in May, from 8 a.m. to 6 p.m., major Belgian public services – FOREM (the Walloon vocational training and employment agency), RTBF (the French-language Belgian radio and television service, in essence Fréquence Wallonie and Radio Bruxelles-Capitale), ORBEM (the Brussels regional employment department) and BELGACOM – come together so that listeners can put a whole range of questions to specialists about the procedures entailed in moving to another country, whether for work or for training.

In 1998 EUROACTION took the form of setting up a telephone hot line in the Regional Directorate in

Mouscron (Belgium), in the hope of receiving more calls. These were diverted free of charge to the offices of specialists involved with the sectors of interest to the callers.

Fourteen young people were selected for information and communications technology placements with FOREM. They were briefed on the many types of enquiries by call centre practitioners, who taught them how to redirect calls to the appropriate department. Through this operation, the trainees were also able to put their knowledge into practice, and ten of them even found a job as a result.

It goes without saying that this successful scheme was implemented with the help of other partners such as the *EURES Network* (a network providing information on working in Europe), the ONSS (*Office Sécurité sociale d'Outre-Mer* – overseas social security agency) the *Service des travailleurs migrants*, the depart-

ment supporting migrant workers, and the *Union des Belges à l'Étranger* (offering information on procedures in non-European countries and job opportunities), as well as the *Association Université – Entreprise pour la Formation* (information on programmes for placements with European enterprises).

There is no doubt, then, that in the next editions there will be new names on the list of high-level cooperating partners such as the Chambers of Commerce, the *Agence wallonne pour l'exportation* and the Ministry of Public Health, which will provide full information on the equivalence of medical and paramedical diplomas.

For further information:
FOREM (Direction Régionale)
Rue du Midi 61
B-7700 MOUSCRON
Tel. (32-5) 85 51 00
Fax (32-5) 34 28 31

Source: FOREM (CIDOC)

Germany

Growing interest in the European training market

More and more young people seek information on opportunities in Europe

As the European training and job markets grow closer, more and more young people are interested in improving their career prospects within the European employment system by acquiring some experience abroad. In the course of counselling year 1998/99, some 13 500 persons sought advice from one of the 15 European careers guidance centres operated by the Federal Employment Agency (BA) on conditions of training, study, employment or work experience in Europe. This figure has thereby almost doubled over the last two years. Moreover, the European careers guidance centres organised almost 300 special information events on the subject of Europe and mobility in general, 100 of which in another European country in the course of the past counselling year.

The BA has observed that employers attach increasing importance to language skills and intercultural competences. The European careers guidance centres which collaborate with partner organisations in other EU Member States can often provide information and practical advice in this respect.

The second revised edition of the BA information brochure 'Europa kommt – gehen wir hin! Perspektiven in Europa', with information on training, study and work experience in Europe is to be published at the beginning of the year 2000 and will be available (in German) in all job centres.

Alternatively, it can be ordered from:
Bundesanstalt für Arbeit, Referat IB 5, Regensburger Str. 104,
D-90478 Nürnberg, Tel. (49-911) 179-0, Fax (49-911) 179 1343

Source: BA



Page 17 Foreign languages for jobs on the move; Diversified responses to foreign language training needs; **page 18** What's best in languages for business? Linguistic audit has the answer; Talking up to take-off and beyond; **page 19** Foreign languages and ICTs: are methods and markets a good match?; CD-ROM quality guide for foreign language training; **page 20** Language training at work – looking ahead; Adult foreign languages training: Leonardo da Vinci attacks data deficit; Leonardo da Vinci and transnational mobility: getting off to a good start; New multilingual foreign languages virtual resources centre.

Foreign languages for jobs on the move

The EU Leonardo da Vinci programme launched in 1995 is about the implementation of a Community policy for vocational training. One of its central concerns has been to promote foreign language learning as an integral part of training. In line with its commitment to innovation and improvement in training systems, the programme has sought to ensure that the methods and techniques used for this purpose are both appropriate and fully effective.

Widespread use of foreign languages at work brings many benefits relevant to the place of the EU in today's world. First, in an increasingly competitive and interdependent world, business everywhere may perform better if it mobilizes language and communication skills as part of its strategy for success. In Europe, this applies in particular to small and medium-sized enterprises (SMEs) on which the EU is largely dependent for its economic well-being. For such firms, effective linguistic and cultural communication with prospective trading partners is vital in establishing fresh opportunities within the Single Market beyond national frontiers.

As it breaks new ground for business, vocational training in foreign languages can make a stimulating contribution to personal career development. First, even where this training meets the needs of highly specific job contexts, much of what is learnt may be applied to other professional situations so that, like negotiating or managerial ability, linguistic proficiency may be thought of as a 'transversal' or 'key' skill. Secondly, modern tuition methods backed by the latest advances in information and communication technologies (ICTs) can make learners more aware of learning as a process relevant not just to languages but other forms of occupational activ-

ity. In this way, they help people to 'learn to learn' and acquire fresh expertise throughout an entire career. Finally, improved knowledge of foreign languages enables men and women to take full advantage of 'free movement' in the Single Market, and seize job opportunities beyond national borders. Linguistic skills thus boost general employment prospects and long-term employability in a world of change at the workplace.

Foreign language competence is also the gateway to more subtle communication skills rooted in greater familiarity with non-native cultures or cultural norms. These skills, too, are important

for business and career advancement, not to mention the sheer personal satisfaction of being able to communicate better and more widely with others, bringing a real sense of European citizenship closer to everyday life.

A serious effort to boost knowledge of foreign languages in the EC began with the 1989 Lingua programme, whose contribution to vocational training was twofold. First, by upgrading the professional expertise of a specific occupational group – foreign language teachers – the programme sought to give linguistic training a better basic grounding, mainly at school, to encourage and facilitate language learning in adult life. Secondly, Lingua provided incentives to all professional sectors, and particularly SMEs, to think more seriously about linguistic needs within the context of their business or service strategy, a focus consolidated in Leonardo da Vinci in the continued development of 'linguistic audit'.

Further progress in job-related linguistic training in Leonardo da Vinci has been based on support for the 'development of language skills and the dissemination of innovation in the field of vocational training'. Most of the money has been for transnational pilot projects, exchange programmes and placements run by partnerships involving both the private and public sector in the 15 EU Member States, three EFTA/EEA countries and already six of the 11 pre-accession countries. No less than 15 languages are covered by these activities, including Irish,

Letzeburgesch, Norwegian and Icelandic in addition to the 11 EU official languages.

Projects and exchanges have prompted and explored many searching questions related to analysis of training needs, the development of joint training programmes and study materials, and systems to assess and validate them.

□ How can businesses be best brought to consider foreign language and communication skills as part of their overall strategy?

□ How are the quality of foreign language training and linguistic progress in a professional environment reliably measured?

□ How can the complexity of ICTs help make language training more rewarding and enjoyable than traditional classroom tuition?

Leonardo da Vinci has also supported active monitoring seminars and expert think tanks and other meetings in vocational foreign language training. The aim of such events has been to enable project participants and others to examine progress, and 'disseminate' experience to pool project findings, boost best practice and market it.

No policy for any aspect of vocational training can be implemented without the full engagement of business, the world of education and training, the social partners, and national, regional or local public authorities and services. In their first years, the Leonardo da Vinci projects, exchanges and other initiatives for foreign languages at work have mobilized partnerships reflecting this all-important breadth of commitment. Meanwhile, phase two of Leonardo da Vinci is set to continue this effort from the year 2000 onwards.

Diversified responses to foreign language training needs

In just five years, 174 pilot projects and 13 exchanges or placements out of 3733 transnational partnerships funded under Leonardo da Vinci, have been specifically concerned with promoting foreign language training for work. These initiatives have accounted for almost EUR 23.5 million, or almost 5% of the programme budget for the same period.

Leonardo da Vinci language learning projects may be viewed in terms of the contracting partner home country, or the eligible languages represented in partnerships. But they also target professional sectors, like health or the environment, or occupational groups, such as accountants or personnel managers. Whichever perspective is considered, project involvement has become increasingly diversified.

Projects have been selected following Community-wide calls for proposals. In each project, a training provider, firm or other body from a single country acts as contractor for the partnership. Table 1, for 1995 to 1999, shows that Germany led the field with no less than 48 projects, followed by the United Kingdom, Italy and France. Every eligible country was represented in one or other of the partnerships. Many of the contracting bodies were training providers, whether training bodies, universities or research centres. More recently, however, participation by firms with an interest in boosting the language competence of their staff has been increasing. Overall, the mixed representation of training providers, firms, the social partners and other bodies has been impressive.

All languages eligible for support in Leonardo da Vinci partnerships have now been represented at least once

(Table 2). Besides the solid presence in at least 25 projects of Danish (26), Greek (40), Dutch (28) and Portuguese (33), interest in the Nordic languages, especially Swedish and Finnish, is also growing. But the three European languages with the most native speakers still came first between 1995 and 1999, namely English (a target lan-

guage in 147 partnerships), German (in 114) and French (93), followed by Spanish (79) and Italian (57). In these years, the representation of German ahead of French is interesting and possibly attributable to Germany's lead as contracting country (Table 1).

Besides an excellent representation of professional sectors (no less than 15 in the first two years of Leonardo da Vinci alone), many projects have had a cross-sectoral focus apparent from titles such as 'training in commercial language' and 'language training for SMEs'. In this respect, they have put a

Table 1 Country of the contracting body

Country	1995-1998	1999
A	2	
B	6	2
BG		1
D	40	8
DK	4	
E	8	
EL	4	1
EUR	3	
F	21	2
FIN	4	
HU	2	1
I	22	3
IRL	3	
L	1	
LT		1
N	2	
P	4	
S	2	
SK		1
UK	22	5
NL	2	
CY	1	
CZ	4	
PL	1	
RO	1	
SK	2	
IS	1	

Continued on page 18

Table 2 Target languages

Country	1995-1998	1999
DA	26	
DE	100	14
EN	128	19
ES	69	10
FI	11	3
FR	80	13
GA	2	
GR	39	1
IRL		3
IS	1	1
IT	48	9
LE	1	1
LT		1
NL	25	3
NO	2	3
PL		1
PT	32	1
SA	0	3
SV	11	1

Purpose of this dossier

One of the objectives of the Leonardo da Vinci programme (established by the Council Decision of 6 December 1994) was "supporting activities aimed at developing linguistic skills as part of vocational training measures". The Decision provided that there should be Community level support "for the development of language skills in the field of vocational training". The purpose of this dossier is to provide readers of CEDFOP Info, particularly VET practitioners, with a taste of the results that have been achieved, but also the problems that have been faced, in carrying out this activity. The article on this page gives an overview of activities under this theme, while other articles report on some of the most interesting projects supported under the programme.

CEDEFOP considered it appropriate to publish this information at a time when preparations for the implementation of the second phase of the

Leonardo da Vinci programme (see CEDFOP Info 2/99) are being completed, particularly as, in the Council Decision of 26 April 1999, there is provision for Community support "for projects to promote language and cultural competences in vocational training" with special attention to "be paid to projects on less widely used and taught languages" (see page 20).

CEDEFOP is grateful to Mr. Brian Frost-Smith, a free-lance journalist, who prepared the text of the dossier and to the colleagues in the Commission who co-operated in this activity.

Further information on the Commission's activity in this field can be obtained from: Directorate General for Education and Culture Unit C5 Language policy rue de la Loi 200, B-1049 Brussels Tel. (32-2) 295 49 58 Fax (32-2) 299 63 21 and from the following websites: <http://europa.eu.int/en/comm/dg22/language/home.html> and <http://europa.eu.int/en/comm/dg22/leonardo.html> Source: CEDEFOP/JMA

premium on competence transferable to a variety of sectors and staff categories, in line with the importance attached to key competences in calls for project proposals.

Occupational target groups across the different sectors have varied even more widely. In some sectors, the group has been unusually specific, as in the case of environment managers in metal manufacturing. Cross-sectoral projects have also tended to concentrate on one occupational group, rather than several. Certain language projects are geared to the emergence of new qualifications, in areas such as environmental management or telemarketing.

One important aspect of this diversification is the involvement in projects of many more sectors than those in which the need for foreign languages is self-evident, such as international travel and tourism (see "Talking up to take-off and beyond below"). Examples include the construction industry (the development of interactive multilingual tutorials on CD-ROM), fish farming (linguistic materials for managers and employees) and, in an interesting link between a university and industry, paper manufacturing in Finland (staff English-language training). SMEs are involved in all these partnerships.

Although most projects so far have catered for adults already at work, young job-seekers and the unemployed may be targeted more often in the future. A significant number of ventures already focus on the needs of disadvantaged groups, such as young immigrants in the case of the UK/Netherlands Language and Learning after School project. A few are specifically for staff working for employer or employee organizations, which are also represented in partnerships. In one project, the contracting body is a Land Ministry in Germany concerned to introduce bilingual instruction in the country's Dual System of training.

Methodological and technological diversity

Recent language teaching at the work place has been very flexible, relying on many different methods and materials generally employed in combination. Several approaches, including immersion and simulation methodologies, have emerged at the same time, and emphasize skills enabling the student to 'learn to learn', with or without assistance from a tutor. Numerous techniques have thus been applied to meet specific project objectives.

Extensive project innovation has certainly exploited the methodological opportunities created by new developments in the ICTs. By 1999, the number of projects employing software language learning materials in the period from 1995-99 had easily overtaken those that relied on traditional printed products (Table 3). However the latter remain a very popular support in most forms of learning, and are often used to supplement software-based approaches. Audio and videocassettes, on the other hand, may well have no future beyond the medium term.

Project innovation points up a further significant distinction between on-line and off-line multimedia. Use of the Internet and e-mail, and the growth of local area networks has surged with an increasing number of on-line products.

Yet scope for exploiting off-line and on-line technology at present appears virtually limitless. In fact, open and distance language learning is currently combining both off- and on-line approaches. Multimedia workstations fitted with CD-ROM players are used as training tools, while electronic data exchange networks are employed for information, promotion and data distribution. Meanwhile, the rapid spread of high-speed Integrated Services Digital Network lines is already making it possible for some projects to use the Internet as a training medium in its own right.

Dissemination

The experience of Leonardo da Vinci projects to promote language competence would be largely sterile without programme 'dissemination' to ensure that findings and best practice are more widely known and exploited. Getting maximum mileage from projects ensures that there is optimum return on EU investment, too. A single project has been able to claim up to EUR 100 000 a year in Community funding, so it is right that its benefits should be extensively shared. Wide publicity for projects also helps iron out wasteful duplication of effort and imparts a European dimension to vocational training in countries where their results are developed further.

An early programme initiative to pool experience and spread good practice in the vocational language training projects was a meeting for project participants and national programme offices in Brussels in October 1996. This has since been followed by seminars on Language Learning using Information Technologies (Reykjavik, November 1997), Language/Communication Skills and Competitiveness (Brussels, November 1998), an Expert Think Tank on the ICTs and Language Trainers in Brussels in December 1998, and the Potsdam Leonardo da Vinci Conference in June 1999. In December 1998 also, information about language learning projects was widely available at the Training 2000 product fair.

Table 3
Types of material

	1995-1998	1999
Print	114	13
Audio	25	5
Video	35	6
Software	109	80

What's best in languages for business?

Linguistic audit has the answer

Despite the EU Single Market, many European firms, particularly SMEs, still undervalue the role of foreign language and communication skills in securing competitive advantage and fresh business opportunities abroad. Others know what the right human resources can do for their performance, but are unwilling or unable to invest as they should. Leonardo da Vinci is promoting linguistic audit to put them on the right track.

'A' stands for 'audit' – and 'awareness'. Linguistic audit – or language and communication audit (LCA) to give it a common longer name – is becoming crucial in vocational training because it makes firms realize that thinking seriously about how they communicate with foreign partners matters. With awareness established, audit can then help them understand what they need and provide for it.

The value of audit in bringing languages into business was one of the main messages from Lingua at its 1994 Saarbrücken Conference. Leonardo da Vinci has since focused attention on further innovative aspects of what is still an emerging and highly complex professional activity – its purpose, stages, structure, organization, and its relation both to actual training in language and communication skills and the assessment of other training needs.

LCA is the first step in the solution to a problem. Basically, it is a diagnosis of the foreign language and communication capability of a firm set against its real market needs. It may then become part of a skills development process involving other elements, such as a language strategy and the provision of training. Where it occurs, training will normally seek to bridge the gap between a firm's actual communication resources and real linguistic requirements. However, audits may focus more on individual staff members or job descriptions, and sometimes advise that recruitment of a translator, for example, is better than a training policy for languages. Only the particular circumstances of a company can dictate the best follow-up.

Small and medium-sized enterprises (SMEs) have fewer than 250 employees, yet collectively they account for the vast majority of all firms in the EU, generate around two-thirds of its employment and turnover, and most of its innovation. Sometimes described as the backbone of EU business, their role is vital in ensuring Community competitiveness, so they should regard good communication with prospective foreign customers as essential. Unfortunately, a variety of pressures can prevent this. Pressure of time may inhibit rational examination of foreign language and communication requirements. Often firms feel that the benefits of LCA would simply not offset the time and financial investment entailed. Some of them take action, but too late.

Leonardo da Vinci activity has confirmed that the right approach is essential in persuading firms to consider auditing. The first regional audit findings, borne out by further studies since, showed that firms not paying enough attention to foreign language skills often miss out. In Belgium, no less

than 35 % of those interviewed, along with 14 % in Denmark, 15 % in Germany, 18 % in Spain and 31 % in the U.K. admitted that they had lost business opportunities because they lacked these skills. Further work now suggests that linguistic auditors, or auditing consultancies, must themselves marshal special skills to back such evidence. Just as they may persuade firms to 'speak the language of the client', so they must remember the host of pressures firms face and 'speak their language' too.

This means looking at language needs not in isolation but as part of overall business strategy. As participants in the 1998 Leonardo da Vinci Competitiveness seminar concluded 'audit is not a product that is sold, but a range of benefits to boost sales'. Regional or sectorial LCA may help whet the business appetite for audit, while bodies such as Chambers of Commerce

and associations of SMEs may further serve company interests by emphasizing the importance of language and communications in good business strategies.

The complexity and potential of LCA provide almost unlimited scope for Leonardo da Vinci project activity, though few projects can cover all aspects on their own. The long-term aim of one French, German and UK partnership is to supply auto-audit software to companies and training centres, so that identification of the linguistic skills or requirements of individual staff members can help guide company policies for recruitment or internal appointment. The project began by selecting sectors that regularly operate with foreign clients, and is now designing software for companies to target their training, and for centres to devise quality training well adapted to business needs.

Talking up to take-off and beyond

Perhaps no professional sector has a greater need for well-tuned foreign language skills than international air travel. Airline Talk is the name of a Leonardo da Vinci pilot project launched in 1997 which does full justice to the high linguistic profile of this busy industry.

Airline Talk has been developing distance learning materials for airline industry staff training in foreign languages to assist the travelling public. No less than ten commercial and educational partners in Denmark, Germany, Spain, Ireland and the UK are involved in the project whose first products have just been released. The initial target languages are English, Spanish and German, with French and Italian planned for a second phase.

Multimedia training materials in CD-ROM format for check-in staff, customer services staff, cabin crew and others include specialized vocabulary and scenarios common to most airlines. They are designed for use on personal computers in airline training centres or at home, and offer access to a Web site providing support and updates.

The materials assume some knowledge of the target language and are designed to improve speaking and listening ability in the course of lessons that focus on difficult situations as well as routine encounters. Situations are divided into seven main areas of work, and include dealing with passengers who lose their tickets, carry excess hand luggage, are late for check-in, request special food during a flight, or complain about lost or mis-routed luggage.

Hamid Momtahan, the project manager from Thames Valley University, London said: 'By working through the various realistic situations, staff learn to understand problems and to reassure and help passengers in difficulty. In addition, they learn to practise a wide range of specialized and general vocabulary, review key points of grammar and improve their pronunciation and intonation.'

Foreign languages and ICTs: are methods and markets a good match?

Rapid development in Information and Communications Technologies (ICTs) in the last decade has had implications for all branches of vocational training. Nowhere has their impact been greater than in technology-enhanced language learning (TELL) for professional purposes. Leonardo Da Vinci is seeking to gain maximum benefit from ICT potential by supporting innovative projects to explore best practice, and meetings of experts and practitioners to follow it up.

Not so long ago, courses in Russian were offered in the British Armed Forces. The classroom drill was reportedly around four hours of grammar in the morning and three hours of grammar-based conversation after lunch. Homework could be up to 300 vocabulary items for the next day. After less than a year, many a brilliant diplomatic career was in the making. As mobility becomes more widespread, increasing numbers of people are learning a foreign language less stressfully in probably the best way, by living in another country. But Leonardo Da Vinci project innovation suggests that, for less fortunate busy professionals, the use of ICTs in language training may soon be as good.

Many projects demonstrate that TELL is taking over from printed materials and traditional classroom methods, partly because it engages learners in a process linking language tuition with professional problems. The vocabulary and style of any language used by a tourist guide is not that of the same language spoken by lab technicians. Through the creation of simulated working environments, both off- and on-line technology can help learners relate their linguistic competence to their own professional context. Recent research suggests people can concentrate longer in front of computers than with books and other print materials. Different methods can be used in combination and tutors often dispensed with. And TELL can be fitted into busy working schedules incompatible with classroom time and place restrictions.

Yet the novelty and range of ICT applications spell caution. With so many software packages available, the prospective end-user is spoilt for choice. As Bernd Rüschoff of the Pädago-

gische Hochschule Karlsruhe and keynote speaker at the 1997 Leonardo da Vinci active monitoring seminar in Reykjavik put it, '... attractive packages can be developed and marketed with little thought devoted to the methodological approach and pedagogical content. Language learning ... must be considered in terms of ... strategies of learning that are needed'.

This presupposes a thorough needs analysis, the importance of which is reflected in the variety of ICT products pioneered in Leonardo da Vinci. A training project, with partners from Iceland, Belgium, Germany and Ireland, is for skilled carpenters to move more easily around Europe to where their trade is in demand, and learn a language fast on their own. It thus involves development of a very specific interactive CD-ROM course to simulate the working environment. By contrast, a Bologna-based training centre, with partners in Germany, Spain, France and the UK, has been developing a training services telematic network for distance learning of English, Italian and Spanish in SMEs. A growing polarization between off-line CD-ROM technology with sound cards, and on-line Internet technology, with varied levels of tuition, has not kept several projects from developing programmes adaptable to both forms of delivery.

Nearly everyone agrees that good multimedia tools must consider more than just linguistic needs. At the heart of current debate on ICT language-learning applications is the role of the learners themselves and their relation to learning. Many experts think they should ultimately take charge of the process and its assessment, to acquire not just foreign language proficiency

but other skills, such as ability to use the technology and thus 'learn to learn'. In Reykjavik, learning was compared to a ship in which, at one extreme, the learner, like a deck-hand, was given step-by-step guidance by a tutor until, at the other, as captain, he or she could navigate alone.

In one respect, this view corresponds to autonomous TELL, in which a tutor is no longer necessary, as demonstrated in projects using both off- and on-line technology. However, it is also close to constructivist theory which additionally emphasizes how newly-acquired information and expertise build on what is already familiar to us to generate fresh concepts and skills. As Rüschoff noted in Reykjavik, this points to software applications in which a learner experiments and researches, rather than remaining a simple 'tестee'. The approach has encouraged Internet distance training packages in which the navigation or help tools that guide learning constantly remind users that they are controlling the process. This is less evident in CD-ROM products for immersion or simulation of real work situations, because awareness of learning may get lost in the make-believe.

ICTs and trainers

With growing interest in software as a tool for autonomous learning, what are the main concerns raised by ICTs for language teachers and their trainers? The way teachers are involved in training is clearly relevant, as some applications minimize or significantly change their role. However, where this role is indispensable, investment in their training or support may be just as important as the software. Many language learners are still unfamiliar

with the ICTs, so a tutor can make all the difference in helping them to choose, adapt and use multimedia materials, and then monitor their progress.

The focus was on language teachers and ICTs at the expert think tank in Brussels on 11-12 December 1998. Participants reported that, while teachers know their role in TELL may be essential, they are often suspicious of the technology, and afraid it will make them redundant. Additional problems are limited access to high tech in most institutions, and no special reward for mastering it. A relaxed atmosphere to encourage confidence and proficiency in its use is one way of making it less threatening. Teachers can set up joint working groups to increase their motivation, and create social and professional networks to exchange ideas and materials, especially in vocational education where they often work alone. ICTs may also provide a platform both for networks and acquiring practice with new technologies. Reward for efforts to master them, either through marketing of products developed by teachers, or formal career recognition, would help. Teacher training in ICTs should thus be concerned not only with new skills, but a change of mind-set towards a more collaborative attitude and greater self-esteem.

This belief reinforces the view expressed in Reykjavik that software to support such training should be based on a clear teaching design plan and needs analysis. 'Despite careful selection of teachers, individuals react differently to new environments,' says Anne Stephens of the UK Open University. 'Staff development is moving towards individual awareness and mutual support through networks, peer support and, for some, peer monitoring'. However, the role of ICTs in improved testing and validation of job-related foreign language teaching or learning is less clear, although the

technology seems conducive to efficiency and cost-effectiveness. One possibility is the provision of updatable and easy-to-access electronic information for assessing and confirming linguistic competence and progress. Professional mobility in all kinds of jobs around Europe will become easier if, as expected, language proficiency can be recorded and validated by teachers or learners on national or occupational databases of formally certified skills.

'Cultural factors' and their relationship to language have been discussed in Leonardo da Vinci projects and at meetings, but with only a limited sense of how ICTs might help 'teach' them, in order to improve the way people communicate. Unlike many linguistic competences, awareness of cultural factors, or the effectiveness of communication reliant on it, may be impossible to measure meaningfully, given the innumerable variables involved, such as context and personal sensitivity. Research on speech patterns or body language and their links with the spoken word in interpersonal communication may not yet be advanced enough for immediate further progress. In the meantime, use of the Internet and e-mail for networking between people from different cultural backgrounds – for example, groups of trainees from several countries learning the same foreign language – might facilitate discussion and understanding of the most relevant cultural aspects entailed.

One thing is certain: the ICTs will not stand still. As new technologies open up fresh prospects for learning, markets and methodologies will continue to drive each other. Today's promising avenue may be tomorrow's blind alley. Identification of best practice in such a busy sector will always be an ongoing process – not a definitive verdict.

CD-ROM quality guide for foreign language training

Teachers, trainers, firms, and individual learners have to be as certain as possible that their choice or design of language training programmes and materials will be a good one. Multimedia publishers and materials designers have to be sure their products will respond to real demand. To help them, a joint Leonardo da Vinci/Socrates project has pioneered a quality guide, or checklist, due for publication as a CD-ROM this year. The project is part of the EU drive to promote assessment systems, including quality indicators, for the methods and materials used to teach Community languages.

The main aim of the quality guide is to offer a practical tool for teachers, publishers, materials designers, companies and learners. But it is also intended to motivate and stimulate them in their activities and raise awareness of the importance of sound standards in modern foreign language learning. Project development has been coordinated by the Association de Gestion du Réseau des Centres d'Étude de Langues (AGERCEL), France, with partners in Denmark, Germany, Italy and the U.K.

Quality in education and training is probably best defined in terms of indicators related to inputs and outputs in what goes on at school or elsewhere. In traditional education, these indicators represent the quality of the learning experience for children and

students, and its results for others with a stake in it, including parents, teachers and employers. Learning processes such as those reliant on modern multimedia and similar materials in language training for work are exceptionally interactive and visible, and thus have to be included in the quality appraisal, as well as its 'before' and 'after' stages. This is an extension of practice in total quality management (TQM), in which entire business processes or production cycles are monitored for international standards recognition, with an eye to client or end-user satisfaction.

The approach to quality management in the guide thus begins with a definition of the needs and aims of users in terms of quality improvement. It then sub-divides teaching and learning op-

erations into the three main stages of design (before), implementation (during) and outcomes (after), which should be devised, monitored and assessed with respect to a series of core indicators of good practice. For each stage, these indicators are expressed as important questions for all prospective users or designers, and reflect any one or more of nine basic quality principles. Conversely, answers to the questions, in the form of percentage ratings, reveal how far the norms suggested by the indicators, and with them the principles, have been respected.

The central principle is relevance measured throughout in terms of user needs. The eight others are transparency, reliability, attractiveness, flexibility, generativeness, participation, efficiency, and socialization. All of them are clarified in terms of sub-principles. Thus generativeness emphasizes the significance of learning strategies and skills, and also means that material or activities can be transferred to different learning contexts, or related to existing concepts. Attractiveness draws attention to the need for user-friendly products, along with their ca-

capacity to elicit a response from learners, and their variety and potential to cater for particular needs. While some of the principles appear more closely linked to particular aspects of operations – for example, attractiveness and transparency make for a good user/materials interface – relevance should ideally be a common thread running through all aspects and stages.

Each of the three stages of design, implementation and outcomes comprises a set of three or four main features further broken down into a dozen or more concerns in all. On this basis, design may be monitored with regard to content, activities, presentation and organization, with implications for linguistic content, real life tasks and curricular design. However the real significance of the stages is that they form a single process of language learning as a monitoring cycle used to deliver an all-round quality profile of the programme or materials concerned. This profile can then also be used as a data resource for future programme design and development.

By way of illustration, at the design stage, the guide suggests that the prin-

ciples of relevance and participation might prompt questions like "What has been done to ensure that the topics and situations dealt with are relevant and interesting for the learners?", to which possible answers might be that a formal needs analysis or investigation of special learner interests was carried out. Users of the guide can similarly review all the principles appropriate to each stage in the product under consideration, to get an idea of which principles are evaluated most positively overall. But they can also obtain a rating, or stage profile, for each of the three stages, for which the combined score indicates the overall quality profile of the product. Although the three stages are interdependent, high quality implementation, for example, only partially compensates for poor design. On reading all the stage profiles, therefore, the prospective user or designer of a product knows which stages or aspects require further attention to improve its quality all-round.

Further information on the CD-ROM quality guide is available from
AGERCEL – CHCI, Quai George V
F-76600 Le Havre
Tel. (33-2) 32 74 95 95
Fax (33-2) 32 74 95 96

Language training at work – looking ahead

The articles in this dossier have looked at sample achievements in vocational language training under the first phase of the Leonardo da Vinci programme. Here, we review briefly the fresh prospects for such training in the second phase covering the seven-year period that started on 1 January 2000.

Leonardo da Vinci II will vigorously renew efforts to back Member State lifelong training policies, while consolidating the present commitment to quality, improvement, innovation and a European dimension in vocational training systems. This means that it will support innovative transnational initiatives for promoting the knowledge, skills and competencies necessary for successful integration into working life and the full exercise of citizenship.

In pursuit of this aim, vocational language training activity under the second phase of Leonardo da Vinci will enjoy much greater visibility, as it becomes the focus of one of five broad measures replacing the 23 measures of the first phase. The new measure

will support projects for the promotion of language competences ... and understanding of different cultures in the context of vocational training', with specific reference, for the first time, to 'less widely used and taught languages'. In addition, the maximum EU financial contribution to projects is doubled from (formerly) ECU 100 000 to EUR 200 000 per project per year.

The same measure states that proposals for linguistic and cultural support may also be submitted under the other four. This further provision is intended, in particular, to enable trainers who offer teaching support and supervision to participants in transnational mobility programmes, to improve their own language and cultural competences. And, under the first of the other measures, which is concerned with mobility, transnational projects or exchanges lasting one to six weeks may be organized 'for trainers and mentors in the area of language competences', between the business sector and specialized language vocational training establishments, including universities, or vocational training bodies.

Furthermore, under the same 'mobility' measure, money will also be available to project promoters to support the instructional, cultural and linguistic preparation of young people and others involved in transnational placement projects lasting between two months and a year, as part of their vocational training.

Leonardo da Vinci II will sustain a strong threefold emphasis, first, on audit as the key to awareness of how good language and communication strategies can enhance the employability of workers and business prospects; secondly, on the development of new innovative methods or training tools for language learning; and, finally, on dissemination through the possibility of exploiting previous language training initiatives, so that methodologies or tools can be transferred and adapted to other sectors and native or target languages.

Leonardo da Vinci and transnational mobility: getting off to a good start

Language and culture, not administrative regulations, are now the main barrier to mobility and the free movement of workers in Europe. Leonardo da Vinci supports mobility within European transnational placements or exchanges which cannot succeed if participants have no prior grounding in the relevant language, or are unaware of cultural factors with a bearing on communication in their host country. For this reason, the programme also insists on and supports preparation in these areas before they go abroad.

At their simplest, Leonardo da Vinci placements and exchanges strengthen the European dimension of vocational training, aiming at improvements to national training systems and vocational training measures. At programme level, the immediate focus of this mobility may be one or more issues affecting either initial or continuing training, including course content, methods and recognition, the training of trainers, and cross-border technological innovation and transfer involving business and universities.

Just as important as these 'hard' issues, however, are the more personal benefits accruing from European exchanges or placements in firms or other organizations. Probably no modern teaching method can surpass the personal experience of transnational mobility in imparting the linguistic proficiency and cultural awareness needed to communicate well with foreign counterparts. And many experts and practitioners agree that additional transversal skills helpful in most jobs, such as creativeness and teamwork,

are also enhanced by foreign placements. Professional experience abroad may be very welcome, too, for the handicapped and other disadvantaged groups for whom they can awaken motivation, and prevent economic and social exclusion in adult life.

Yet these advantages cannot be secured without a preliminary period of linguistic and cultural preparation. Indeed, without it, periods spent abroad may actually have negative results for trainees, such as loss of confidence, and a sense of disillusion on the part of firms initially willing to accept them. Leonardo da Vinci thus states that "language preparation must be an integral part of all placements and exchanges where participants do not have an adequate working knowledge of the language of the country in which they will be placed".

Besides its underlying rationale, linguistic and cultural preparation (LCP) has other advantages. Foremost among them is its reliance on intensive cost-effective courses that fully exploit the motivation to learn which precedes a placement, and is often subsequently sustained by the experience. While courses are concerned with language as a transversal skill used to describe, explain, persuade and argue in working life, rather than its classroom presentation, they may also be geared to special group or personal needs. Typical target groups are 15-25 year-olds in initial vocational training, young workers aged between 18 and 27, students on in-company placements and recent university graduates.

Furthermore, at its best, LCP provides, where appropriate, basic tuition in

lesser used host country languages, rather than stop-gap training in a main European language likely to be understood by all involved in exchanges, whether as visitors or hosts. This may be for very practical reasons, including personal security and easier communication with foreign contacts who may only speak their mother tongue, quite aside from less obvious cultural factors. LCP also provides an opportunity to warn those going abroad of more general pitfalls, such as how to adjust their style of speech to different social groups, job contexts or levels of the professional hierarchy with which they will be dealing.

Key considerations in the delivery of LCP include the duration of placements and the use of ICTs which, although no substitute for real-life experience abroad, can provide first-rate support in preparation and follow-up. Finally, LCPs may be more time- and cost-effective if provided in the host country before placements or exchanges get under way, as many participants are not fully motivated until they actually arrive there.

These and similar factors have already fuelled efforts to develop LCP packages with Leonardo da Vinci project support. A 1995 project with partners in Denmark, Germany and the UK has been working on a multimedia system mainly for self-preparation by trainees expecting to spend long periods in foreign firms. The outcome has been a CD-ROM teaching programme for Germany and the UK, based on a combination of texts, graphics, sound and video clips.

Adult foreign languages training: Leonardo da Vinci attacks data deficit

An ongoing project funded by Leonardo da Vinci is aiming to develop the statistical tools and fact-finding needed to improve vocational training in foreign languages throughout Europe.

Conducted for the European Commission by the Centre for Educational Research at the London School of Economics and Political Science, the project has four main aims: discover what information the EU needs for vocational training policy purposes; evaluate the data on foreign language skills and training already available; develop fresh statistical indicators to fill the information gap identified by the first aim; and recommend future data-gathering procedures.

Initial project findings confirm that the data shortage is real, not imagined. At present, most EU statistics on foreign language learning relate only to general education in schools. Difficulties have also been faced in fitting na-

tional data into the statistical categories mooted by the project, such as adult foreign language learning for employment, rather than leisure. Even big companies, which usually provide more linguistic training than others, appear to keep few records of participation in training. Data from language schools for business and other professionals are just as patchy. As a result, the project, which is due for publication in 2000, is examining other forms of information gathering, including representative sample surveys or opinion polls.

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New multilingual foreign languages virtual resources centre

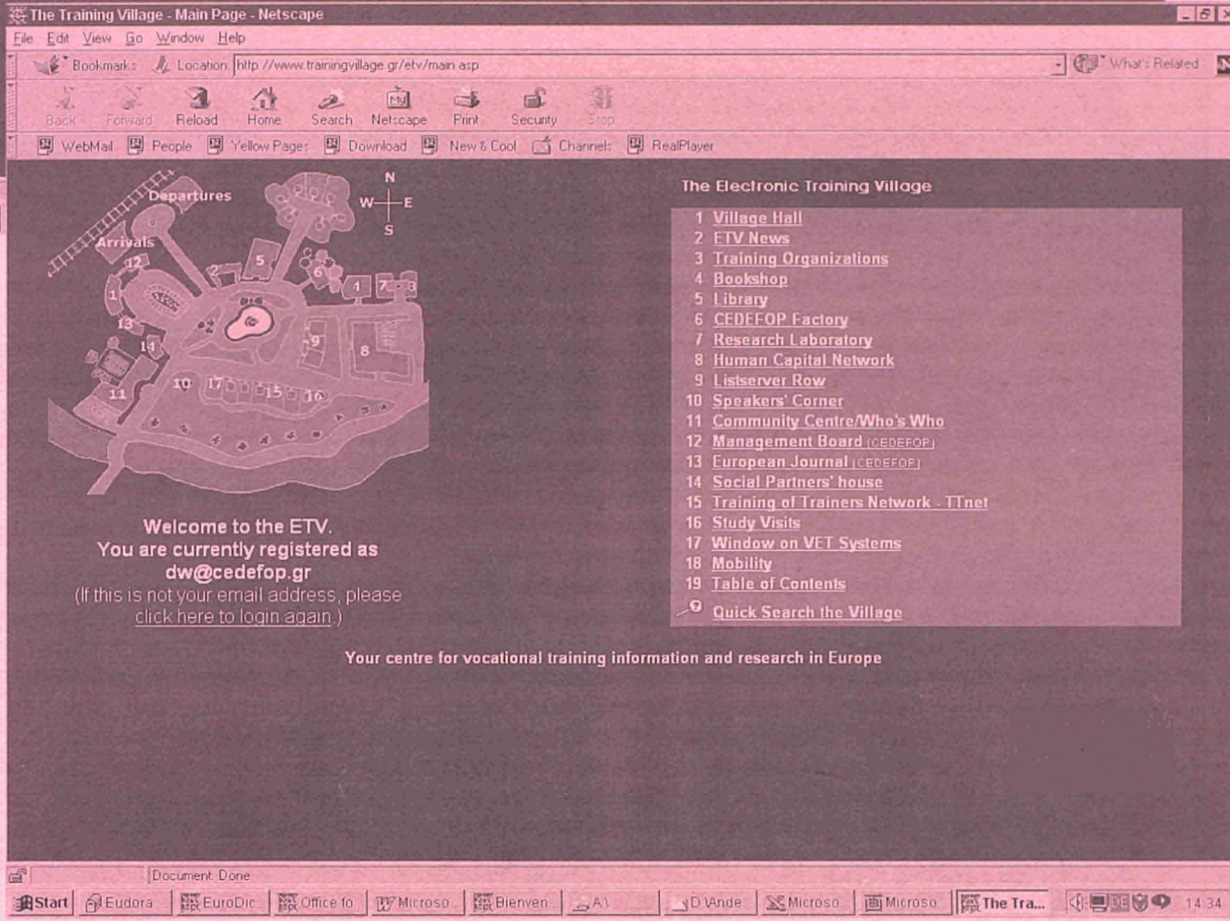
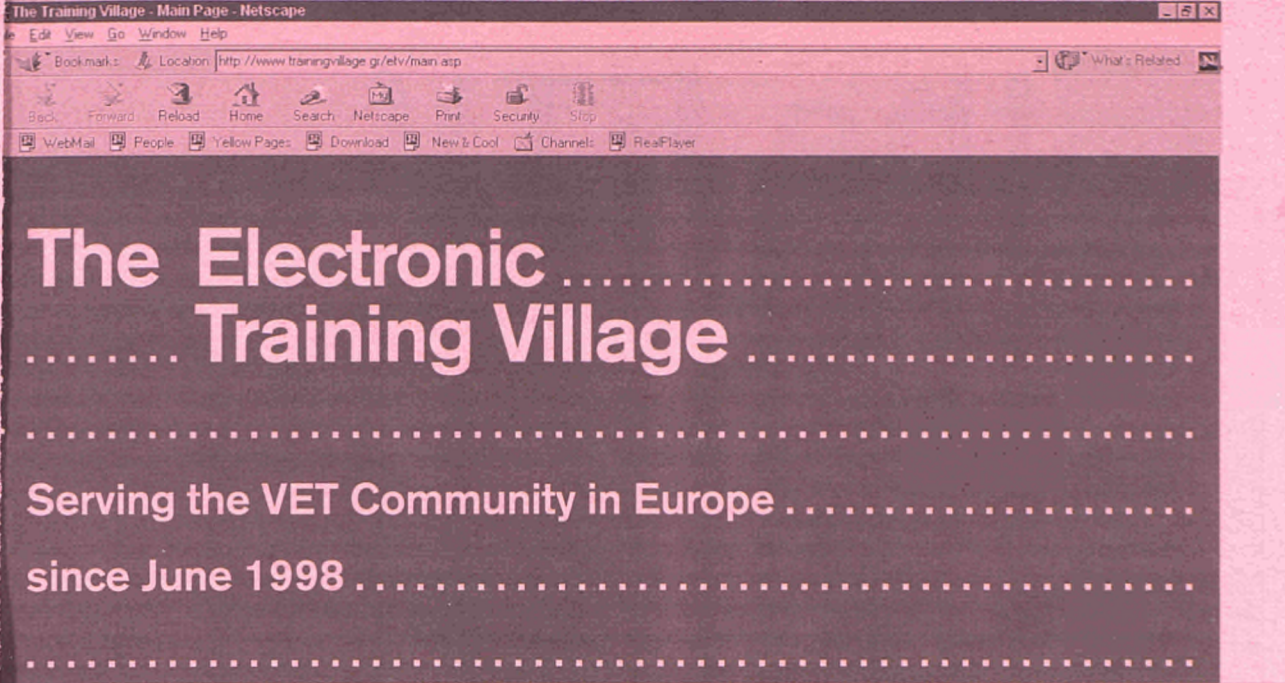
Lingu@net Europa, a new multilingual virtual resources centre to support foreign language teaching is being developed by an international consortium of some 15 members with support from the Leonardo da Vinci and Socrates Programmes.

The guiding principle of the Centre is to make the recent glut of language learning information resources more accessible. Lingu@net Europa, whose current access languages are German, French, Dutch and English, provides teachers, trainers, policy-makers, researchers and others with information and links to quality-assured on-line resources from Europe and further afield. Users can browse or undertake free or guided searches among a unique collection of resources, ranging from authentic teaching materials and details of conferences and other events to policy and planning documents and research bibliographies. Around 500 resources already cover a broad range of sectors, skills, levels, providers and source and target lan-

guages. An intercultural classification system linked to existing thesauri such as the European Education Thesaurus has also been developed.

Lingu@net Europa was launched in July 1998 as a pilot project by a consortium including members from over half the EU countries. Its priority focus has been the wealth of instantly available on-line resources for learning and training opportunities, information on policy and research and opportunities for interaction. Initial reaction from users has been highly encouraging. In its second year, the Centre will be further developed to include off-line and commercial resources and at least two new access languages, Italian and Spanish.

Access to the site, which includes an on-line questionnaire, is via <http://www.linguanet-europa.org>, and user feedback is warmly welcomed.
Further information:
Lingu@net Europa Information Unit,
Centre for Information on Language Teaching and Research (CILT),
Tel. (44-171) 379 5101, ext. 244;
Fax: (44-171) 370 5082;
E-mail: linguanet@ilt.org.uk.



Increased interactivity in the Electronic Training Village

The ETV was first envisioned as a very interactive site, quite different from the traditional type of site. Over time we have come closer to our goals of high interactivity. Opportunities are found in many of the ETV houses.

The Research Laboratory, which has just opened, offers information on CEDEFOP's reports and activities in the research field, and in addition provides a work platform, restricted to members only, where they can exchange documents and information with other researchers.

virtual network; it is a real network based on co-operation among its member and with CEDEFOP. In the network members meeting room, users can choose a subject and contact TTnet participants or other contributors.

Study Visits house, which supplies general information about the programme, has a special area for NLO's (National Liaison Officers) where they can download information about previous or present meetings, statistics, the vade-mecum. Here they can also read, post and answer messages to each other as well as register participants through an on-line application form.

The Social Partners House has recently been built in the village. Designed as a project to serve the needs of the Social Partners by providing a central source of information on European Legislation related to VET as well to develop a more effective way to shorten the time lag between research findings and dissemination, between request and answer and between conclusions and action. As well as the database of legislation there is a database of institutions involved in social relations or labour legislation, a news and reports section and a qualifications standards section, under construction.

The Training of Trainers (TTnet) network brings together national TTnet networks set up in each of the Member States of the European Union. So TTnet is not just a database or a

The ETV joins the Revolution A brief history

Hyperbole? Can the change in our way of communicating be described as a revolution?

To define revolution, I went to the Internet and looked up the word in a number of on-line dictionaries. (Having just moved into new offices, hard copy dictionaries were a bit harder to find.) And, by the way, there are hundreds of dictionaries on-line.

So what did I find? Revolution: an important change in a particular area of human activity; a sudden radical or complete change; a fundamental change in the way of thinking about or visualising something; a changeover in the use of preference, especially in technology.

Is the move to electronic communication an important change? Yes! A sudden radical change? Yes! A fundamental change? Yes! A changeover in use of preference. Definitely!

So yes, we are in the midst of a revolution and the Electronic Training Village is right in the centre of it. To ignore the revolution would be unwise and relegate our work to a figurative prehistoric era. The cost of hard-copy publications is increasing. Telephone and fax are more expensive and less convenient than e-mail. Travelling to meet is much more expensive than meeting in a virtual community.

How is the Electronic Training Village taking advantage of this revolution in communication? To understand this you need to see the ETV's work in perspective.

The ETV was the brainchild of CEDEFOP Director Johan van Rens. He saw the creation of a virtual village as the way to increase interaction and improve communication between various shareholders in the Vocational Education and Training world in Europe. Information sitting around in dusty archives is of use to no one. Bright ideas are only useful when shared. Questions can only provoke discussion and creativity if they are asked.

If you look at the ETV you will see that there are two main areas of activity: dissemination of information and interactivity amongst village residents. Let's look at each of these in some detail. Certain areas of the ETV have overlapping functions but we will look at each of them from the perspective of their primary function.

The metaphor of a village was carried out by the creation of various houses. The main houses involved in dissemination are also several of the earliest houses in the village: the Village Library, the Bookshop, Training Organisations House, Listserver Row and the Editorial Committee's Journal Archives. In the

early months, the Window on VET systems was added and the Newsagents was revised and improved and changed to the ETV News.

Interactivity, collaboration and collection of information are the primary function of the newly created Research Laboratory, the Human Capital Network, Study Visits, Teachers and Trainers Network and Social Partners' houses. Both the Social Partners' House and Mobility House have electronic opinion polls as part of their function. In addition, lively discussions are on-going in the Speakers' Corner. Colleagues can be found in the Who's Who in Vocational Training in the Community Centre. You can search for other Vocational Training professionals by name, country or topic and you're welcome to list yourself in the database.

The ETV - an intentional community

CEDEFOP has a unique role in the field of Vocational Education and Training in Europe. It was founded with the specific purpose of coordinating and instigating research projects in the area of VET and publishing the results to VET professionals with particular emphasis being placed on getting the information to policy and decision makers in government and in Social Partner organisations such as trade unions and employers groups.

The Electronic Training Village an intentional community? An intentional community differs from an unintentional community in a number of ways. Obviously, the community was built on purpose and not as a result of some other interaction. 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've created a community, but an unintentional one. The Electronic Training Village, in contrast, was developed with specific goals in mind.

The intentional community also differs in its intended audience. If you're building an intentional community then you have a preconceived idea of who you want to 'live' in it. Unorganised chat groups can tend to become selective but only through a process of self selection rather than by intent of the organiser.

The Electronic Training Village was designed to take advantage of this new medium by creating an intentional community of VET professionals: those who are involved at any level in the policy and practice of vocational training. This audience can range from trainers, researchers, policy makers, decision makers, and students. The basic idea behind such a site was an awareness that the Internet can be used not just as a unidirectional information source. We wanted to come up with something that would be more active in the sense of promoting dialogue and communication between visitors via the site.

The ETV went on-line almost a year ago today and 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 which I'll talk about a bit later.

Welcome to the ETV

ETV-News

Training Organisations

The Village Bookshop

The ETV Library

The Research Laboratory

Human Capital Network

Listserver Row

Speakers' Corner

The Community Centre

Management Board Room

<http://www.trainingvillage.gr>

Conference Centre
If you or your organisation are interested in having a conference hosted in the ETV Conference Centre, contact Colin McCullough at cmc@cedefop.eu.int

Mobility House

Window on VET Systems

The Study Visits House

TTnet

Social Partners House

European Journal for Vocational Training

Welcome to the ETV

ETV News

The ETV News is now a database and organised into five sections: Daily ETV News, EU official documents, which is a monthly mailing of important documents; Forthcoming Events, a list of conferences and events foreseen in the field of VET; News archives organised by month and keyword and a daily list of 10 or so excerpts from the Bibliographical Database.

It is also possible to submit news to the ETV News administrator or to access articles from the previous months.

The ETV News is prepared in collaboration with the CEDEFOP Library and Documentation Network members.

Training Organisations

In the Training Organisations House, you will find links to the sites of many international, European and National organisations concerned with VET. It's a good place to start when you're looking for information on VET.

The Village Bookshop

The Bookshop has gathered a large variety of CEDEFOP's vocational training material in a searchable database. Users are free to search, browse or download the most up-to-date CEDEFOP publications. In the near future all CEDEFOP publications will be available in the ETV Bookshop in electronic form: HTML or .pdf.

The ETV Bookshop is updated weekly.

The ETV Library

There are many different services and publications available in the ETV Library. Here, you can either retrieve information from the databases, search the general contents of the library (by subject, title, terminology,) view a list of recent acquisitions, or access electronic on-line products for viewing, printing or downloading. This includes information about forthcoming conferences.

Of particular interest to VET experts, will be the Electronic Bookmarks. You can find the web addresses and links to hundreds of VET-related web sites, categorised by topic, conveniently arranged alphabetically.

The Research Laboratory

The research Laboratory offers information on CEDEFOP's reports and activities in the research field, and in addition provides a work platform, restricted to members only, where they can exchange documents and information with other researchers. The four main sections of the house are: published reports; related documents; and the Opinion Poll – a small opinion gathering exercise, open to the public. It is currently dedicated to over-education but the topic may change in the future. Your opinions are welcome.

Human Capital Network

CEDEFOP is establishing a network for dealing with Human Capital and Human Resource Accounting. This house will be the work space for that network and certain sections will be accessible to the public.

Listserver Row

Listservers serve information to a list of people. If you sign up on one of our listservers – Finance, Transparency – you will receive the latest information available on that topic. Once you have signed up you can submit information to the list to be passed on to other list subscribers. To ensure the integrity of the information being passed through the list, each list is moderated by an expert in the field.

Speakers' Corner

Here you can voice your opinions and read the opinions of others. You should check this page regularly to see what topic is under discussion and add your thoughts. You will also be able to contact some of the other participants directly via e-mail. If you're looking for information on a particular issue, you can post a request and anyone with something to say can contact you or post a reply to the Speakers' Corner. You do not need any special software and it is not necessary to be on-line at any specific time to use this feature. You can read the postings of others and add your own postings at any time that is convenient to you.

The Community Centre

The main function of the community centre is to bring people in the field of vocational training together. You can participate by adding your name and your areas of interest to a Who's Who in Vocational Training or by looking for someone who is already listed.

Management Board Room

The Management Board Room offers a brief description to the structure and purpose of the Management Board of CEDEFOP. It also allows the Board a members-only area to facilitate their work.

The Editorial Committee for the European Journal for Vocational Training

The Editorial Committee examines all the articles submitted to the Journal. It comprises experts in vocational education and training from Europe. Most useful to site visitors are the archives of the Journal – all available for reading or downloading.

Social Partners House

One of the main objectives of this new house is to develop more effective contact lines to shorten the time lag between research findings and dissemination, between request and answer, between conclusions and action. There are several important sections in the house. The Provocateur: in this first section, we invite our users to take part in an interactive exchange of information and opinions by considering the question proposed and submitting their opinion on current hot topics. Legal instruments: this area provides relevant information on national and European legislation as well as sectorial agreements signed on a European level and joint opinions. It is organised into four databases – National Labour Legislation, EU Legislation on Vocational Training, Agreements on a European Level and a list of joint opinions. The Organisations section is a database containing the names and web addresses of institutions involved in social relations or labour legislation: trade unions, employers european institutions, research centres and so on. The house also offers a news and reports section. A qualifications standards section is under construction at this time and should be ready by the end of the year.

TTnet

TTnet is a Community network that brings together national TTnet networks set up in each of the Member States of the European Union. There are three sections to the TTnet House: the library, which will contain specialist materials on the subject of the training of trainers; the meeting room where the user can choose a subject of interest and contact TTnet participants or other contributors; and the databases (restricted to members only) which are highly structured and which should allow documents to be stored and found.

The Study Visits House

The Study Visits building consists of four rooms: general information about the programme itself, the themes from the year 1997 to 2000 and the study visits staff; a section for participants only, a room for NLOs (National Liaison Officers) and on-line documents workshops' reports that are available for downloading.

Window on VET Systems

Here you will find a wealth of information on the organisation of VET systems throughout Europe. This house will also provide updates on recent developments at national level.

Mobility House

Against a background of increasing internationalisation and opportunities for mobility, young people and adults need to be better prepared for transnational employability. The ETV is dedicating an entire area to mobility which consists of the following sections: Research results; Glassy Tower – an insightful view into a CEDEFOP research project from the outside; Learning abroad service with selected resources and an Electronic Opinion Poll on the subject "Should a training scheme include work experience abroad?"

Conference Centre

The ETV Conference Centre provides a place for hosting virtual conferences. In this area keynote papers from conferences are available for reading or downloading. Participants are encouraged to use the discussion groups to elaborate on, or ask questions about points brought up during the conference.

An Exciting Future for the ETV

The ETV is currently undergoing major redesign behind the scenes and soon will be unveiled as a more user-friendly community where it will be easier to find what you are looking for. Apart from this the village continues to expand – the CEDEFOP Research Arena – an area where researchers can share knowledge and thinking is currently in the making.

Adopting the latest technology we aim to improve site searching and to refine the personal service to the visitor with regular updates for all residents on their particular areas of interest. Our news section, through the cooperation of the documentation network, is now providing direct on-line updates on current developments at national and European level.

But perhaps the most important additional facility the Village will soon offer – the ability to search across a selected number of high quality sites on vocational education and training with "EASE", a VET specific search engine, pooling European information resources in the area. The ETV has an ambitious and exciting future. If you have any ideas on how the village can improve the services you are looking for, please contact us via the Electronic Training Village.

ETV Statistics

Number of Residents as of August 15, 1999: **4 695**

Number of residents registered in Who's Who in Vocational Education and Training: **3 433**

Number of countries represented: **91**

Area of interest that interests the largest number of residents:
Observing Innovation in Vocational Education and Training

Countries contributing the most registrations: Germany with **704**, followed by the UK with **639** and Belgium with **381**.

ETV Library Update

The ETV Library has been one of the fastest growing areas of the village. Of particular note are the following:

An electronic version of the Multilingual Thesaurus Vocational Training has been added.

The Bookmarks have been restructured into a collection of information resources which are now available on the Internet as a fully integrated, functional database known as VET Internet Resources. A search interface has been completed for INSTIT, the Training Institutions Database.

Addresses of the institutions responsible for Youth Exchange and Placement are now available in DE, EN and FR. In addition there is a list of Internet sites related to mobility of young people.

A list of e-journals is available on line. These are organised into VET journals and others. This list will be integrated into the VET Internet Resources.

All the Electronic Documents available in the Library building are constantly updated. At present, the Apprenticeship in the EU Member States and the Certification in the EU Member States are awaiting input from the members of the Documentary Information Network.

A new dossier concerning the diplomas for Library and Information Personnel in the EU Member States is coming soon.

Another future service in the ETV Library will be the VET Digital Library. It will contain the full text version of available legal texts and other reference documents in the field of vocational education and training.

Searching for something? Try this

Looking for information on Vocational Training in Europe will never be the same. Simply direct your browser to <http://www.trainingvillage.gr>. Your search can take you in several directions: the Window on VET Systems, the Journal Archives, the Bookshop, the Social Partners Legislation Database or the ETV Library.

What do you find where? When you really don't know where to look, you should consider the Search section of the ETV. However, you may be able to direct your search more specifically.

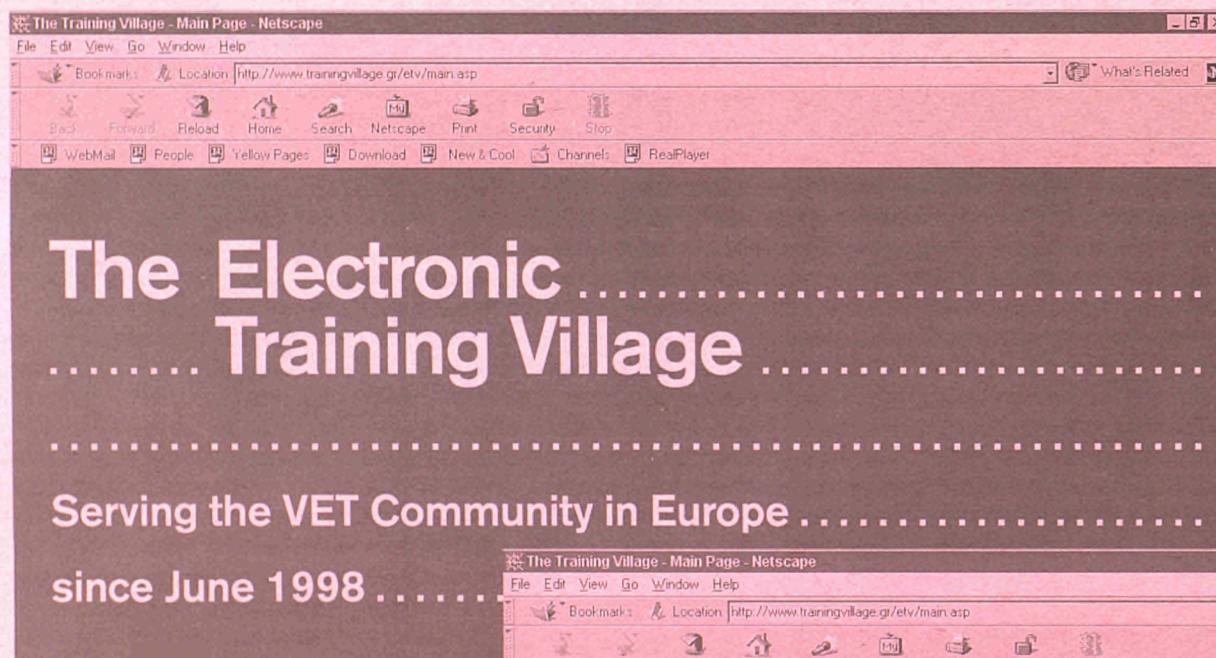
For example, if you're looking for a past edition of the European Journal for Vocational Training, then head to the European Journal House and click on the doorway to the Journal Archives.

Want to find legislation related to Vocational Training? Head for the Social Partners' Area in the ETV and click on Legal Instruments. Here you'll find legislation organised into four categories: National Labour Legislation; EU Legislation on Training; Agreements on a European Level and Joint Opinions.

You can find an increasingly large selection of CEDEFOP publications in the Bookshop. Enter the Bookshop and take the door directly to the bookshelves. Inside the bookshop you will find publications for reading and downloading available under such topics as: Labour Market Policy, Costs and Funding and Vocational Training Systems.

The VET Systems House has a wealth of information on the vocational training in EU Member States in these two categories: Country-specific reports and EU Level Overviews. You can also find articles from Le Magazine and CEDEFOP Info in this section.

These are by no means all the resources in the ETV. There is information on Study Visits in the Study Visits House, Information on the Training of Trainers Network and quick access to the addresses of various training-related institutions in Training Organisations House. However, one of the very richest resources in the ETV is its library. The ETV Library now contains seven databases: The Bibliographical Database, the Multilingual Thesaurus Vocational Training, the European Research Directory, INSTIT – the Training Institutions Database, The Glossarium and the new VET Internet Resources which contains the Bookmarks collection of vocational training related web addresses. Lists of forthcoming conferences, selected Electronic Documents, and Electronic Journals complete the main services of the Library.

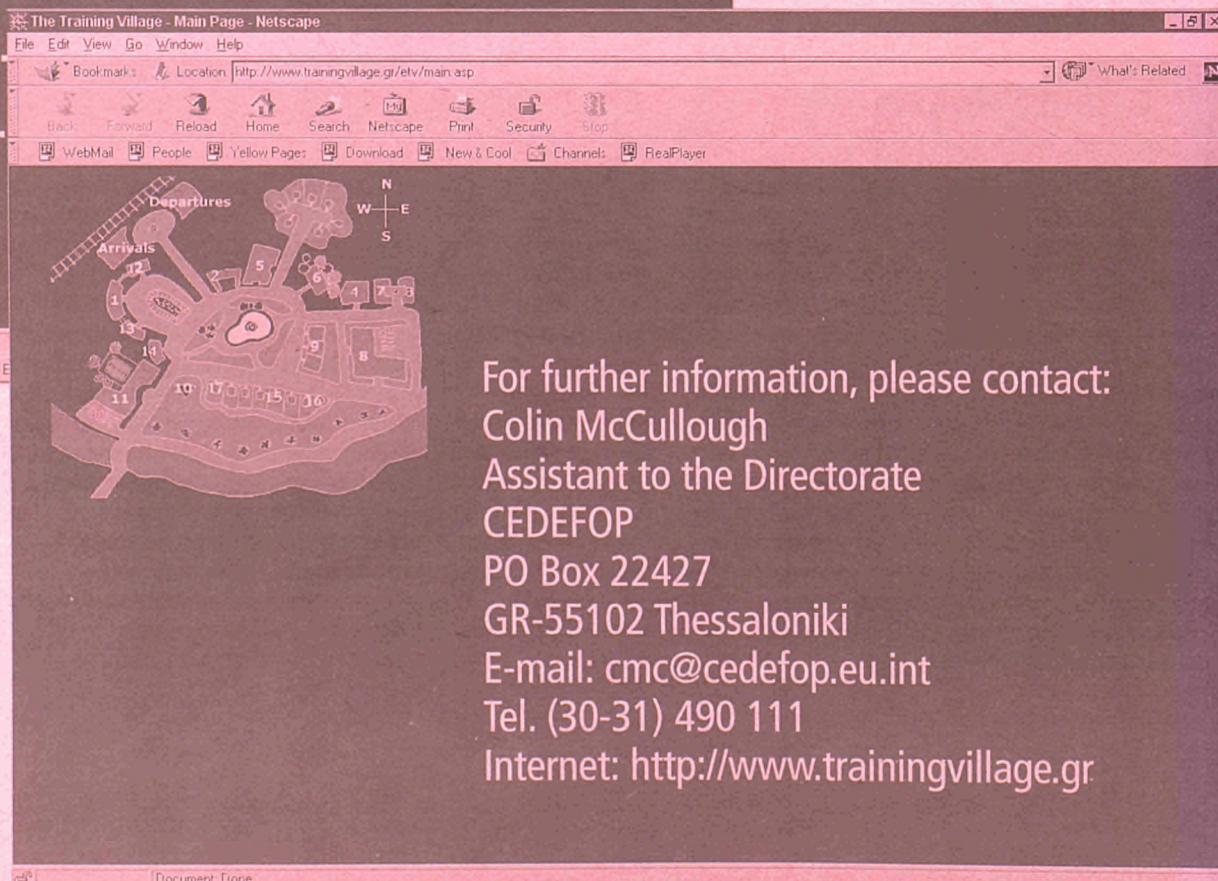


The ETV – an intentional community

How far have we come towards these goals? Currently we have some 4700 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 91 countries. There are over 5000 files in the Village and this figure does not include the information available in the various databases.

CEDEFOP, by the way, had and still has a completely separate Website. The reason for creating a second site was to create a virtual community, a phrase often used currently although there are differing views as to what it is.

I think a Website becomes a community when it transcends being a pure source of information to being a place where people start to do things: to talk, to discuss, to work together. So have we created an intentional community? Perhaps a qualified yes would be the best answer.



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