

3/2001

A critical look at mobility

In July, the European Parliament and the Council of Ministers approved a recommendation on mobility⁽¹⁾ within the EU in the context of education and training. The recommendation calls for the abolition of various obstacles to mobility, notably those of a legal and administrative nature. It can thus be seen as a follow-up to the 1996 Green Paper on the obstacles to mobility.

However, mobility is not just a political right of the citizens of Europe, it also fulfils a number of other important functions. Cedefop is currently finalising a series of studies that has looked into the use of transnational mobility in the context of VET. This exercise has been carried out both horizontally in the shape of country studies, and vertically in the shape of research projects on particular pedagogical aspects. It is ongoing. One of the preliminary conclusions is that transnational mobility

(mainly in the form of work placements carried out abroad) are integrated into national VET systems according to two different lines of thinking and reasoning. These are analytical frameworks. They may, and often do, co-exist within the same project without any differentiation being made. However, they have different pedagogical implications.

According to the first, placements abroad are a supplement to the provisions of the national

training system. They are thus a pedagogical method introduced to meet the new skill demands brought on by the onslaught of globalisation: foreign language proficiency and intercultural competence, often lumped together under the term "international skills". As additional elements, we may also include the acquisition of vocational skills, which are not readily available in the home country and a knowledge of foreign markets and administrative procedures etc. Together with other measures that serve the same purpose, the introduction of work placements abroad is often labelled as "internationalisation" - i.e. as an attempt to "internationalise" the national VET provision in order to gear it to meet the challenge of globalisation. This approach often tends to lead to a focus on the elite - i.e.

those students or trainees who are deemed most likely to have international contacts in their working life.

From a different perspective, placements abroad constitute a complement to the provisions of the national training system. Here, the impetus for including these activities as a pedagogical method is provided by the unprecedented rate of change that characterises today's labour market. Given the accelerating development of technology and the concomitant changes in work organisation, concrete vocational skills may become obsolete almost overnight. Vocational education and training should therefore not focus on narrow, technical skills, but increasingly serve to instil broad, personal skills that can enable the work force

Continued on page 2

AGORA XII

Summary of discussions

Training for mentally disabled people and their trainers: Permitting the mentally disabled a genuine and appropriate exercise of their rights

Why an Agora for mentally disabled people?

The right of every individual to personal development and self-realisation, inalienably linked to their right to employment, is proclaimed by our society to be a presupposition of social progress. But does this equally apply to all individuals? According to Eurostat statistics, 12% of the population in Europe have a disability and it is estimated that only half of them have any form of employment. At a time when working conditions and employment are undergoing change to reflect greater flexibility and mobility in the labour market, and vocational education and training are becoming all the more crucial in order to adapt to this new situation, it seems relevant to CEDEFOP to look into how this applies to mentally disabled people.

The Agora brought together 32 participants - researchers, politicians, social partners and experts from the disability field - in order to exchange experiences and discuss how training mentally disabled people and their trainers can allow them to exercise their right to effective integration and mobility within the labour market properly and effectively. We further looked at suggesting ways as to how best all of us can work towards restoring a genuine and not just a formal balance between people who can be very different.

Addressing the problem in this perspective calls for adopting first and foremost a common platform of discussion as to the way disability is perceived. Is it a medical fact or a social construct? Our stance on this question provides a basis for the debate to go forward and

Continued on page 21

Lifelong learning

Community wide consultation

The Commission services issued, in November 2000, a discussion paper entitled "Memorandum on Lifelong Learning" (see Cedefop Info 3/2000). It served as the basis for a European-wide debate on how to move from the discussion and definition of lifelong learning and its objectives towards making it a reality for all. The newly released Commission communication⁽¹⁾ is the result of this debate.

Continued on page 15

Spain

Initiative 'INFO XXI: the information society for everyone'

The Spanish government has adopted the initiative 'INFO XXI: the information society for everyone'. It has done this against the background of the creation of an information society, and with reference to the EU projections that one half of jobs throughout the Union in the years to come will be linked to the information industry and services - a phenomenon which will subsequently generate a demand in the labour market for skilled professionals to guarantee industrial competitiveness and job creation. The programme, with a medium-term scope of action running from 2000 to 2003, seeks to develop a series of measures and programmes to fully develop the information society in Spain and bring this concept closer to the citizens.

Continued on page 11

Contents

Europe 2, 3, 4; Austria 7, 11; Belgium 3, 7, 8, 9, 17; Denmark 8, 10; Finland 3, 7; France 4, 10, 13, 16, 18; Germany 2, 4, 5, 12, 13, 16, 18; Ireland 10, 12, 13; Italy 3, 14; Norway 11; Poland 3; Portugal 7, 18; Spain 1, 11, 18; Sweden 5, 14; The Netherlands 2, 5, 6, 16; United Kingdom 4, 6, 8.

Cedefop/Europe

1-4

Page 1 A critical look at mobility; Community wide consultation; E: Initiative 'INFO XXI: the information society for everyone'; AGORA XII; **Page 2** Letter of the Director; NL: Monitoring international mobility in education - towards a European framework; D/EU: The European Year of Languages in 185 shades and colours; Return to studies; **Page 3** EU: Meetings Industry in search of Europe-wide standards for vocational qualifications; EU: Guaranteed now: equal rights for foreign students; B/FI/I: Mainstreaming gender equality; B/POL: First Flanders-Poland Plato project launched with 200 Polish SMEs; **Page 4** D/EU: Dual training courses in an international comparison; F/UK: Triple recognition for higher-level commercial course; Selected bibliography.

Policy

5-8

Page 5 Mobility NL: Education without frontiers; D: A potential international market; S: Better quality in work placement abroad; **Page 6** Training policy NL: Act on Vocational and Adult Education; UK: Organisational reshuffle reflects policy priorities; **Page 7** Initial training policy FI: Development of on-the-job learning and apprenticeship training; A: Introduction of the vocational baccalaureate; IP: Diversification of initial training; B: Young people share their Web experience; **Seite 8** B: The engineering world opens its doors; **Continuing education and training policy** DK: New strategy for labour market training; UK: Learning with the unions.

Policy/Practice

9-12

Page 9 Employment policy B: CO.BRA.; B: FOREM has been the Wallonian public employment service since its inception in 1989; **Page 10** DK: A new digital strategy for the public employment service; F: French plan to combat exclusion; IRL: Skills shortages require broadly based responses; **Page 11** New training organisations and programmes E: Initiative INFO XXI; A: 'eFit' for future careers; A: Business management joins the curriculum; NO: Free digital learning resources in upper secondary schools; **Page 12** IRL: Establishment of new partnership centre; D: Regional training networks gain momentum; Cedefop-publications.

Practice

13-16

Page 13 Quality and certification F: The issues of joint industrial and inter-occupational skills accreditation; IRL: New qualifications body starts to operate; **Page 14** D: CVT market checklist; I: Accreditation of training structures and the quality of training; S: Independent schools in the top ten; Impressum; **Page 15** Lifelong learning Community wide consultation on lifelong learning; Innovations in lifelong learning: perfect and imperfect practice; **Page 16** F: Lifelong learning: the French position; NL: A Life Long of Learning: elements for a policy agenda; **Financing of VET** D: Amendment to the *Meister-BafBG* an essential component of the skilling offensive;

Practice

17-20

Page 17 Training of trainers B: Company placements for teachers of technical and vocational secondary education: a project with a positive impact; B: A Flemish première: the K.U.Leuven Mile project - 'Learning to teach by video'; **Page 18** Special target groups D: Skilling offensive is also relevant for older members of the workforce; E: The 'active integration income' programme; P: Conditions of access to post-secondary specialisation courses in technology (PRODEP III); **Vocational guidance** F: Training and observation centre for the accreditation of prior or non-formal learning; **Page 19** Conferences, Seminars, Exhibitions; **Page 20** Sources.

A critical look at mobility

Continued from page 1

Letter of the Director

More than a third of the population aged 25 to 59 within the European Union is poorly qualified. This is a particularly horrifying figure for all those who are well aware that the lower the qualifications people have, the greater their chances of being unemployed and that, for a long period. While the proportion of those with poor qualifications would clearly be lower in the younger than in the older age groups, for them their age and lack of experience may be additional barriers.

These types of consideration emphasise the importance of a broadly based strategy for raising the levels of qualifications of the whole population. This was the basis for the consultation process (see also page 16) which the European Commission has undertaken over the last year on its Memorandum on Lifelong Learning. As can be seen in the articles on page 15, we in Cedefop have continued to be very actively involved in this area.

Ensuring the quality of vocational training is a theme taken up in many articles in this issue of Cedefop Info. The European forum on VET quality, launched by the European Commission and Cedefop, has now started its work. Quality will also be a theme of the Danish EU presidency in the second half of 2002.

Readers of this issue will find mobility in education and training is attracting widespread attention. The recent judgement by the Court of Justice (page 3), but also other initiatives (see page 5 and separate article on this page) change the legal framework, but also the financial support systems under which mobility takes place. However, it must also be emphasised that mobility is no longer an end in itself and that what is important is the quality of the learning experience which the individual enjoys (or suffers), during an education or training mobility programme. In this area too Cedefop is contributing to the development of policy and practice at EU level (see pages 1 and 2).

Internally we are now preparing an action plan to follow up the points made in the generally very positive external evaluation made of Cedefop's work over the last five years. This action plan will be considered by the Management Board in November and then forwarded to the European Parliament. Like the 2002 Work Programme which will also be discussed by the Board, it will be made available on our website at the end of this year.

Johan van Rens
 Director of Cedefop
 Thessaloniki,
 October 2001

to adapt to, cope with, and perhaps even become the catalyst for, change. Different cultural settings serve to create an environment particularly conducive to the acquisition of personal skills (adaptability, creativity, self-reliance, the potential for taking calculated risks and initiative etc.). The participant must cope with other new and different types of problems, and do so without his or her normal network of parents, friends and colleagues to offer help and advice. This approach is more inclusive, and the emphasis on personal skills makes it suitable also for disadvantaged target groups, whose chances of working internationally are often extremely slim.

There are a number of conditions, or processes, which must be fulfilled for such learning to take place. The first of these can be called immersion, and is defined as the degree of proximity to, and interaction with, the culture

and mentality of the host country. If the participant is not interacting with peer groups and colleagues both at his workplace and in his free time, then the acquisition of foreign language skills and intercultural competence is clearly impaired. The second condition may be called responsabilisation, and is defined as the space that is available to the participants for autonomous decision making concerning their living and working conditions. It denotes the fact that they are forced (albeit under controlled circumstances) to assume responsibility for important aspects of their personal life as well as the education and training they are receiving in the host company, thereby undergoing a process of maturation and "life-skills"-acquisition.

It is important to note that neither immersion nor responsabilisation are learning processes that happen by themselves. In most cases, they

have to be facilitated and accompanied in order to bring about the desired results in terms of learning. Appropriate pedagogical methods have to be developed for different VET target groups. When viewed in terms of a political right, quantity is an important success criterion for mobility. Seen as a learning process, however, the important thing is not the number of participants, but what they return with to their home countries in terms of international and personal skills. The horizontal studies clearly show that pedagogical thinking on transnational mobility in the context of VET is still in its infancy, despite more than ten years as an integral part of European and national policies.

(1) OJ L215 of 9.8.2001, p.30
 Source and more information:
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The Netherlands

Monitoring international mobility in education - towards a European framework

How can we monitor mobility, its quantity, quality and tendencies? How can we enable users of this information to make international comparisons between different countries?

In June, these questions and other technical aspects of monitoring mobility have been discussed by 40 participants from nearly all EU member states, the European Commission and Norway at a conference in Amsterdam, organised by the Dutch Ministry of Education, Culture and Science. The aim of the conference was to make a constructive contribution to the Lisbon process, focusing on ways of collecting the necessary data to monitor mobility.

After a number of presentations about different national monitoring models, the participants discussed the following items:

- the aims for which data would be collected;
- ways in which it would be published;
- problems associated with its collection;

- reasons why certain data would or would not be collected;
- questions as to what the minimum data should be to arrive at a means of international comparison.

Some important starting points for the future were mentioned:

- Monitoring should be directed towards a large number of users such as politicians, schools, institutions, students, agencies, media and others.
- Monitoring should include all educational sectors and, accordingly, concentrate on continuing educational routes (discovering connections).
- All forms of mobility in education should be included (programme mobility, free movers etc., also outside Europe).
- It would be ideal if reporting referred not only to data from participants but also to pre-conditions, the mobility process, the effects and outcomes.

- Monitoring should make use of various research techniques. In addition to using official statistics and programme data, large-scale inquiries and sample studies are necessary.
- Data comparison at a European level should be a goal.
- More attention should be given to the relationship between international mobility and internationalisation.

A small working group will formulate conclusions based on this conference and participants' recommendations and reactions. The Netherlands, as host country of this conference, could play a pioneering role in the follow-up, which will be aimed at making a modest start, working gradually towards a general framework for European monitoring of international mobility in education.

For more information about the conference and the follow-up contact: Dutch Ministry of Culture, Education and Science: Mr Hans Stegeman, Tel. (31-79) 323 47 35 (j.l.stegeman@minocw.nl) and Jan van Ravens (j.vanravens@minocw.nl). CINOP: André Herbrink (aherbrink@cinop.nl). Source: Dutch Ministry of Culture, Education and Science / CINOP

Germany/Europe

The European Year of Languages in 185 shades and colours

1 310 project applications from 18 countries: a difficult choice for the Commission

Viviane Reding, European Commissioner for Education, Training and Culture, is pleased with the 'enormous interest shown in the European Year of Languages'. Out of a grand total of 1 310 project applications submitted to the European Commission, 185 projects have been approved in 18 countries, (i.e. the fifteen EU Member States as well as Iceland, Norway and Liechtenstein). The Commission is to spend some EUR 6 million to promote the selected

projects which include the eleven official EU languages as well as Irish, Luxembourgish, Icelandic and Norwegian and a raft of regional, minority, sign and migrant languages.

Of the total number of 189 project applications submitted from Germany, 24 were approved. The projects which are to receive the financial support of the Commission include a youth theatre festival with troupes of performers from seven European nations and the 'Europa Mobil' unit travelling throughout Germany to beat the drum for the European Year of Languages and language learning in general.

'These projects will play a decisive role in getting across our message that Europe will always be multilingual and that learning a language offers an opportunity for everyone', underlined the Commissioner with reference to the aim of the European information campaign.

For further details on the European Year of Languages and a full project list, visit www.eurolang2001.org. Specific information on the German projects can be obtained from the National Agency Training for Europe within the Federal Institute of Vocational Training (BIBB): www.na-bibb.de/ejs Source: BIBB/Cedefop/SK

Return to studies

The editor in chief of Cedefop Info has decided to return to his studies

Bernd Möhlmann, who has been the editor in chief of Cedefop Info for seven years and who has worked for the European Centre for the Development of Vocational Training for 25 years, has celebrated his 60th birthday. Although the Staff Regulations of EC officials give him the option of working until the age of 65, and although the entire Cedefop Info team would like to continue our work under his direction, he has decided as an untiring fighter

for initial and continuing vocational training to put into practice what we at Cedefop constantly preach: lifelong learning. He has decided to resume studying and has enrolled in the University of Berlin and is keen to specialise in archaeology. In acting with the courage of his convictions, he has confirmed us in our very high regard for him but at the same time he is depriving us of the presence and competence of a valued friend whose open

mindfulness, defiant nature and – above all – great tolerance towards us and towards the correspondents of our European Information and Documentation network we have much appreciated.

The Cedefop Info team has thus been orphaned, but having been well prepared by Bernd Möhlmann and well broken in by years of working together, it will continue with

pleasure, and hopefully professionalism, the work started under his direction.

Bernd, the Cedefop Info team extends its sincere thanks to you and wishes you every success in your studies on behalf of the team itself and of all those readers who wish to join us in doing so.

Meetings Industry in search of Europe-wide standards for vocational qualifications

In April 2002, Meetings Professional International, the largest association in the Meeting Industry, will launch a project to develop European-wide qualifications in the organisation of meetings and conferences.

The project, which should be completed by April 2003, will mark the first attempt by an industry group to unilaterally introduce vocational standards at the pan-European level.

As an association with members from both the planning/organiser, including the catering and audiovisual services, and the supply (hotels, conference centres, convention bureaux, etc) side of meetings, MPI members have personally experienced how the absence of voca-

tional qualifications for this industry has resulted in varying degrees of quality within and across EU Member States, in difficulties in recruitment, and in obstacles to mobility and to career advancement. Collectively, these factors inhibit the development of a structured and co-ordinated meetings industry in Europe. Unlike the US, where meeting planners are recognised as a professional group, distinct from personal assistants and marketing managers, in Europe, most companies recruit

from hotel and hospitality schools and subsequently invest heavily in training. As a direct consequence, the sector is undermined by a shortage of qualified personnel and by a continuous turnover in employees.

In order to facilitate the adoption of the standards once they are finalised, MPI will be assisted by European meeting professionals and external consultants, and will liaise with other industry associations such as the European Federation of Conference Towns (EFCT), the International Congress and Convention Association (ICCA), the International Association of Professional Congress Organisers (IAPCO), l'Association

Internationale des Palais de Congrès (IAPC). MPI will also exchange best practices with Cedefop⁽¹⁾, with the Social Partners and with sectors interested in introducing European standards, such as the advertising industry, the European graphics industry and the plastic moulding sector. The developed standards will be offered as a course in universities, hotel management schools, and in long-distance and online training modules.

It is MPI's belief that common European standards for the Meetings Industry will help not only individuals within the industry, but also in other sectors. Arguably, the research

and methodology developed could assist in the creation of pan-European qualifications in a number of other industries, which may be facing similar difficulties as a direct consequence of the absence of pan-European standards.

⁽¹⁾ It is expected that MPI will make a presentation to the next meeting (probably in January 2002) of the European Forum for the transparency of vocational qualifications (see Cedefop Info 2/2001).

Source, and further information from:
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Guaranteed now: equal rights for foreign students

Court of Justice guarantees same conditions as nationals

The European Court of Justice declared that 'Students residing in a Member State other than their own are entitled to receive a minimum subsistence allowance on the same conditions as nationals of the Host State'.

The Court of Justice has ruled that the status of citizens of the European Union is destined to be the fundamental status of nationals of all the Member States. This status confers on them, in the fields covered by Community law, equality under the law irrespective of their nationality.

The Court's decision is expected to have significant implications on many aspects of people's mobility within the EU. Most Member States have legislation that directly or indirectly discriminates against European citizens

from other Member States. The decision of the Court, by being generic in its nature, creates an important case law that can have a significant impact on many cases to come.

In this particular case (C-184/99) the judgement of the Court on 20 September 2001 concerned Rudy Grzelczyk, a French student in Belgium. The minimum subsistence allowance (minimex) that he was initially granted by the Public Social Assistance Centre for Ottignies-Louvain-la-Neuve, where his University was based, was cancelled. This benefit withdrawal

was made on the basis that Mr Grzelczyk was a student. Belgian interpretation of free movement of workers within the EU excluded students from other EU nationalities but had no such exclusion for Belgian students. The decision of the European Court of Justice came after the referral of the case from the Labour Tribunal, Nivelles, concerning the compatibility of the Belgian law with Community law.

The Court of Justice first of all held that the minimex was indeed a social benefit and that a Belgian student in the same position would have satisfied the conditions for obtaining it. Therefore, it declared that Rudy Grzelczyk suffered discrimination solely on the grounds of his nationality. It also refused the request of

the Belgian Government to limit the temporal effects of the judgement due to the fact that provisions concerning citizenship of the Union were applicable from the entry into force of the Treaty on European Union.

Source: Cedefop/DKA+NW



Mainstreaming gender equality

On 25 June 2001, in the presence of Marie Arena, Walloon Minister of Employment and Training, FOREM (the Walloon agency for employment and vocational training) presented the results of the European projects 'Mainstreaming gender equality' and 'DEMETER' in the framework of the fourth medium-term Community action programme on equal opportunities for men and women (1996-2000).

The Mainstreaming of Equal Opportunities project, introduced within the Directorate-General for Employment and Social Affairs in 1999, is designed to mainstream gender equality in all FOREM's tasks, policies and actions and at all levels of the institution. The project was implemented in the context of a European partnership between the service for programme development and evaluation in the University of Liège/SEDEP, the Finnish adult learning centre, EDUPOLI, and the private-sector Italian power generation and distribution company, ENEL.

The objective of the project is to achieve a greater degree of equality of opportunity for men and women. Gender mainstreaming is one of the strategies to be implemented, affirmative action in favour of discriminated groups being the other.

In its capacity as a public employment service, FOREM has set itself the objective of becoming a pilot

European institution for gender mainstreaming.

The Mainstreaming Gender Equality project has produced a tool in the form of a guide of good gender mainstreaming practice.

This guide has three objectives:

- to provide a basis of reflection and a practical tool for any person, agency or undertaking wishing to develop gender mainstreaming,
- to clarify the concepts linked to gender mainstreaming and
- to put forward concrete examples on the basis of the experience

acquired over a period of 18 months by three public- and private-sector enterprises (FOREM, EDUPOLI and ENEL) in the framework of a European pilot project.

The guide contains a total of seven chapters: policy references, definitions and principles, value added for the undertaking, information/awareness-raising, diagnostics and analysis, a plan of action leading to a change of occupational practice and monitoring/evaluation.

The guide of good practice is available in six languages (French, Eng-

lish, Finnish, Italian, German and Dutch). A CD-ROM is also available in the same languages, which in addition includes a series of Belgian and European reference texts.

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Source: FOREM / Sigrid DIEU
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First Flanders-Poland Plato project launched with 200 Polish SMEs

Two hundred Polish small and medium sized enterprises (SME) participate in the first Plato project in Poland. Twenty-one large firms, eleven from Flanders and ten from Poland, are also involved in this Flemish-Polish sponsorship project.

Polish SMEs have shown a particular interest in the Plato Polska project. As many as just over 300 SMEs from throughout Poland applied to participate in the project but for practical reasons only SMEs in specific regions were selected. The sponsors also have to have an opportunity to visit their partner businesses in the short term. The Polish

government has also shown an enthusiastic response to the programme.

The Plato project in Poland has the same objective and structure as its counterpart in Flanders, set up eleven years ago. Apart from providing guidance to Polish SMEs, one of the project's principal objectives is

transfer of the experience acquired in Flanders in the field of sponsorship.

In 2000 the Polish sponsors came to Flanders for Plato training. A Plato project is not a training course in the true sense of the word but rather implies ongoing contacts over a period of several months between a group of SME managers and their sponsors, managers in large enterprises. Guiding SMEs requires a specific approach so the sponsors are given management training.

Following the first Plato Polska project, the Polish partners must be in a position to carry on the Plato concept themselves and disseminate the approach throughout the country. Plato is a management school for companies in a phase of full growth. The SMEs and the large companies tend to have a different approach: whereas the SMEs still often tend to improvise, the organisation of the large enterprises is based on procedures and generally tends to be rigid. Plato Polska is not a mere replica of the Flemish project. The Flemish sponsoring firms participating in the Plato Polska project come from all over Flanders.

Further information at: www.vdab.be

Source:
VDAB Media and Library Administration / Icodoc

Dual training courses in an international comparison

Study examines job-integrated learning in six countries on the basis of vocational training in the construction sector

Are dual (apprenticeship) training programmes up to the new economic and structural requirements? This was the fundamental question behind an international comparative study sponsored by the European action programme Leonardo da Vinci, and designed by the Federal Institute of Vocational Training (BIBB), along with research institutes from Spain, the United Kingdom, Finland and Italy. The mission statement of the project was to examine the pros and cons of dual forms of training in Finland, Germany, Italy, Spain, the United Kingdom and the Netherlands on the basis of vocational training in the construction sector as a means of identifying in what direction vocational training systems should be developed in the future.

The study demonstrated that most European countries still have difficulty in orienting their training provision to the needs of industry and incorporating organisational and

technical changes in the world of work into their training programmes.

The international comparison showed that the advantages of dual forms of training are the linkage between different places of learning and practical experience, the involvement of trainers familiar with the state of the

art and the greater scope of the social partners in the design of training provision. Moreover, productive work in firms not only motivates young people but also helps to cut the costs for the training companies.

The disadvantages, on the other hand, are the dependence of indus-

trial training programmes on the state of the economy, the difficulties in implementing the curricula under the limited learning opportunities afforded by the workplace and the different pace at which schools and firms incorporate technical changes into their training plans. A further disadvantage is that the delivery of

different training programmes by industry leads to differences in training quality.

A documentation pack on the results of the international comparative study, entitled *Duale Ausbildungssysteme. Institutionelle Rahmenbedingungen und Leistungsfähigkeit der dualen Betriebe im Baugewerbe*, is available (in German) from W. Bertelsmann Verlag, Tel. (49-521) 91 10 111, Fax (49-521) 91 10 119, E-Mail bestellung@wbv.de, price EUR 17.90.

Source: BIBB/Cedefop/SK

France/United Kingdom

Triple recognition for higher-level commercial course

The European School of Management, ESCP-EAP, Paris, and the City University of London signed the validation of the ESCP-EAP European course on 6 June 2001 recognising the school's diploma as a British MSc (Master of Science).

The ESCP-EAP heralded this event as an unprecedented step in European

educational history: one school, ESCP-EAP, now awards a total of three national diplomas - the French *Grande École* diploma, the German *Diplomkaufmann* certificate and now the British MSc degree.

The ESCP-EAP observes that this is the first time that three academic authorities are to award their na-

tional diplomas to the same three-year integrated course, delivered in three different countries in three different languages and a sign of their recognition of the transcultural value of the ESCP-EAP course.

This triple recognition anticipates trends in European education systems which are beginning to co-

operate to offer a greater transparency of diplomas in Europe and of European universities and institutes of higher education throughout the world.

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Source: INFFO Flash, No 569, 1-15 July 2001, p. 12

Selected bibliography

Some recent publications in the field of vocational education and training have been selected below by Cedefop's Library and Documentation Service (Anne Waniart - E-mail: anw@cedefop.eu.int).

EUROPEAN UNION ORGANISATIONS



You are free to browse or download on line UE publications. Alternatively, you can obtain hard copies of these publications by contacting the local sales agent for the Office for Official Publications of the European Communities. <http://eur-op.eu.int/general/en/s-ad.htm>

EU

Council Resolution of 13 July 2001 on the role of education and training in employment related policies / The Council of the European Union

In: Official Journal of the European Communities, C 204, pp. 1-2
Luxembourg: EUR-OP, 2001
URL: http://libserver.cedefop.eu.int/vetelib/leg/res/2001_0002_en.pdf

Council Resolution of 13 July 2001 on e-Learning / The Council of the European Union

In: Official Journal of the European Communities, C 204, pp. 3-5
Luxembourg: EUR-OP, 2001
URL: http://libserver.cedefop.eu.int/vetelib/leg/res/2001_0001_en.pdf

Council conclusions of 13 July 2001 on the follow-up of the report on concrete future objectives of education and training systems / The Council of the European Union

In: Official Journal of the European Communities, C 204, pp. 6-7
Luxembourg: EUR-OP, 2001
URL: http://libserver.cedefop.eu.int/vetelib/leg/concl/2001_0002_en.pdf

Eurydice



National actions to implement lifelong learning in Europe

Information Network on Education in Europe - EURYDICE
European Centre for the Development of Vocational Training - CEDEFOP
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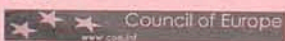


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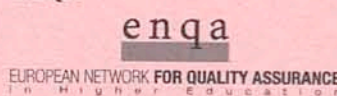
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Page 5 Mobility NL: Education without frontiers – more flexibility in financing student mobility; D: A potential international market for continuing vocational training; S: Better quality in work placement abroad - and more money?; **Page 6 Training policy** NL: Evaluation of the Act on Vocational and Adult Education; UK: Organisational reshuffle reflects policy priorities; **Page 7 Initial training policy** FI: Development of on-the-job learning and apprenticeship training; A: Introduction of the vocational baccalaureate; P: Diversification of initial training for young people; B: Young people share their Web experience in the context of a European project; **Seite 8 B:** The engineering world opens its doors; **Continuing education and training policy** DK: New strategy for labour market training; UK: Learning with the unions.

Mobility/Training policy/ Initial training policy/ Continuing education and training policy



Mobility

The Netherlands

Education without frontiers – more flexibility in financing student mobility

From the 2003/04 academic year, Dutch students in higher vocational education and university education will be able to retain their right to receive a student grant or loan from the Dutch government when enrolled in a full- or part-time programme at a foreign college or university.

The requirement that they must simultaneously be enrolled at a Dutch university or institute of higher vocational education will no longer apply. The new rule will allow many more students to qualify for financial aid. Eventually, this will cost the government approximately EUR 18 million a year. These are the main points of a policy memorandum entitled *Studeren zonder grenzen* ('Education without Frontiers') that the Minister of Education, Culture and Science, submitted to the Lower House of Parliament in May.

In order to retain their grant or loan while studying abroad, students must enrol in a programme that is qualitatively comparable with a similar Dutch programme. Students may enrol in any eligible programme within the

European Economic Area (EEA), whose member countries have agreed to work towards mutual recognition of programmes, credits and qualifications. In time, the Minister envisages students also receiving a grant or loan while studying outside Europe, for example in Australia, Canada or the United States. Eventually, he would also like to give students in upper secondary vocational education (MBO) the opportunity to study abroad while receiving a grant or loan. A pilot project has been set up with this in mind for students enrolled in MBO programmes in Health & Well-being, Mechanical & Electrical Engineering, and Economics & Administration.

For more information: <http://www.minocw.nl/english/press/2001-008.html>

Source: CINOP

Germany

A potential international market for continuing vocational training

Study identifies potential to be tapped / Concerted action invites worldwide talent

Germany must become more attractive as an international location for continuing vocational training. This, in a nutshell, is the conclusion of a study on the European and international continuing training market conducted on behalf of the Federal Ministry for Education and Training. The study shows that provision stands up to an international comparison and the German vocational training system enjoys a high reputation abroad. The continuing training market boasts a host of specialised providers with considerable technical facilities and extensive know-how in innovative areas such as solar and energy technologies, mechanical engineering and transport. However, German continuing training providers by and large tend to concentrate on the local and regional market. The study concludes that the strength of German continuing training providers remain largely untapped. Provision is not sufficiently demand-driven, while foreign languages and internationally marketable qualifications remain the exception to the rule.

Only several weeks after publication of the study - part of a federal government initiative to enhance the appeal of Germany as a training location - 35 public and private-sector bodies, including representatives of the federal and regional governments, the business community, industry and research organisations, set up a concerted action to draw up an international marketing blueprint for Germany as a training and research location.

The concerted action's slogan 'Hi Potentials! International Careers made in Germany' is designed to attract international talent to Germany to engage in continuing vocational training. Following an initial advertising and information campaign focused on the higher education and research sectors, the concerted action is to establish a further focus of activity in the field of continuing vocational training in the spring of 2002.

Source: BMBF/BIBBI/Cedefop/ISK

Sweden

Better quality in work placement abroad - and more money?

In Swedish basic vocational education it is compulsory to have a minimum of 15 weeks on-the-job training (*Arbetsplatsförlagd utbildning* – APU). This practical training is carried out during the three year upper secondary level programme, in close cooperation between the school and the working site.

In an attempt to use experience from previous international programmes and activities, e.g. the Leonardo da Vinci programme and the Swedish *Interpraktik* initiative, the government has decided to investigate the possibility of carrying out this training period abroad.

In a report, handed to the Minister of Schools, Ms Ingegerd Wärnersson, it is stated that international experience gives the individual student several opportunities. Along with obvious benefits, such as improved language skills and increased knowledge of a new culture, there are other advantages. A young person who spends a longer period abroad improves his or her

social competence and also becomes more self-confident. It could also be of a great advantage to get experience of working life in other countries and to compare the level of the skills in question in Sweden with that in other countries.

The report points out advantages for other actors, not least companies. It points out that today companies look for a workforce with international experience and that this is needed at an early stage in the educational procedure.

A positive side-effect mentioned in the report is the fact that international school activities

require several types of competence from teachers. If a class of young students is to carry out their work placement abroad, the teachers in theoretical and practical subjects have to cooperate. This is not always the case in all Swedish schools and projects of this kind could bring teachers closer to each other.

Some concrete suggestions are put forward in the report. One is to start a trial period where innovative projects could be accepted and financial support given to carry out longer work placements abroad. Aspects such as insurance, finding suitable placements and certification of the time abroad should be central in these projects. The use of Europass for instance should be a part of the project.

Another suggestion put forward in the report is that a centre for work placements abroad

should be created. Its tasks should be supporting schools by providing information, finding placements and helping with formal problems. The centre, it is suggested, could be placed at the International Programme Office in Stockholm.

The report is now being discussed at the Ministry of Education and some results may be visible during the next budget period. The report was written by the International Programme Office with support from the social partners, teachers and school principal organisations, the National Board of Education (*Skolverket*) and the association of local councils (*Kommunförbundet*)

For more information, please contact:
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Source: The Swedish International Programme Office for Education and Training



Training policy

The Netherlands

Evaluation of the Act on Vocational and Adult Education

On 1 January 1996, the Act on Vocational and Adult Education (*Wet educatie en beroepsonderwijs - WEB*) was implemented in the Netherlands. The creation of a small number of large regional training centres out of numerous smaller schools has had a huge impact on the educational system. Another major element of this act was the implementation of a national qualification structure. This year, because of its first evaluation⁽¹⁾, the act is again subject to a lot of debate.

The act brought together all types of secondary vocational education and adult education in order to strengthen and further integrate the system of initial and post-initial vocational education.

The first evaluation of the act was foreseen after five years, but, according to the steering committee responsible for the evaluation, it is too soon to make a comprehensive evaluation, since the first cohort of students has not yet finished their courses in the new configuration. Therefore, the outcomes of this evaluation must be seen as provisional and a basis for the next one.

The steering committee commissioned scientific research on specific identified topics. Its report identifies the key problems and makes recommendations. The organisations in the educational field involved in the process reacted critically to the first draft, arguing that the evaluation was conducted too much from the point of view of the educational

institutions. In June 2001, the final report was sent to the Minister for Education, Culture and Science and the Lower Chamber of Parliament for a political reaction.

General conclusions and key problems

The act provides a good framework for the functioning of the vocational and adult education system, but the space it provided for implementation is not yet used optimally. Moreover, the steering committee is critical of specific parts of the functioning of the act. The following key problems based on the scientific evaluation reports have been identified.

1. National qualification structure for vocational education. The current qualification structure functions inadequately, in particular with regard to broad qualifications, internationalisation, responsivity to trends and developments on the labour market, transparency, level 1 qualifications, and transition to higher level vocational education.

2. Division of responsibilities for on-the-job training. The division between the three responsible actors (regional training centres, national bodies and companies providing on-the-job training places) is not functioning well. Consequently, the quality of the on-the-job training suffers.

3. External validation and quality of examinations. There has already been substantial criticism from the inspectorate on the quality of the examinations.

4. Accessibility and tailor-made education. The method of financing vocational education is not flexible and hinders the realisation of tailor-made education. Another problem is that the links between primary vocational education (*Voorbereidend middelbaar beroepsonderwijs - VMBO*) and secondary vocational education are, in many aspects, not optimal.

5. Position of the student. The legal status of the participant is in practice not strong enough.

6. Internal and external supervision. The internal quality assurance of the

institutions is underdeveloped. In terms of external supervision, the position of the inspectorate is ambiguous.

7. Co-ordination of adult education. The co-operation among city councils and between city councils and regional training centres is insufficient. The different structures for financing adult education and vocational education are an obstacle to the realisation of combined pathways and good links between the two sectors. The adult education sector is not accessible to certain target groups.

8. Use of too many temporary regulations. Too many additional temporary regulations were enacted by the national authorities even though deregulation was aimed at.

Although the steering committee is critical with regard to these points, there are also positive aspects:

□ The new qualification structure seems to be slowly developing in the direction of broader (basic) qualifications. The implementation of the qualification structure for adult education has been a bottom-up process, thus creating a solid base for acceptance.

□ The educational institutions have made a great effort to offer courses

to the so-called risk or target groups. On a regional level, they have developed a framework to combat and prevent early school leaving. Furthermore, they have become aware of the importance of quality assurance and have invested substantially in this development.

□ The transfer rate of students to higher vocational education has risen and their transition to the labour market is reasonably successful. In conclusion, the framework of the act is seen as being very flexible and offering a lot of possibilities for an efficient division of tasks and responsibilities. To realise its aim, of creating a responsive, high quality educational structure, a good system of checks and balances is required. The coming years should be characterised by the development of a clear and transparent division of responsibilities and good co-operation between all actors.

⁽¹⁾ "De WEB: naar eenvoud en evenwicht." [The WEB (Act on Vocational and Adult Education): to simplicity and balance]. Final report of the WEB Steering Committee Evaluation. June 2001. Published in Dutch (in paper version), and on the website of the Ministry of Education, Culture and Science (www.minocw.nl). Source: Ministry of Education, Culture and Science / CINOP

United Kingdom

Organisational reshuffle reflects policy priorities

Following the re-election of the Labour Party in the June election, the former Department for Education and Employment (DfEE) has split into two separate new ministries – the Department for Work and Pensions (DfWP) and the Department for Education and Skills (DfES).

This separation of education and employment involves the moving of the Employment Service (ES) – the executive agency which helps people without jobs to find work and employers to fill their vacancies – from the former DfEE, and into the new DfWP. The ES is responsible for helping people without jobs, particularly those on welfare and at a disadvantage in the labour market, to find and keep work by providing information, training and support. It is also responsible for helping to combat fraud and abuse of the benefit system. Implementing the New Deal (see Cedefop Info 1/2001) welfare to work programme is a key element of the ES's work. Moving the service into a separate department is seen as part of the Government's strategy to deliver its pledge to improve the way support is provided to people of working age who are claiming benefits. The aim is to move to a system that actively encourages welfare claimants to become more independent, based on 'work for those who can and security for those who can't'.

The new DfES will have responsibility for education, training and lifelong learning. It will take forward the many initiatives on VET developed in the previous term of government. Responsibility for VET issues will be split between a number of sections within this ministry.

Lifelong Learning and Higher Education

This section is key to implementing VET policy. In the debate leading up to the Learning and Skills Act 2000 which introduced a re-organised VET system, the Government was widely criticised for omitting higher education from the review which preceded the re-organisation. The Act sets out the basis for the establishment of the Learning and Skills Council, the new national body which came into operation in April 2001 to co-ordinate, fund and oversee standards for all post-16 and adult education and training, excepting higher education (see Cedefop Info, 1/2001). Bringing the LSC and higher education together in a discrete section of the new

Ministry is widely seen as building policy bridges between higher education and the rest of post-16 VET. It also provides opportunities for synergy that may have been overlooked in the review that preceded the Learning and Skills Act.

Young People and Learning

The new Young People and Learning section will be responsible for policy for 14-19 year-olds including apprenticeships, the organisation and funding of upper secondary study, and the 14-19 curriculum. It will be implementing new policies announced in 2000 aimed at establishing a coherent framework for vocational progression (see Cedefop Info 2/2001). A key element is the new Foundation Apprenticeships which will enable 14-year-olds to commence a programme that includes some work-based training and to progress to an Advanced Modern Apprenticeship at 16. This Advanced Modern Apprenticeship, which previously as a Modern Apprenticeship could have been completed with wholly work-based training, now

contains a compulsory element of off-the-job training.

The Young People and Learning team will be responsible for policy on vocational guidance, including the new Connexions Service, and for the careers and benefits advice service. Issues of pupil welfare, school security and equality in education come within the remit of this team, as do a number of initiatives to encourage the over-16's to stay on in education or training.

Adult Skills

The Adult Skills section will cover issues related to adult basic skills, employability and competitiveness (the skills agenda). It will be responsible for relationships with employers, particularly through the National Training Organisations, the employer-lead sectoral training bodies. It will also work closely with the trade union movement to develop policies to promote skill levels among union members. (See article Learning with the Unions on page 8 of this issue).

The Adult Skills team will focus on bridging the digital divide and will be looking at ICT in education and

training including the public e-learning networks 'learndirect' (see Cedefop Info 1/2000) and 'UK Online'. The team will progress a number of established initiatives including Individual Learning Accounts (see Cedefop Info 3/2000).

This section of the DfES is sponsoring a major Workforce Development Project – a task force looking at the contribution of workforce development to productivity and social inclusion. The policy implications of this project are widely expected to include an announcement on tax credits for training.

The two separate new ministries will have a Joint International Unit which will be responsible for international relationships on employment and skills issues including relationships with the EU.

Further information on the new ministries: Department for Education and Skills <http://www.dfes.gov.uk> Department for Work and Pensions <http://www.dwp.gov.uk>

Source: CIPD

Finland

Development of on-the-job learning and apprenticeship training

School-based training has hitherto been predominant in the Finnish vocational education system. Although diverse types of practical training have been included in vocational education programmes, the system as a whole has been basically institution-centred. During recent years strenuous efforts have therefore been undertaken to achieve a better correspondence between education and the requirements of working life.

The structure of study programmes is being developed by extending the scope of all initial vocational education to three years and by including an on-the-job learning period of at least six months in all programmes. The aim is also to increase the number of new apprentice trainees.

Measures supporting the on-the-job learning reform and the expansion of apprenticeship training include a large-scale experiment, entitled Bridge from Vocational Education to Work, funded by the European Social Fund (ESF), and a special support programme of the Ministry of Education. The Ministry appointed

a tripartite committee (1996-2001) to promote new kinds of co-operation and dissemination of information. Its final report has recently been published. This seeks to evaluate the attainment of the national objectives for on-the-job learning and apprenticeship training, briefly outlines the main administrative and labour market promotion measures related to these issues and, on that basis, makes further proposals to the Ministry.

In order to promote the implementation of the on-the-job learning reform, the committee feels that special attention must be paid in

future to providing adequate resources for on-the-job learning and to the extensive utilisation of the work done in various ongoing development projects. In the promotion of apprenticeship training, more emphasis should be paid to ensuring that set targets are attained, that further training is adequate and that examinations are quality based.

The focus of development in on-the-job learning and apprenticeship training is on the quality of training. Special attention is also given to the coordination of institutional education, on-the-job learning and the training of teachers and on-the-job instructors. In addition, the committee considers that cooperation between the various parties involved should be further improved and their roles clarified. The provision of information also needs to be further improved with a view to enhancing the links between education and working life.

The committee further recommended that:

- special attention should be paid to issues related to the safety of on-the-job learning and the development of safety regulations;
- the apprenticeship training of entrepreneurs, which started in 2000, should be continually monitored and further developed;
- special attention should be paid to apprenticeship training as part of the measures taken to enhance the attractiveness of, and appreciation for, vocational education and training;
- international cooperation in this field should be promoted;
- a national evaluation of on-the-job learning and apprenticeship training should be made in 2003.

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Source: NBE

Austria/Liechtenstein

Introduction of the vocational baccalaureate

More than 2 000 candidates have already passed the new university access examination

Over 2 000 candidates had already passed the new university access examination by the middle of 2001. The examination is based on a federal law which came into force in 1997 and was subsequently amended in 2000.

Eligible candidates for the vocational baccalaureate must have completed a recognised vocational training programme, attended a middle-level vocational training school for a minimum of three years, graduated from a health care or nursing college, attended a medical-technical college for a minimum of 30 months or passed a skilled agricultural/ forestry worker's examination.

The idea of university access via a vocational training qualification was originally disseminated by the EURO-BAC project within the context of the

Leonardo da Vinci programme. Liechtenstein has already followed in its neighbour's footsteps and introduced corresponding legislation at the end of 2000. The measures include among other things a change in the name of the preparatory course leading to the certificate of aptitude for specialised higher education (*Fachhochschulreife*) to 'vocational middle school' (*Berufsmittelschule*) which awards the vocational baccalaureate and therefore grants university access to all streams of higher education throughout the Principality.

The door is now open for recognition of vocational baccalaureates in accordance with the bilateral agreement between Austria and Liechtenstein on the equivalence of baccalaureates and higher education.

Source: IBW/Cedefop/SK

Portugal

Diversification of initial training for young people

The agreement on employment, labour market, education and training policies, signed by the government and the social partners in 2001, identifies the fight against deficits in schooling and vocational training as a priority field of action.

With a view to upgrading the educational and training levels of young people and to promoting school-leavers' prospects of labour market insertion, it is therefore planned to offer a tenth year of schooling as a vocational year comprising level II vocational training courses.

As a result, the programme for educational development in Portugal (PRODEP III), which defines in particular the expansion and diversification of the initial training of young people by building upon their qualification and enhancing their employability as one of the four essential

structural objectives for the period 2000-06, encourages schools:

- to assist youngsters in their choice of training stream by promoting access to courses leading to a vocational qualification;
- to orient their training provision by taking account of regional resources, potentials and needs, linking up schools and the community, and in particular involving industry.

The inception of the tenth vocational year of schooling is therefore intended to diversify the provision of secondary education programmes in the context of a concerted policy

designed to reinforce initiatives already taken by the Ministries of Education and Labour and Solidarity. By promoting sustained institutionalisation and nourishing strategies of cooperation and partnership between various players, it is hoped to fully mobilise the human, technical, technological and physical resources within the community which are necessary to find dynamic and well-adapted answers to the present and future needs of education and training.

Further details on the PRODEP III programme (in Portuguese) at: <http://www.prodep.min-edu.pt/menu/1.htm>

Source: CIDES
Joint Resolution of the Ministries of Education/
Labour and Solidarity, No 665/2001, 17 May /
Diário da República (Official Journal) No 168, 21
July 2001



Belgium/Europe

Young people share their Web experience in the context of a European project

In May 2001, more than 1 100 schools throughout Europe, including 80 primary and secondary schools from Belgium, took part in eSchola, the latest European School Net project.

Belgium, in particular Flanders, was very well represented in this project which was launched upon the initiative of the Swedish Government in June 2000 to create a forum for teachers and learners to share their experience with the tool of the Internet. This approach helps give momentum to eLearning. It has in

fact for some time been one of the European Community's priorities to make the World-Wide Web accessible to schools and to promote the use of the Internet in education.

Each young European thus has the opportunity to share his/her experience with youngsters of the same

age in other countries; the exchange is facilitated by modern technologies, an endless source of information for the young participants.

A number of projects have already been launched in a structured manner between schools in various countries. Videoconferences to exchange information on various school projects have been featured live on the Web. Pupils from Xaverius College, Antwerp have visited the Euro-

pean Commission in Brussels and shared their experience with their peers from other countries.

Many countries and communities have invested considerable resources in the promotion of the use of information and communication technologies (ICT) in the classroom. The Virtual School has made the European School Net a fully-fledged working tool. Flanders, very well represented within the Virtual School

in the primary, English and mathematics departments, is making an active contribution to this concept. The eSchola project was to conclude in the autumn in Brussels when the finalists for the eLearning awards were to be published.

More information at <http://eschola.eun.org>, and
www.vdab.be
Source: VDAB Media and Library Administration /
Icodoc

The engineering world opens its doors

In the course of 2001, the Royal Federation of Belgian associations of civil engineers, agronomists, chemists and bio-industries, FABI⁽¹⁾, and its 11 000 member engineers launched a crusade to break down the barriers to engineering studies among young people.

Given the disquieting lack of interest in careers in engineering to be observed among young people in recent years, the FABI took the occasion of its 75th anniversary as an opportunity to present itself to the younger generation.

The Federation has organised a series of promotional and information events and get-togethers in the course of 2001 with the following objectives:

- to break down the barriers to engineering studies,
- to promote engineering occupations,
- to attract young people of both sexes to a career in engineering
- and, last but not least, to raise awareness of the variety of career prospects and the role of the engineer in society.

The Federation's aim is to counteract the clichés and preconceived ideas about engineers and the difficulties linked to engineering studies.

Each of the actions has been established to promote all fields of engineering, i.e. both civil and industrial, agronomic and architectural engineering, in the north and south of the country, in or outside Belgium.

The specific measures implemented by FABI have been as follows:

- Between February and October, the Royal Federation organised a series of information sessions with the press in each of the major towns and cities of Wallonia (Liège, Mons, Gembloux, Charleroi, Namur, Eupen, Arlon)

and in Brussels. The purpose of these sessions was to disseminate FABI's message. Information on engineering occupations was presented by engineers, men and women working in the field, on the basis of their own experience and the syllabuses of engineering courses were also covered.

□ FABI was also present at Orienta, the European Education and Employment Fair, in November 2001.

□ The Royal Federation has moreover set up a homepage as both a showcase of engineering occupations and a meeting point and source of information. The site offers visitors an opportunity to discover the relevant training channels, the various occupations, companies, the public service, associations of engineering schools, and career prospects in Europe.

Sub-titled *La Maison de l'Ingénieur* ('The house of the engineer'), the site also provides links to directories, a specialised library and a series of personal reports relating the experience of

recent and not so recent engineering graduates.

By way of conclusion, the message of the FABI campaign can perhaps best be resumed by the following quotation: 'Young people dream of re-inventing the world. Engineers build it'.

⁽¹⁾ FABI, which celebrates its 75th anniversary this year, comprises the various associations of engineers in the field of civil, agronomic and bio-industrial engineering in French-speaking Belgium. It acts as a promotional agency on a day-to-day basis, defending the economic and moral interests and the rights of engineers in Belgium and abroad. FABI represents some 11 000 engineers (i.e. 55 % of francophones in the profession), and is a spokesman of substance vis-à-vis academic, economic and political bodies as well as regional and federal agencies.

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Sources:
Dynamisme wallon (No 139) April 2001 - p.22-23 / FOREM / CIDOC

Continuing education and training policy

Denmark

New strategy for labour market training

In August 2001, the National Labour Market Authority released a new strategy for the Danish labour market training system (AMU). Competence development closely related to the workplace and the job functions that the employees performs is a central part of the new strategy.

An important objective is to build a bridge between the informal learning taking place at the workplace and the formal learning taking place in educational institutions. AMU is to fulfil this role of a bridge builder.

The background for the new strategy is the transition from an industrial to a knowledge society. In the knowledge society, the demands for competencies change, and AMU has to be changed accordingly in order to provide relevant training. AMU has to be even more demand-driven than is the case today.

Seven priority areas have been identified:

1. Improving co-operation between the educational institutions and the enterprises. AMU is to support a systematic competence development in enterprises and furthermore contribute to individual competence development.
2. Creating better correspondence between supply and demand for labour market training. The AMU courses are to be developed so that a suitable balance between vocational, general and personal qualifications is struck. Furthermore, AMU is to meet the demands of target groups with special needs, e.g. disabled persons and those with weak academic skills.
3. Adapting AMU courses to the demands of the labour market – locally, regionally and nationally. Greater transparency of the offer of education and training is to be created and career guidance is to be improved.

4. Establishing strong networks with actors involved in labour market policies, i.e. the National Employment Service (AF), the municipalities and the union insurance system.

5. Developing adult courses aiming at upgrading vocationally oriented competencies. In this regard, adults with a low level of educational attainment are to be given a high priority. Furthermore, AMU courses within areas not covered by education programmes are to be developed.

6. Improving the quality and effectiveness of AMU. The existing quality tools are to be further developed, as are new tools measuring the efficiency and effectiveness of AMU courses.

7. Developing the capacity of the education institutions and the qualifications of AMU-teachers for implementing the new strategy.

The strategy is described in two publications: "*Fleksibelt AMU – strategiske satsningsområder*" (Flexible AMU – strategic priority areas) which is targeted at the actors within the AMU system, and "*Kompetenceudvikling – tæt på arbejdspladsen*" (Workplace-based Competence De-

velopment). The latter publication is available in Danish on the Internet, <http://www.ams.dk/publikationer/pub0146/default.asp>.

The new strategy has been formulated by a working group consisting of members from the National Labour Market Authority, the educational institutions providing AMU courses, the social partners and the Ministry of Labour.

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Web-site: <http://www.ams.dk>

Source: DEL

Facts on labour market training (AMU)

In Denmark targeted vocational training for adults has been, since 1960, considered a public responsibility. The labour market training system offers training to persons who are already in employment, as well as to unemployed persons. Labour market training is for the vast majority of programmes publicly financed and has the following objectives:

- to give, maintain and improve the vocational skills of participants in accordance with the needs and background of the enterprises, the labour market and the individual persons and in line with technological and social development,
- to solve restructuring and adaptation problems on the labour market, in the short perspective, and
- to contribute in a longer perspective to a general raising of the level of qualifications on the labour market.

Source: <http://www.ams.dk/publikationer/pub0114/default.asp>

United Kingdom

Learning with the unions

The Union Learning Fund is a training initiative established in 1998 which provides government funding to promote lifelong learning among trade union members. Training and supporting workplace learning representatives has been a key element of the Fund. Union learning representatives are trained to advise trade union members on opportunities for learning, and how to meet their learning needs.

Their work is mainly done in one-on-one meetings with individual union members, but they also meet with employers and training providers to help identify the best learning opportunities.

Up to now the union learning representatives, who number around 2000, have operated with the voluntary agreement of employers, but the government has now consulted on a proposal to give statutory rights to union learning representatives⁽¹⁾.

The proposals provide for statutory entitlement to:

- a prescribed programme of training and development;

- reasonable paid time off for their initial training;
- reasonable paid time off for carrying out their duties.

Union members would have a statutory entitlement to unpaid time off to consult their learning representative.

The government has made estimates about how employers could benefit from the work of the union learning representatives. They estimate that at current levels of activity the value to employers of increased production resulting from employees' learning from the scheme could be up to EUR 150 million per year. They also anti-

ci- pate that eight years after the introduction of legislation the value per year could be up to EUR 460 million. Cost estimates run up to about EUR 1 600 per union learning representative amounting to about EUR 25 million per year by the eighth year of implementation.

The Trades Union Congress (TUC) predicts that eight years after introducing the union learning representatives legislation, a network of up to 22 000 union learning representatives could be developed. It estimates that the scheme could cover 5 million employees (21% of the total of Great Britain) and up to 7 000 employers; this would include small and medium sized enterprises.

Employer organisations are likely to see several problems with the proposed legislative changes, particularly any proposed negotiating responsibilities for union learning representatives. There are also concerns that the cost-benefit analysis is not robust enough to convince most employers that they will gain practical benefits from the appointment of learning representatives.

⁽¹⁾ 'Regulatory impact assessment for providing statutory backing for union learning representatives' provides background information on the consultation. Available from DfES Publications P.O. Box 5050, Sherwood Park, Annesley UK-Nottingham NG15 0DJ tel. (44) 845 602 2260 Internet: <http://www.dfes.gov.uk>. 'Assessing the impact of statutory recognition for union learning representatives', Final report. Available from DfES Publications, as above. Internet: <http://www.dfes.gov.uk/ulfr/docs/yorkfinal.doc>.

The Trades Union Congress also has an evaluation of the impact of Union Learning Representatives on www.tuc.org.uk/learning/tuc-2960-10.cfm

Source: CIPD

Page 9 Employment policy B: CO.BR.A.: a skills-based classification system; B: FOREM has been the Wallonian public employment service since its inception in 1989; **Page 10 DK:** A new digital strategy for the public employment service; F: French plan to combat exclusion; IRL: Skills shortages require broadly based responses; **Page 11 New training organisations and programmes** E: Vocational training in new information and communication technologies; A: 'eFit' for future careers; A: Business management joins the curriculum; NO: Free digital learning resources in upper secondary schools; **Page 12 IRL:** Establishment of new partnership centre; D: Regional training networks gain momentum; Cedefop-publications.

Employment policy New training organisations and programmes



Employment policy

Belgium

CO.BR.A.: a skills-based classification system

The CO.BR.A. project on the Directory of occupations and skills for the labour market, modelled on its French counterpart ROME (Operational directory of occupations and jobs), has been underway within the Flemish Employment and Vocational Training Service (VDAB) since mid-1999.

CO.BR.A. is a classification system which correlates skills, knowledge, abilities and attitudes with occupational groups (550 files). An occupational group is comprised of occupations with similar basic requirements. The classification of the occupational groups is based on a sectoral break-down into 22 categories which are in turn divided into 63 domains.

Objectives

The objectives of the CO.BR.A. project are as follows:

- to make an effective contribution to the placement of jobseekers;
- to deliver an instrument encompassing all the customary occupations and functions to be found in the labour market;

- to develop a community 'language' for both jobseekers and recruiters with a view to promoting mutual communication;
- to reflect the manner in which skills are used and managed within industry;
- to offer a system as a basis to define occupational mobility.

CO.BR.A. is also a useful instrument for careers guidance practitioners.

Collaboration between the VDAB and economic sectors in the framework of the Flanders' Social and Economic Council (SERV)

The Flanders' Social and Economic Council (Sociaal Economische Raad Vlaanderen – SERV) has for several

years been involved in developing occupational profiles which are then translated into training profiles in education. It has already made considerable progress in this field. Since SERV also has a consultation structure linked up to the economic sectors, collaboration between the two projects (i.e. the SERV occupational profile project and VDAB's CO.BR.A.) seemed to be a logical step.

A joint VDAB-SERV protocol was therefore drawn up at the beginning of 2000 concluding a number of mutual agreements.

The objectives of the SERV occupational profile project are to collect and disseminate parent data relating

to occupational structures and profiles.

The objective of the VDAB's CO.BR.A. project is to develop a skills-based occupational classification system with a view to its application within the context of VDAB services. A joint VDAB-SERV technical working party has been set up to harmonise the parent data of the two partners at the level of content with the following tasks:

- programming the SERV action as a function of missing data within CO.BR.A.,
- testing the CO.BR.A. project in collaboration with the social partners,
- incorporating the SERV parent data into CO.BR.A.,
- updating the SERV parent data and subsequently updating the CO.BR.A. project on the basis of the latest parent data.

Database

The use of a web-based database is a further advantage of the CO.BR.A. project. Occupations are in a constant process of development, their content varies, they change in comparison with each other, some disappear while others see the light of day. This development is even more true of skills – their limited life span renders their day-to-day management essential. Thanks to the use of a database and the opportunities offered by the web, these changes can be reacted to very quickly and the necessary adaptations carried out on-line. A database moreover offers much more scope for individual application by users and facilitates the rapid development of new applications.

More information at: <http://vdab.be> or by e-mail from: cobra@vdab.be
 Flanders' Social and Economic Council (SERV): <http://www.serv.be/>
 Source: VDAB Media and Library Administration / Icodoc

Correction:

FOREM has been the Wallonian public employment service since its inception in 1989

The sub-title of the article on the overhaul of the public employment service in the Walloon region of Belgium, entitled 'The Walloon region redefines its position and action in the labour market' (Cedefop Info No 2/2001, pp. 13-14), unfortunately contains a major error.

The sub-title in question reads as follows: 'New management contract: FOREM becomes a public employment service'.

The second part of this sub-title - which was added by the editor and in no way commits the Walloon partner of the Cedefop documentary network - is completely unfounded. The latter has strongly protested against this statement and wishes to remind our readers of the following:

'Since its inception in 1989, FOREM has always been a public employment service (and in fact this also applies to the pre-1989 situation in the framework of ONEM). The changes to FOREM's structure do not concern its activity as a public employment service, but involve the distinction between a public employment and vocational training service and the creation of a public limited company to carry on in particular the activities of t-intérim.'

Cedefop Info readers may be interested in visiting the FOREM website: <http://www.hotjob.be/francais/accueil.htm>, where the regional agency's status as a public employment service is repeatedly reaffirmed: Cf. in particular: http://www.hotjob.be/francais/Personnes/services_forem/inscription/inscription.htm

FOREM, but more ... Management of a public service

FOREM was set up by a decree of the Regional Council of Wallonia on 16 December 1988, by virtue of which it has the status of a 'category B agency of regional public interest'. FOREM

accordingly enjoys autonomy of management, embodied by its management committee which comprises representatives of employers and workers on a parity basis.

A multiannual management contract, specifying FOREM's general objectives and the relevant measures to be implemented, is concluded between the regional government of Wallonia, the government of the German-speaking community and the Management committee of FOREM.

Cedefop/EFEG

A new digital strategy for the public employment service

The National Labour Market Authority has launched a new digital strategy for the Danish Public Employment Service (AF – *Arbejdsformidling*). The background for the new strategy is a report compiled by representatives from the Ministry of Labour, the National Labour Market Authority and the Ministry of Finance.

The main conclusions of the report, "Digital Public Employment Service – the future use of Internet based self-service" (1), are that AF can, with great advantage, modernise present digital self-services and develop new ones.

In recent years, enterprises are increasingly using the Internet to recruit new employees. In 1998, only 5% of all enterprises advertised vacant positions on the Internet. Today, the figure has risen to 26%. The number of job database providers has also risen, and the Danish Public Employment Service (AF) is

among the providers of online job and CV database services. However, according to the report, the AF database system needs to be modernised in order to keep up with IT developments and those on the labour market.

A two-phased approach to the modernisation of digital self-services is recommended.

Phase I involves the development and modernisation of the present job and CV databases. The aim of the modernisation is to facilitate contact and dialogue between job seekers

and enterprises. All CVs and vacant positions will be made available online. Furthermore, the functions of the databases which match employees and enterprises will be refined. This shall contribute to making the labour market both more transparent and more flexible.

Phase I is already in progress, and the National Labour Market Authority is co-operating with its Swedish sister organisation. The Swedish National Labour Market Authority, which has a highly developed job and CV database system that is regarded as among the best working

in Europe, will supply software and tested IT solutions for the modernisation of the job and CV databases. An expected off-spin of this cooperation project is that it will contribute to the development of a common Danish-Swedish labour market in the region of Øresund.

In phase II, an action plan for further development of digital self-services will be elaborated and subsequently implemented. It is foreseen that a number of AF's present work procedures can, with advantage, be digitalised, e.g. the basic registration of unemployed persons, information and guidance, preparation of individual action plans, various forms.

Simultaneously with phases I and II, an adjustment of work routines will

take place in AF. The increasing use of self-service will entail a need for both organisational change and competence development. Both these issues will be further addressed in the action plan.

The investments in phase I will be approximately EUR 2.6 millions. The costs of phase II have not yet been estimated.

(1) The full text of the report is available on the homepage of the Danish Ministry of Labour: <http://www.am.dk/publikationer>.

For further information, please contact:
National Labour Market Authority - AMS
Blegdamsvej 56
P.O. Box 2722
DK-2100 København Ø
Tel. (45-35) 28 81 00
Fax (45-35) 36 24 11
E-mail: ams@ams.dk
Web-site: <http://www.ams.dk>

Source: DEL

France

French plan to combat exclusion

Elisabeth Guigou, Minister of Employment and Solidarity, presented the national programme to combat poverty and social exclusion to the French cabinet on 6 June 2001. The programme, which also includes measures relating to the quality of support schemes for groups at risk, the continuity of their resources and access to housing and care, was subsequently presented to the European Commission.

The programme was in fact drawn up in the context of the new European strategy to combat poverty and social exclusion, adopted at the Nice summit, and modelled on the European strategy for employment, introduced in 1997.

The programme presents the policies to be implemented in the course of the next two years in four areas:

- universal access to basic rights, notably in the field of employment;

- prevention of situations of exclusion;
- protection of groups at risk of exclusion and
- the mobilisation of society as a whole.

The plan of action is in particular designed to facilitate the return to employment of those groups experiencing the greatest degree of labour market marginalisation, above all minimum social welfare beneficiaries

and unskilled young people. The 'Personal Action Plan (*Plan d'Action Personnalisé* – PAP) for a new start', launched on 1 July 2001, reinforces the support measures already introduced by the existing 'New Start Plan' for the long-term unemployed. Longer-term guidance is to be provided for beneficiaries and evaluation, training and social support mechanisms will be mobilised on a broader and more frequent basis. Moreover, the labour market integration scheme for recipients of the 'minimum integration wage' (RMI) is to be made more effective in the form of a partnership between the public employment service and the *départements*.

The TRACE ('access pathway to em-

ployment') programme is to be reinforced, offering adequate material conditions to marginalised young people to follow their labour market integration routes. The plan also seeks to enhance the quality of labour market integration in the non-commercial and mixed sectors in three ways:

- by refocusing the measures on those at most risk,
- by improved organisation of their exit (training, guidance) and
- by adapting the duration of the programme to the client's capacity to take up employment in the market economy in the short term.

In the area of integration by economic activity, training and guidance are to be upgraded, in particular in

intermediary associations. Links with the regional public employment services are to be improved in order to better prepare clients for exit into mainstream employment while the operating constraints on the intermediary associations are to be relaxed. The plan finally points to the need to upgrade the remuneration payable to jobseekers engaged in training, and to 'reinforce training for those groups experiencing the greatest degree of labour market marginalisation'.

Source:
INFFO Flash, No 568, 15-30 June 2001, p. 7
French national plan of action national programme to combat poverty and social exclusion/Ministry of Employment and Solidarity. – Paris: La Documentation française, 2001, 140 p. ISBN 2-11-004906-5
See also the press pack on the Ministry for Employment and Solidarity website at: http://www.travail.gouv.fr/actualites/actualites_f8.html

Ireland

Skills shortages require broadly based responses

Further education and training measures in response to Ireland's labour and skills shortages are proposed in a recent report of the Expert Group on Future Skills Needs.⁽¹⁾ The group was established in 1997 to identify skill needs in the economy, promote links between business and education and training and raise awareness of career opportunities in key sectors of the economy. Its current report focuses on four areas that will be pivotal to Ireland's economic growth during the period 2001 to 2006 - Information Technology (IT), Research, Life Sciences and Construction.

The report stresses the need to increase participation rates and enrolment by mature students and disadvantaged groups to offset the demographic decline. At present only 5% of places in colleges are taken by mature students compared to the European average of 20%. This will require more part-time education, distance learning, e-learning and more flexible modes of delivery.

The report recommends the following specific initiatives:

- fiscal and structural supports aimed at encouraging increased participation by women in the labour force;
- efforts to induce older people – those aged 55 years and over – to participate in or to re-enter the labour market on a full- or part-time basis;

- initiatives to encourage the economically inactive who want to work to be able to do so;
- an administrative system designed to ensure a sufficient and timely supply of work permits and work visas for immigrants in order to supplement the rate of domestic labour force growth;
- further development of the National Employment Service, aimed at reducing 'frictional' unemployment through encouraging effective matching of job seekers with available jobs;
- development of targeted initiatives under the Lifelong Learning strategy that will allow individuals, employed and unemployed, to train or re-train for jobs where labour is in particularly scarce supply.

Although there has been considerable investment in IT and the number of computer sci-

ence graduates has risen substantively in recent years, the report estimates there will still be an annual shortfall of more than 3 000 ICT professionals and technicians between 2001 and 2005. This is despite the recent downturn in the technology sector. The demographic decline in the number of 17/18 year olds will accelerate this trend. Investment is required to fund part-time upskilling and post-graduate programmes at third level colleges. Initiatives are needed to reduce college course non-completion rates of 15% and to combat the sharp decline in the popularity of science subjects.

The report highlights the importance of Research and Life Science Skills where a substantial increase in the output of PhDs in the science, engineering and technology sectors is

necessary. The decline in the percentage of graduates moving directly to post-graduate research is a source of concern and further steps should be taken to attract researchers from abroad.

The skill needs of the construction industry – currently experiencing severe labour and skill shortages – are examined. There will be a major shortfall of 26 400 skilled workers in this sector. Detailed recommendations to attract recruits to the industry and to promote upskilling at management, professional and craft level are advanced.

(1) Expert Group on Skills Needs: Responding to Ireland's growing skills needs, third report. 2001 Available: free of charge from: Forfas, Wilton Park House, Wilton Place, IRL-Dublin 2. Tel. (353-1) 607 30 00 Fax (353-1) 607 30 30, E-mail: forfas@forfas.ie, <http://www.skillsireland.ie>. Publication download address: <http://www.forfas.ie/futureskills/reports/futureskills3/future3.pdf>

Source: FÁS

New training organisations and programmes

Spain

Initiative 'INFO XXI: the information society for everyone'

Continued from page 1

One of the actions approved in the context of this initiative is the training and integration into the labour market of 14 000 new professionals in the field of information and communication technologies (ICT).

The Ministerial Order of 19 April 2001 (Official State Bulletin No 101, 27 April 2001) which regulates programme specifics, grants financial resources for the launch of an experimental programme of 'occupational' vocational training schemes for integrating unemployed persons

into the labour market. These schemes are aimed at skilling ICT professionals in the form of state measures with a maximum duration of three years (2001-2003). As stipulated in the national budget, INEM is the agency with the task of managing this programme, since direct management of part of its budget is reserved for the implementation of experimental programmes designed to find new alternatives forms of labour market integration. In this context, INEM may enter into collaboration agreements with agencies meeting the stipulated requirements.

The training actions to be implemented comprise in-house training courses, distance (tele-training) courses or mixed programmes in those training areas with a greater demand for ICT-related occupations, as reflected by both studies on training requirements and actual programme implementation. Trainees successfully completing the training phase are moreover to engage in in-company work placements, in accordance with the provisions of Royal Decree No 631/1993 of 3 May, which regulates the national training and vocational integration plan

(Plan FIP) and its implementing rules. These specify that agreements on work placements are to be concluded between the collaborating body and the company providing the work experience, in such a way that the latter does not imply an employment relationship between the trainee and the company, the collaborating body being obliged to submit INEM a copy of such agreements and the relevant trainees.

Programme participants are to be short-listed by the public employment services from among unem-

ployed persons registered as job-seekers with the requisite skills for the relevant specialised training, while final selection is to be carried out by the collaborating body with the participation, as appropriate, of the company concerned. Training is to be free of charge and trainees will be entitled to an accident insurance linked to course participation coupled with the economic assistance envisaged under the FIP Plan.

Source: INEM (Official State Bulletin, No 101, 27 April 2001) <http://www.inem.es>

Austria

'eFit' for future careers

A large-scale IT initiative puts Ministry of Education and Training on course for a networked knowledge-based society

The Ministry of Education and Training has launched a large-scale IT training initiative entitled 'eFit Austria'. The project's mission statement is to tap new technologies with a view to upgrading both teaching and learning, rendering knowledge accessible at any time at any place and preparing young people for future IT careers.

In the educational field, the eLearning dimension of the initiative encompasses 'Learning, teaching, research for a networked knowledge-based society'. The main project activities include a comprehensive staff development campaign for teachers, providing all the approx. 120 000 members of the teaching profession with Internet access and services in the course of this year. In addition, teacher training and further training institutions may apply for financial support for projects related to the use of new media and the imparting of IT skills. A total of some EUR 1 million has so far been spent on the 87 projects approved from some 140 applications. The action is to run until mid-2003.

A further project involves 'IT industrial certificates' for students and

teachers in cooperation with telecommunication firms. The internationally standardised certificates vouch for a high level of software system- and product know-how.

The schools development programme 'eLearning and eTeaching in notebook/PC classes' is proving increasingly popular. Some 2 500 students already enrolled in 90 notebook classes at over 60 schools throughout academic year 2001/02 are to be joined by ten vocational

schools with a particular bias towards commercial occupations in the autumn of 2002.

The school classes, preferably from higher-level streams, participate in the project on a voluntary basis. The school has to submit a didactic concept for the use of the notebook/PC as an application for financial support in equipping the notebook classes. The eLearning field trial is to run until 2003 under the supervision of research institutes from the uni-

versities of Krems and Innsbruck which are examining substantive didactic issues. The conclusions of the project will provide the basis for a decision as to whether and in what form the general use of the notebook in the classroom can be recommended.

Following its surveys in twelve classes in eight pilot schools, in an initial interim report, the university of Krems notes a high level of acceptance for the use of student note-

books. The researchers observe that using the PC is a motivation for both students and teachers alike and is regarded as a demanding form of tuition which calls for a high degree of self-responsibility on the part of the students. Problems as yet to be dealt with are technical difficulties, teachers' adaptation problems and deficiencies in classroom resources. Moreover the high purchase price of PCs remains a problem for some one third of the surveyed students.

Source: BMBWK/Cedefop/SK

Austria

Business management joins the curriculum

Entrepreneurship education enters the classroom

The Institute for Qualification and Training of the Austrian Economy (ibw) reports that the imparting of an entrepreneurial spirit and business start-up skills has gained a totally new status within the Austrian education and training system since the 1990s.

Studies have shown that virtual firms have become an integral part

of commercial school curricula. Higher-level commercial schools offer the specialisation 'Business start-up and business management' and have been participating in the school-based pilot project on entrepreneurship education since the autumn of 2000. At other secondary schools, the 'Junior' project seeks to motivate youngsters to set up a junior business and to produce and

offer real goods and services for the period of an academic year.

The technical schools collaborate with external partners - firms, social or public agencies - in the implementation of their technical and engineering projects. Their curricula include, among others, the economic implementation of sophisticated technical projects, thereby imparting

the skills required for independent business management.

The first chairs in business creation were established in the late 1990s in Klagenfurt, Graz and Vienna where students of economics can specialise in entrepreneurship.

Source: IBW/Cedefop/SK

Norway

Free digital learning resources in upper secondary schools

An action programme of the Ministry of Education, Research and Church Affairs is focusing on the quality of education and the use of ICT. Related to this, the Board of Education has developed free digital learning resources for social science in upper secondary schools. The learning resources are web-based and the first of their kind in Norway. They are totally interactive and offer a learning environment easily adapted to individual needs. The focus is on student activity, and a learning environment facilitating the development of students' responsibility.

The Board of Education and three publishing companies have developed the digital learning

resources on the Internet for social science in upper secondary schools. The three sites cover different learning needs and are free of charge. One of the websites is designed to replace traditional textbooks. All information is organised in themes and the students can explore the different aspects according to their points of interest. The site contains information, but also tools, facilitating communication between individual student and teacher and between groups of students. The second of the websites is organised specifically with a view to helping students to master their own learning environment and to progress independently according to abilities and interests. A special focus is on facilitating cross-curricular initiatives. The third

of the websites is designed to stimulate the student's curiosity as a researcher. Used independently or together with other learning material, the site is offering relevant and updated information on local as well as global matters supporting student's initiative and quest for knowledge.

The digital resources provide means of adapting and controlling the learning process, and the students are given access to tools for research, as well as a platform for cooperation between schools and individuals. The linear presentation of the textbook is replaced by a dynamic thematic structure to be constantly updated. The cooperation between students is

no longer confined to the classroom but is dominated more by focus areas and areas of interest.

Further development of digital learning resources will include an adaptation to specific educational needs like writing difficulties and adaptation for weak-sighted or blind students. The quality of the learning resources will be continuously evaluated and improved.

Websites for further information:
<http://www.ls.no>
<http://www.cappelen.no/samfunn>
<http://www.samfunn.net>
<http://www.s-vev.no>

Source: NCU Leonardo Norge

Establishment of new partnership centre

Earlier this year a new National Centre for Partnership and Performance (NCCP) was established in Ireland to promote and facilitate the development of partnership at enterprise level. The new body, set up in accordance with the terms of the current national agreement⁽¹⁾, and the recommendations of a recent report⁽²⁾ replaces the National Centre for Partnership (see Cedefop Info 2/1998) established under the previous agreement.

In the report the extent and nature of partnership in Ireland was comprehensively documented. It found significant progress on partnership in the public service with a partnership committee in every government department. In the private sector, progress on partnership has occurred in enterprises at local, national and EU level. There has been widespread introduction of new technology, new forms of work and greater levels of employee involvement. Among social partners, there have been innovative pilot projects in which employers' associations and unions have deepened knowledge of partnership and designed new approaches such as the PACT (Partnership in Action at Enterprise Level) project.

The report also identifies difficulties, which have arisen with partnership arrangements to date. Responsibility for workplace organisation is divided among a number of state organisations. This has resulted in duplication of roles and competition for limited resources. The report concludes that further development of organisational level partnership needs inter alia a supportive national framework

to be provided by the NCCP. "The Centre should be the over-arching body which ensures that all agencies promote partnership, but should do much of its work with and through existing public and private organisations. The Centre should be the con-

duit through which public financial support for partnership is delivered".

Membership of the NCCP comprises representatives of the social partners, government departments and independent nominees. The new

chairman, Mr. Peter Cassells, will oversee the implementation of the recommendations of the evaluation report. He said that the NCCP will be judged to be effective, "if our national prosperity continues and is shared more fairly with a reduction in inequality and if adaptation to change, remodelling of social partnership and a deepening of partnership in the workplace and the wider community are accepted as the key drivers of our continued prosperity".

⁽¹⁾ Programme for Prosperity and Fairness (PPF) Programme for Prosperity and Fairness. ISBN 0-7076-64381 (Available: Government Publications, Postal Trade Section, 4-5 Harcourt Road, IRL-Dublin 2). Tel. (353-1) 661 3111, Fax (353-1) 475 2760 Price: EUR 6.34

⁽²⁾ O'Donnell, Rory & Teague, Paul: Partnership at work in Ireland, valuation of progress under Partnership 2000. (Available: Government Publications, Postal Trade Section, 4-5 Harcourt Road, IRL-Dublin 2) Tel. (353-1) 647 68 34, Fax 475 27 60. Price unavailable at time of going to press. Publication download address: <http://www.gov.ie/taoiseach/publication/partnership/evaluation/contents.htm>

Source: FAS

Germany

Regional training networks gain momentum

Congress results presented on a dedicated BIBB info page

An increasing number of training managers are coming to realise that they will be stronger by joining forces. This explains the increasing formation of regional networks within the alliance for employment, training and competitiveness, as forums for discussion for training managers on models, concepts and initiatives to help them come to grips with labour market problems, develop continuing vocational training and thereby strengthen the economic clout of their overall region.

The Federal Institute for Vocational Training (BIBB) has set up a dedicated web page at www.bibb.de/netzwerke, specifically designed to provide information on the diversity of these network initiatives. The basis for the BIBB offering are the results of the congress 'Hand in Hand - regional networks for training', co-organised by the Federal Ministry of Education and Research, the Land of North Rhine-Westphalia and the BIBB at the end of 2000, which focused on the presentation

of regional networks as a contribution to the modernisation of the dual vocational training system.


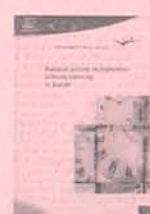
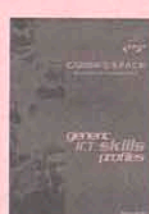








On the Web page, regional players from all over Germany present their projects on the themes

- 'regional networks in the field of vocational training',
- 'training management and cooperation between different places of learning' and
- 'vocational training for disadvantaged youngsters'.

The Web page provides information on all these activities as well as a presentation of 25 innovative training projects in the fields of new occupations, disadvantaged youngsters, linking up with training companies abroad, training in a network and training marketing. The congress documentation also features a list of addresses of all the relevant contacts.

Source: BIBB/Cedefop/SK

Cedefop-publications

 <p>Training and learning for competence Second report on vocational training research</p>	 <p>National actions to implement lifelong learning in Europe Survey 3</p>	 <p>Generic ICT skills profiles Future skills for tomorrow's world Career Space</p>	 <p>Anticipating occupational and qualification developments</p>	 <p>Vocational education and training in Belgium Brief description</p>	 <p>Lifelong learning in Finland The extent to which vocational education and training policy is nurturing lifelong learning in Finland</p>
<p>in Europe: executive summary 4009 Languages: DE, EN, FR, PT Cat. No: TI-33-00-841-EN-C</p> <p>Free of charge on request from Cedefop</p>	<p>Directorate-General for Education and Culture, Eurydice, Cedefop 2203 Languages: EN, FR Cat. No: TI-39-01-263-EN-C</p> <p>Free of charge on request from Cedefop</p>	<p>2205 Language: EN Cat. No: TI-39-01-958-EN-C</p> <p>Free of charge on request from Cedefop</p>	<p>Cedefop panorama 5115 Languages: DE/EN/FR Cat. No: TI-38-01-568-3A-C</p> <p>Free of charge on request from Cedefop</p>	<p>Cedefop panorama 5117 Languages: EN, FR, NL Cat. No: TI-38-01-948-EN-C</p> <p>Free of charge on request from Cedefop</p>	<p>Cedefop panorama 5118 Language: EN Cat. No: TI-40-01-060-EN-C</p> <p>Free of charge on request from Cedefop</p>
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Page 13 Quality and certification F: The issues of joint industrial and inter-occupational skills accreditation; IRL: New qualifications body starts to operate; **Page 14** D: CVT market checklist; I: Accreditation of training structures and the quality of training; S: Independent schools in the top ten; Impressum; **Page 15 Lifelong learning** Community wide consultation on lifelong learning; Innovations in lifelong learning: perfect and imperfect practice; **Page 16 F:** Lifelong learning: the French position; NL: A Life Long of Learning: elements for a policy agenda; **Financing of VET** D: Amendment to the *Meister-BaföG* an essential component of the skilling offensive:

Quality and Certification Lifelong learning Financing of VET



Quality and certification

France

The issues of joint industrial and inter-occupational skills accreditation

According to a study conducted by the Centre for Research on Education, Training and Employment (Centre d'études et de recherches sur les qualifications – CEREQ), the proliferation of tools such as occupational and employment benchmarking and skills management software is evidence not only of the necessary adaptation to trends in employment, but also of rifts in terms of the interpretation of societal change and methodological choices.

It above all shows 'an abstract vision of human intervention, disintegrated into measuring units'. The individual's productive capacity tends to be evaluated rather than his/her value in a wider context than his/her sector of activity. The researchers believe that to prevent the accreditation of informal learning from in turn

neutralising or depriving work of its real value, a joint industrial skills accreditation system could provide an opportunity to develop a concept of occupations more clearly based on the real working situation. The perception of work should be based 'not so much on what the person does and knows, but on how he or

she does it'. A 'typology of working situations' would help identify similarities between one activity and another, or from one occupation to another.

The authors quote the principle applied within the textile sector, which aims at intra-enterprise, intra-

sectoral or inter-sectoral mobility. Accreditation attesting the command of fields of activity and an individual's capacity to adapt can therefore only be introduced in the context of a collective process.

This would promote the structuring of occupational routes which cannot fit in with the current sectoral qualifications, conclude the authors. A joint industrial inter-occupational mechanism would promote an enlargement of the current Vocational Qualification Certificates (*Certificats*

de qualifications professionnelle – CQP) designed by the sectors, and serve to secure occupational routes as a complement to public certification systems.

Source:
 INFFO Flash, no. 572, 16-31 August 2001, p. 4
La validation des qualifications: quelle place pour une régulation paritaire et interprofessionnelle?
 (Skills accreditation: what is the role of joint industrial and inter-occupational regulation?)
 by Olivier Liaroutos, Emmanuel Sulzer, Nathalie Besusso and Françoise Lozier
 in: Bref CEREQ, No 177, July-August 2001, 4 p.
 (available on the CEREQ web site <http://www.cereq.fr/cereq/b177.pdf>)

Ireland

New qualifications body starts to operate

A comprehensive qualifications framework has been introduced in Ireland with the establishment of a qualifications authority⁽¹⁾. It follows a lengthy consultation process with all the major stakeholders (see Cedefop Info 2/1999) and the publication of legislation in 1999⁽²⁾.

The remit of the authority encompasses further and higher education and it has three main functions:

- to establish and maintain a framework of qualifications based on standards of knowledge, skill or competence to be acquired by learners regardless of where, when or how such learning takes place;
- to facilitate lifelong learning through the promotion of access, transfer and progression for all learners including those who have special needs;
- to promote the maintenance and improvement of the standards of awards of the further and higher education and training sector, out-

side the universities, and to liaise with bodies outside the state for the mutual recognition of awards at transnational level.

Two awarding councils, the Further Education and Training Awards Council (FETAC) and the Higher Education and Training Awards Council (HETAC) answer to the authority. They will set criteria for the making of awards, determining the standards of knowledge or skill to be acquired by learners before being granted an award and making or recognising awards where required standards have been reached. Council members are drawn from a wide spectrum, including learners and providers of further and higher edu-

cation and training, and the social partners. Under the terms of the Act, any provider can apply to either of the Councils for validation of a programme of education or training regardless of where it is provided. Such programmes can take place in institutions, in the workplace or in the community and be either part- or full-time. The awards made will be fully recognised both nationally and internationally. The Councils will also provide for progression and transfer of students, with full recognition for their studies to date, to higher education institutions. Awards will be at degree, diploma and certificate level.

FETAC's (<http://www.fetac.ie>) remit includes validation of further educa-

tion and training programmes and the establishment of quality assurance mechanisms. The validation of prior and experiential learning, work-based learning and community and private sector education will come under its aegis. It will carry out the functions previously exercised by the National Council for Vocational Awards and replace the certification sections of the main training institutions, and, thus bringing former certification agencies together under one banner.

HETAC (<http://www.hetac.ie>), which assumes the functions of the former National Council for Educational Awards, is the awarding body for third-level educational and training institutions outside the university sector. It will, like FETAC, undertake the validation of programmes and set and monitor standards. It is also

charged with ensuring the fairness and consistency of assessment procedures within institutions and academic and financial protection for students in commercial educational institutions providing programmes validated by HETAC. It will monitor the educational needs of the economy for all extra-university higher education and training bodies and institutions.

⁽¹⁾ National Qualifications Authority of Ireland, 4th Floor, Trinity Street, IRL-Dublin 2. Tel. (353-1) 612 70 80, Fax (353-1) 612 70 95. Email: info@nqai.ie

⁽²⁾ Qualifications (Education and Training) Act, 1999. ISBN 0-7076-7635-5 (Available: Government Publications, Postal Trade Section, 4-5 Harcourt Road, IRL-Dublin 2) Tel. (353-1) 647 68 34, Fax (353-1) 475 27 60. Price: Euro 6.60

Source: FÁS

Continuing vocational training market checklist

Guide provides the key criteria to assess the diversity of provision

Continuing vocational training (CVT) has undoubtedly become a decisive factor for a successful working life. However in this expanding and therefore increasingly intransparent market, clients need reliable indicators to be able to make the right choice. For this reason the Federal

Institute for Vocational Training (BIBB) has now published a revised and updated 'CVT Quality Checklist'.

The guide is addressed to those who have already taken a decision on the direction of their intended continuing training, but are not certain that

the quality of the programme in question will meet their expectations. As well as the decisive criteria for the choice of a programme, the checklist presents other points to be taken into consideration: costs, quality, organisation, structure and certificate. The orientation booklet on

the continuing vocational training market is rounded off by a glossary which lists the main terms used in relation to CVT, the addresses of relevant institutions, references to Web-based information systems and a selected biography for further reading.

The booklet, entitled **Checkliste Qualität beruflicher Weiterbildung**, is available free of charge from BIBB, Hermann-Ehlers-Strasse 10, D-53113 Bonn, Tel. (49-228) 1071716, E-Mail: braun@bibb.de. It can also be downloaded from: www.bibb.de/checkliste.htm.

Source: BIBB/Cedefop/SK

Italy

Accreditation of training structures and the quality of training

The Ministry of Labour has created new rules for guaranteeing high quality training by introducing a system of accreditation. Decree 166 of 25 May 2001 introduces a system for the accreditation of training structures and sets minimum requirements that every training body or institute must observe when organising courses.

From July 2003, these bodies will be required to comply with the provisions of the Decree in order to guarantee that users are provided with a satisfactory high quality service. Through accreditation, a responsible public administration department grants an organisation authorisation to carry out training and guidance actions financed from public funds in compliance with a set of quality standards established on the basis of objective parameters. Accreditation is aimed at all public or private bodies that organise publicly-funded information, guidance and training actions designed to support job insertion. To obtain accreditation, operators must fulfil a number of requirements. They must for instance possess managerial, logistic and human resources. They must have attained a degree of effectiveness and efficiency in earlier activities. They must interact actively with the local production system. The regional authorities are granted broad powers in this connection and are responsible, with the assistance of external resources, for all accreditation procedures.

Accreditation is granted to operational units according to the field of vocational guidance and/or training with which they deal. Vocational

training activities, for example, are divided into three categories:

- 1) compulsory training: this includes pathways undertaken as part of either the vocational training system or apprenticeship;
- 2) advanced training, this includes training subsequent to completion of compulsory training, such as higher education and technical training

(*Istruzione e formazione tecnica superiore - IFTS*), higher training connected with actions forming part of university training;

- 3) continuing training intended for those who are in employment, threatened with unemployment or actually, unemployed, and apprentices who have completed their compulsory training.

Each type of training has its own peculiar features and specific requirements, which depend in part on the methods used and the nature of the users. In addition to this, the Decree

- lays down the procedures for accreditation;
- sets out the link between accreditation and quality-system certification according to ISO 9001 standard and later versions of it;
- establishes the duration and validity of accreditation, which may be suspended or revoked at any time if failure to comply is reported or changes occur in the conditions and requirements on which it was originally based.

By 31 December 2001, the Ministry of Labour must establish minimum standards of vocational skills for the

various functions performed by vocational training operators, i.e. for management, administration, teaching, co-ordination, design, evaluation and guidance.

For further information: Ministero del lavoro e delle politiche sociali UCOFPL - Ufficio centrale dell'orientamento e formazione professionale dei lavoratori Vicolo d'Aste 12, I-00159 ROMA Tel. (39-06) 43 58 82 88 Fax (39-06) 43 58 82 77 E-mail: ucofpl02@uni.net Web site: <http://www.minilavoro.it> The ministerial decree (only in Italian) is downloadable on "Decreto Ministeriale n.166/segr/2001 del 25 maggio 2001" from: http://www.europalavoro.it/decreti_ministeriali.asp Source: ISFOL

Sweden

Independent schools in the top ten

According to a recently published report from the Ministry of Finance about upper secondary schools in Sweden, six of the 12 most outstanding upper secondary schools are independent ones. Three of them are in companies. The two best are in Volvo and SKF (the Swedish ballbearing company) while the third is in Asea Brown Boveri (ABB).

These results are interesting because there is an ongoing debate in Sweden about independent schools. Does Sweden need them or not? At the same time it is difficult to recruit young people to 'shop floor' type jobs in manufacturing industry.

The results set out in the report are based on Statistics Sweden's database containing grades for all students who began upper secondary education in 1993-1995 and/or completed upper secondary education in 1997/1999. The study covers the 382 upper second-

ary schools, which had at least 30 students graduating in 1999. The results of upper secondary schools were studied primarily by looking at students' marks in the core subjects (mathematics, natural science, Swedish, English, social science, artistic activities, physical education and health, and religious studies). For many it was surprising that in theoretical as well as in practical subjects levels were on average higher in company-based schools.

The results are shown with different indicators. These reflect, in different ways, the targets for

the upper secondary school, whether these targets have been met, average grades, the school's contribution to the development of students' knowledge (value added), and differences between boys and girls.

What is unique about the study is that added value is measured for each school over three years to see whether or not this value changes over time. Students are divided into groups, enabling the reader to see how successful different schools are at addressing the needs of students whose previous knowledge and educational backgrounds differ.

The extract comes from ESO report. Ds2001: 24, the Swedish Ministry of Finance. It is to be found on http://www.regeringen.se/info_rosenbad/departement/finans/eso

Source: SIP - Stockholm

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Lifelong learning

Community wide consultation on lifelong learning

Continued from page 1

The consultation process, which took place during the first half of 2001, was organised to ensure a debate which would get as many citizens and organisations as possible involved in shaping EU policy on the implementation of lifelong learning. The Member States, EEA and candidate countries organised an inclusive and wide-ranging national consultation on the Memorandum involving all the relevant ministries, regional authorities, public and private learning providers, social partners and non-governmental organisations (NGO's) in the fields of education, training, employment, youth and social inclusion.

At the European level, the Commission consulted all the relevant Community institutions and bodies, and organised a separate consultation of "civil society" through a representative group of pan-European NGO's. The results of this consultation provided a comprehensive basis for the present communication. An addi-

tional benefit from the process has been the development of new structures for dialogue, cooperation and coordination (i.e. partnership) between the various sectors and actors concerned by lifelong learning (LLL).

Cedefop, together with Eurydice and the European Training Foundation (ETF), supported the Commission throughout the process. As an aid to the consultation, Cedefop and Eurydice produced a joint publication. Entitled "National actions to implement lifelong learning in Europe" (see Cedefop Info 2/2001), it gives an overview of what the Member States are doing by way of developing policy and practice in support of LLL. Cedefop has also just completed an analysis⁽²⁾ of the reports emanating from the consultation process in the Member States. This provides a horizontal reading of the main reactions of, and priorities underlined by, the Member States in relation to the Memorandum and a synthesis of their main arguments and proposals on the six key mes-

sages. A similar synthesis of the debate in the candidate countries has been prepared by ETF, while the NGOs have summarised the findings of the "civil society" consultation in a separate publication (see http://europa.eu.int/comm/dgs/education_culture/index_fr.htm).

Making a European area of Lifelong Learning a reality

Based on the feedback from the consultation process, the Communication, "Making a European area of Lifelong Learning a reality", revises the definition of LLL to emphasise the importance of its four broad objectives of active citizenship, personal fulfilment, social inclusion and employability/adaptability. It defines three characteristic principles underpinning LLL:

- the centrality of the learner
- equality of opportunity
- high quality and relevance.

Based on existing practice and strategies emerging in the Member

States, it proposes a number of building blocks which are essential to developing a coherent and comprehensive lifelong learning strategy:

- partnership working across the learning spectrum
- insight into demand for learning
- adequate resourcing
- facilitating access to learning opportunities
- creating a learning culture
- striving for excellence.

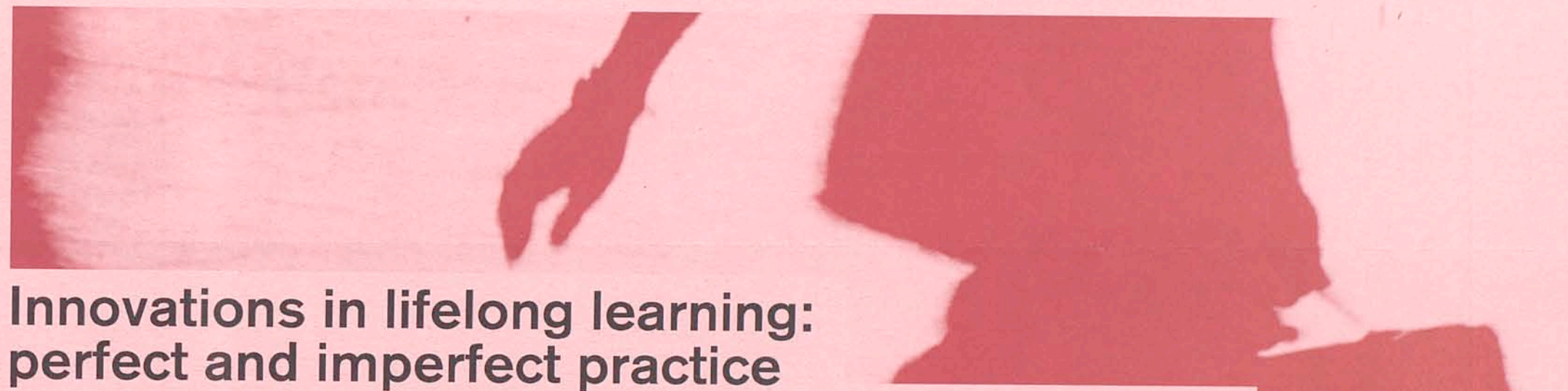
The second part of the Communication deals with priorities for action under the six key messages of the Memorandum, which have been modified in light of the debate. Their order has been rearranged. The first three (Valuing learning; Information, guidance and counselling, and Investing time and money in learning) are seen to have a strong European dimension. The remaining three. (Bringing together learners and learning opportunities, Basic skills and Innovative pedagogy) require action mainly at local, regional and

national levels, with appropriate EU support.

The Communication invites all actors to work in partnership to take the agenda forward. At EU level, implementation will be through existing processes, programmes and instruments. It also has direct implications for Cedefop's work. Cedefop, Eurydice and ETF should build on their cooperation in relation to LLL, in particular to support the development of a comprehensive database on good practice, information and experience at all levels. The Training of Trainers Network (TTnet) will be exploited to develop a network for the training of teachers and trainers.

⁽¹⁾ Communication from the Commission "Making a European Area of Lifelong Learning a Reality", COM(2001) 678 final, Brussels, 21.11.2001 (http://europa.eu.int/comm/education/life/communication/comm_lll_en.pdf)
⁽²⁾ Available on Cedefop's website "European Training Village" (www.trainingvillage.gr)

Source: Martina Ni Cheallaigh, Project Manager, Cedefop, e-mail: mnch@cedefop.eu.int, fax (30) 310 490 117



Innovations in lifelong learning: perfect and imperfect practice

At the end of the ADAPT Community Initiative, Cedefop commissioned the selection and documentation of projects illustrating good practices in lifelong learning (LLL). Sixty projects were chosen to be added to the projects database, being developed in the LLL section of the European Training Village (ETV).

The projects are described in terms of their objectives, results and impact, methods and approaches employed, partnerships developed. The main products are mentioned, and where possible hyperlinks are made to project websites or products available online. An accompanying report reflects on the key findings of these ADAPT projects on workplace-oriented learning and learning networks, thus contributing to the debate launched by the Commission's Memorandum on Lifelong Learning.

ADAPT was, at the time, the largest EU programme geared towards preparing the Information Society. Many of the 4000 projects used Information Communication Technologies (ICT) intensively, to enrich the contents of learning packages and as a new way of delivering training. They found many good solutions to align the programmes offered by the educational institutes to both the immediate needs of companies and of the learners.

The ADAPT projects demonstrate that learning at the workplace is not restricted to the act of learning itself, but that it also supports innovation and change processes in the com-

pany, helps to solve recurrent problems in the production process or work organisation. In short it links theory and practice. The old paradigm, where training was designed mainly by traditional institutions, on the basis of supply-based packages, can now usefully be replaced by a new one, where the demand side, the customers are at the forefront. In a company, learning is no longer a stand-alone activity for trainers and teachers, but a common task for the workforce, management and human resource practitioners. ADAPT confirms in a very practical way that in the emerging Information Society, information, innovation, knowledge management and learning processes must become more integrated.

A number of interesting issues are illustrated by the projects:

- equipping low-skilled people for teamwork, tasks of responsibility and managerial functions;
- up-skilling frontline workers to fill job vacancies instead of hiring new people;
- increasing the potential impact of ICTs in education, by strengthening accessibility, by increased interactivity and by using the power of simulation games;

- making better use of the experience people gained during their career or in other settings;
- job-rotation to provide feasible lifelong learning strategies for companies and individual people;
- how trainers reshape their jobs to become coaches, working with middle management and co-workers, as well as external consultants;
- finding tailor-made solutions that respond better to the needs of individuals and businesses;
- using the 'learning region' concept to mobilise all actors and resources at local and/or regional level, thus both increasing companies' competitiveness and simultaneously improving the educational level of inhabitants.

The report, 'Innovation in Lifelong Learning: Capitalising on ADAPT'⁽¹⁾,

provides many practice-oriented answers from the selected projects to questions suggested by the Commission's Memorandum on Lifelong Learning. Consistent with the experimental character of the initiative, projects did not hesitate to demonstrate difficulties encountered, even mistakes, which allowed them to discover innovative ways.

Details of the coordinators and project partners are provided, so that more detailed information can be obtained directly from those involved in the projects.

⁽¹⁾ 'Innovation in Lifelong Learning: Capitalising on ADAPT', Jos Janssens, 2001, will be published in Cedefop's Panorama series and be available as a downloadable document in the ETV

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Source: JJ/MNCH

What is ADAPT ?

ADAPT was the Community initiative which aimed to help the workforce adapt to industrial change, and to promote growth, employment and the competitiveness of companies in the European Union. 4 000 projects were funded between 1995 and 1999. The objective was to transform the ways in which small firms, the organisations which support them, and workers themselves, respond to industrial change. ADAPT designed and tested new ways of tackling these changes. This development work continues in projects throughout Europe.

Lifelong learning: the French position

The French government submitted the results of the national consultation on the 'Memorandum on Lifelong Learning' to the European Commission on 20 July 2001. Presented to the Biarritz seminar on this issue in December 2000, the memorandum directly addressed the education and training systems faced with the rapid pace of change in technology, labour organisation and lifestyle. Each Member State was asked to make its contribution to this text which comprised six key messages on both the quality of guidance and provision and the modalities of access to processes of skilling and certification.

In actual fact, although the ministries consulted (Employment and Solidarity, Education, Youth and Sports, Agriculture and Fisheries) unanimously concur in the need for a continuum of lifelong education and learning, the question of how this continuum is to be developed appears to be problematic – to say the least. How indeed can existing schemes be harmonised and training programmes customised? The government has presented its position on all these subjects, both at national and European level, and distanced itself from the tone of the Commission document which it regards as 'too liberal'.

'Our major reservation is the focus on the autonomy of the learner and his/her unequivocal responsibility for his/her own employability... France does not subscribe to the concept of an entirely autonomous individual who, having entered working life, should bear most of the initiative and responsibility for and cost of his/her lifelong learning'. Having criticised the Brussels vision in these unequivocal terms, the inter-ministerial text goes on to raise 'the question of the collective guarantees to be given to the routes of the individual', adding that 'the always fundamental role of the public authorities, from basic education to continuing training, through the different guidance and intermediary schemes, is one of the essential elements of the debate'.

The French government points out that it would 'in any case regard any system in which the major responsibility for funding were to rest with the individual as a step backwards', preferring the development of schemes based on 'balanced co-investment negotiated by the social partners'.

A further French criticism of the Commission text is 'the inadequate link between education and training policies, on the one hand, and employment and regional development policies and policies to combat exclusion and inequality, on the other'. It believes that subjects such as alternance, as well as its funding and organisation, the quality of

employment, active ageing, social promotion and the restructuring and reduction of working hours should also be examined. France is also critical of the 'excessively strong' link the Commission establishes between provision, educational innovation and new information and communication technologies (NICT) and feels that inadequate scope is given to the combating of exclusion by means of training initiatives.

Finally, the 'open coordination approach' defined by the European Council at Lisbon remains 'a matter of debate' for the French government which justifies its prudent attitude on two grounds: on the one hand, the 'education and lifelong

learning' dimension is already to be found at transversal level in European employment and anti-exclusion policies. On the other hand, it points out that the Memorandum on Lifelong Learning is also a strategic objective to which the Ministers of education subscribed at the European summit of Stockholm in March 2001 and an objective which is to give rise to the implementation of 'open coordination' between Member States at the forthcoming European Council in Barcelona.

The clear message is that the various French ministries consulted evidently do not wish to go any further in what could be interpreted as an infringement of the principle of

subsidiarity applicable to education and training under the Treaty.

Source: INFFO Flash, No 570-571, 15 July – 15 August 2001, pp. 1-2
Consultation process on education and lifelong learning in response to the European Commission memorandum: final report on the French consultation, Ministries of employment and solidarity, education, youth and sport, agriculture and fisheries
Paris: Ministry of Education, 2001, 62 p.
This document can be downloaded from the La Documentation française website
<http://www.ladocfrancaise.gouv.fr/BRP/notices/014000633.html>

The Netherlands

A Life Long of Learning: elements for a policy agenda

As part of its response to the European Commission's Memorandum on Lifelong Learning, the Dutch Ministry of Culture, Education and Science commissioned a literature study of the discussions conducted in recent years at national level, the standpoints that were adopted and the available data on this topic.

The report 'A Life Long of Learning: elements for a policy agenda(*)' took the six messages from the Memorandum as a starting point, but the results reflect the point of view of the researchers themselves. It outlines three key points for future policy:

- policy development: many actors but no blueprint,
- initial education remains the foundation,
- growing demand for learning throughout life.

Recommendations for future policy

With regard to future national policy, the authors recommend putting emphasis on a multi-faceted ap-

proach with a view to the eventual repositioning of responsibilities and not to search for a national blueprint. Attention should be paid to 'lifewide' in addition to 'lifelong' learning, and learning for personal as well as professional development. Initial education should remain the foundation of the education system, but should be more focused on lifelong learning. In addition to a strategy to prevent early school leaving, it should be possible to acquire an initial qualification outside formal education.

The six key messages

Responding to the memorandum's six principles, on basic skills, the authors signal the need to be careful with regard to large-scale programmes specifically for ICT skills. In addition, it is not opportune to strive for a European framework for basic skills, as these basic skills can differ for different groups.

As regards investment in human resources, it is necessary to raise the qualification level of the population,

but from the point of view of employability, additional attention to extend the learning perspective beyond the current job is needed. The authors underline the need to pay attention to the use of time as a scarce good, in view of the increasingly broad range of activities that people can engage in their spare time. Learning is one option, and therefore the efficiency and effectiveness of the process is important.

Evaluation and monitoring in a European perspective play an important role in relation to innovation in teaching and learning, as well as the new role of the teacher. The authors emphasise the need to integrate ICT in innovations and not to see it as an innovation as such.

With respect to valuing learning, approval of prior learning (APL) trajectories have been adopted only in minor ways. The developments of the qualification structure require a new frame of reference for relating competencies acquired in practice to formal qualifications. Further-

more, according to the authors, it is too rarely recognised that too many diplomas (without European-wide recognition) can have an inflationary effect.

The authors advise relating counselling and guidance to the promotion of mobility and mobility to competency development.

Regarding bringing learning closer to home a good balance between a regional and national knowledge infrastructure approach is recommended.

(*) "A life long of learning: elements for a policy agenda", Doets, C., Westerhuis, A. CINOP, 2001. Published in Dutch and English. ISBN: 90-5003-341-5. Price: 20,60 EURO (excl. porto). Further information: cdoets@cinop.nl or awesterhuis@cinop.nl

Source: CINOP / Ministry of Culture, Education and Science



Financing of VET

Germany

Amendment to the *Meister-BaföG* an essential component of the skilling offensive

Amendment gives greater consideration to both applicants with a family and business creators

The Federal Government intends to amend the *MeisterBAföG* – the so-called Law on the Promotion of Upgrading Training (*Aufstiegsfortbildungsförderungsgesetz*) – as soon as possible by expanding both the circle of those eligible for support and its general scope of application. The amended law is to give greater consideration to both applicants

with a family and business creators, and offer more support to specialised foreign workers.

Federal Minister of Education and Training Edelgard Bulmahn described the amendment as an 'essential component' of the vocational training skilling offensive insofar as it promotes skilling, business start-ups

and therefore new training places and jobs.

Margareta Wolf, Parliamentary under-secretary at the Ministry of Economic Affairs with special responsibility for small and medium sized enterprises (SMEs), drew particular attention to the measures specifically designed to promote business

creators, pointing out that the amendment to the law constituted the basis for new jobs and training places in SMEs.

In the coming year, the Federal Government and the *Länder* are to earmark some EUR 46 million for the *Meister-BaföG*. The funds will cover the subsistence allowances and course fees of the beneficiaries – above all families with children and

single-parent families. The legislative amendment represents a considerable improvement in the conditions for the support of full- and part-time continuing training courses, makes foreigners living in Germany eligible for support after three (previously five) years of employment and unconditionally recognises continuing training courses in health/care occupations as well as state recognised schools of further education.

Source: BMBF/Cedefop/SK

Page 17 Training of trainers B: Company placements for teachers of technical and vocational secondary education: a project with a positive impact; B: A Flemish première: the K.U.Leuven Mile project - 'Learning to teach by video'; **Page 18 Special target groups** D: Skilling offensive is also relevant for older members of the workforce; E: The 'active integration income' programme; P: Conditions of access to post-secondary specialisation courses in technology (PRODEP III); **Vocational guidance** F: Training and observation centre for the accreditation of prior or non-formal learning; **Page 19** Conferences, Seminars, Exhibitions; **Page 20** Sources.

Training of trainers Special target groups Vocational guidance



Training of trainers

Belgium

Company placements for teachers of technical and vocational secondary education: a project with a positive impact

A total of some 220 company placements were organised by the Walloon Business Federation (Union Wallonne des entreprises - UWE) for teachers of technical and vocational secondary education in the course of academic year 2000/01. The initiative was carried out in partnership with representatives of the educational networks and the occupational federations affiliated to the UWE and with the support of the Minister for Secondary and Special Education, Pierre Hazette.

The company placements are offered to teachers of third-level technical and vocational secondary education in firms engaged in all fields of activity in the regions of Wallonia and Brussels.

Candidates agree to devote part of their free time to their own in-service training and receive a daily allowance of EUR 18.59 (for a maximum of 10 days of placement), to cover their costs.

The organisation of the company placements for teachers has been

possible thanks to the collaboration between UWE and the King Baudouin Foundation and UWE's partnership with the educational networks and the occupational federations. A supervisory committee, comprising representatives of the aforementioned bodies and the minister's office, is tasked with monitoring the organisation of the placements.

As far as the participating enterprises are concerned, firms make a commitment to supervise and maintain a regular dialogue with the teachers throughout their placements, which are neither covered by

a contract of employment nor production-oriented and are therefore not remunerated.

In principle, the placements are organised during the school holidays and last from several days to a maximum of two weeks. However the teachers and enterprises involved may agree on other arrangements. The hours of the placement generally reflect the working hours of the enterprise in question.

The aim of the initiative is to ensure an optimal match between the training delivered by schools and the skills expectations of industry. Moreover, immersing teachers in company life can also give them a better perception of the trades and occupations they teach. In the same vein, the placements help to alleviate teachers' concerns and help them find answers to questions they

may have when reading the syllabus. If teaching is to reflect trends in functions and technologies, teachers must remain in contact with industry. The placements keep teachers better informed and better trained, both at the level of technical processes and the individual workplace. They also update their skills and knowledge of the occupations in question.

The placements moreover offer teachers an opportunity, as appropriate, to familiarise themselves with state of the art equipment, frequently lacking in schools, and to keep abreast of changes in work organisation and working conditions, social relations, company management, corporate culture and conditions of employment. The placements also offer teachers a better perception of the enterprise, and vice versa.

At the end of this year of company placements, teachers and the relevant company managers are requested to submit proposals on possible improvements for the future organisation of company placements, the conclusions of which seem very encouraging. Thanks to the support of the European Social Fund, the placements will be able to continue over the next few years on the basis of the conclusions of this pilot project.

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Sources:
 Dynamisme wallon (No 139) April 2001 / FRB press
 release - 18 September 2001 / FOREM / CIDOC

Belgium/The Netherlands

A Flemish première: the K.U.Leuven Mile project - 'Learning to teach by video'

A team from the K.U.Leuven spent a week at Voorzienigheid junior school, Diest, as part of the Mile project set up to produce a video for use by trainee primary school teachers. The video is to replace the period of classroom observation and will not only save a considerable amount of time but will also provide student teachers with a more instructive experience. Whereas the Dutch are pioneers in this field, the Mile project represents a Flemish première.

The project managers make professional recordings of five mathematics lessons covering a well-defined subject-matter. An interview with the teacher is recorded after each lesson. Preparation and evaluation are just as important as the lesson. All the recordings are saved in a compu-

ter file, the complete programme serving to illustrate the complexity of the lessons. For budding teachers, the video is more interesting than classroom observation: whereas the lesson is merely an arbitrary moment in the classroom situation, use of the video means that the lesson can be

revisited as many times as required. For example, it allows greater depth of observation on how the experienced teacher deals with more or less able pupils and copes with problems of discipline. The lesson remains unedited so that the viewer can observe both the strengths and

weaknesses of the teacher. The real life situation in fact proves that there is no such thing as the perfect teacher. The reaction of the children has also been enthusiastic.

The cost of the project is astronomical: almost EUR 2 479 per recording. The material is accessible to all teacher training departments throughout Flanders. The head of the team is assisted by a scientific collaborator and three cameramen, two sound engineers and a producer. The

project may be used for all teacher training streams and courses. The Netherlands has already acquired considerable and positive experience in this field and it to be hoped that Flanders will follow in its neighbour's footsteps.

More information at: www.vdab.be

Source:
 VDAB Media and Library Administration / Icodoc

Special target groups

Germany

Skilling offensive is also relevant for older members of the workforce

'FreQueNz': information platform on project work in the field of the early recognition of labour market demand

Over 3.7 million people out of work, on the one hand, and an increasing number of job vacancies on the other – such is the paradoxical reality of the German labour market.

A conference held in Berlin in June to discuss possible solutions to this problem was attended by representatives of the Confederations of German Trade and Industry organised within the German Industry and Trade Advisory Board for Vocational Education, and experts from the Federal Ministry of Education, Training and Research. The conference aptly coined the term 'Skilling offensive:

early recognition of demand – action for the future' to describe the necessary strategy to counter this paradoxical phenomenon.

Under-secretary of State Uwe Thomas encouraged industry to press ahead with its continuing training efforts, emphasising that employees with relatively simple fields of activity should not be left

out of continuing training measures and that age should not pose an obstacle to further skilling. He was convinced that this was the only way to cater for the skills requirements of the future. With reference to demographic projections which forecast a 25 per cent decline in the under-30 age-group by the year 2020, Thomas stressed the need for immediate action to safeguard employment opportunities and open up new prospects for older members of the workforce. In this context, the under-secretary mentioned the skilling

offensive for vocational training in the framework of the alliance for employment which opens up new continuing training opportunities for 45-55-year-olds, with programmes to update the knowledge of workers within this age-bracket to keep them abreast of modern-day requirements in the workplace and thus prevent typical age-related deficits.

The Berlin conference was part of the so-called 'Initiative on the early recognition of skilling requirements', launched by the federal ministry in

1999, which has so far received some EUR 4.2 million in funding. The initiative includes the 'FreQueNz' research network, an electronic information and communication platform which provides the project contributions of various institutes on the early recognition of skills requirements. Information on the networking of parallel research projects and the latest developments in the training/ continuing training and job markets can be found at www.frequenz.net.

Source: BMBF/BIBB/Cedefop/SK

Spain

The 'active integration income' programme

Individual guidance for jobseekers with labour market integration difficulties

Royal Decree 781/2001 of 6 July regulates the 'active integration income' programme for long-term unemployed persons aged 45+ for the year 2001. This programme caters for long-term unemployed persons aged 45+ who are not in receipt of any type of benefit in the form of assistance or contributions.

Candidates must sign an activity agreement committing themselves to perform the actions deemed necessary by the public employment services to achieve their vocational integration. The programme, launched in 2000, combines active and passive employment measures. Participants receive economic assistance equivalent to 75 per cent of the inter-occupational minimum wage for the duration of the programme, and are included, if necessary, in

the various employment/training programmes delivered by the public employment services. The programme also includes one of the actions envisaged by the nation-wide plan of action for employment: individual guidance for unemployed persons with labour market integration difficulties. In this context, each unemployed person participating in the programme is assigned an employment tutor providing personal guidance throughout the integration

route. This integration route is previously defined in the framework of an occupational interview to assist the tutor in shaping the vocational profile of the unemployed person and drawing up a personal labour integration plan on the basis of the client's personal, occupational and training characteristics identified in the course of the interview.

Moreover if the worker has not yet entered the labour market within 45 days following admission to the programme, on the basis of the vocational profile as identified by the tutor, the public employment services will take the necessary steps to include the trainee in either

the National training and vocational integration plan (Plan FIP), with the aim of providing him/her with the skills required by the system of production in cases in which he or she has no specific or inadequate training, or in the employment workshop programme with a view to acquiring the necessary vocational training and work experience to facilitate a return to the world of work or entry into other programmes, e.g. jobseeking assistance or information and guidance measures to promote self-employment.

Source: INEM (Official State Bulletin, No 162 7 July 2001) <http://www.inem.es>

Portugal

Conditions of access to post-secondary specialisation courses in technology

Considering the importance of the provision of post-secondary specialisation courses in technology by educational establishments, and the contribution of such provision to the development of Portuguese society, notably with a view to the vocational training and employability of the young generations; considering moreover the availability of a specific budgetary heading for this purpose in the framework of the operational education intervention under the scope of the third Community Support Framework (PRODEP III); the present resolution hereby approves the regulation defining the conditions of access to post-secondary specialisation courses in technology (CET).

The specific objectives of this action are as follows:

To promote the development of post-secondary training programmes at the level of middle management to meet the

requirements of a labour market facing an overall process of radical change, characterised by a rapid pace of scientific and technological development;

To provide an opportunity for those leaving secondary education, or a course of vocational training equivalent thereto, and holding a level III qualification, to acquire further training leading to either the exercise of a qualified occupation or the continuation of their studies.

Target group:

Young people with the secondary school leaving certificate (12 years of schooling) and a level III vocational qualification; Young people having failed a maximum of two subjects but meeting the other requirements stipulated in the preceding paragraph, in so far as the aforementioned subjects do not

include content regarded as a priority in any CET discipline in which they wish to enrol, in conformity with the terms defined by the Ministry of Education.

Candidates for this action:

Public schools of secondary education, as well as bodies with private schools of secondary education; Public vocational schools, as well as bodies with private vocational schools; Institutions of higher, university and polytechnic education.

For additional information (in Portuguese) about the PRODEP III programme visit: <http://www.prodep.min-edu.pt/menu/1.htm>

Source: CIDES /Joint Resolution of the Ministries of Education/Labour and Solidarity, No 438/2001, 17 May / Diário da República (Official Journal) No 114-series II

Vocational guidance

France

Training and observation centre for the accreditation of prior or non-formal learning

On 12 July 2001, the National Conservatory of Industrial Arts and Crafts (Conservatoire National des Arts et Métiers – CNAM) and the University of Marne-la-Vallée decided to join forces with a view to creating a training and observation centre for the accreditation of prior or non-formal learning.

This initiative is designed as a response to the changing demand from adults for higher-level vocational training programmes and the new

relationships between work and training in the wake of the development of prior or non-formal learning. The centre is to offer adults more

customised pathways, with greater consideration of previous activities, and is to develop a pole of research, training and intervention in the field of prior or non-formal learning.

On the basis of their combined scientific potential, experience and research teams, the CNAM and the University of Marne-la-Vallée

intend to make the centre a source of support and advice on the emergence of new trades and new skills in industry and the occupations. It will serve to promote the development of new collective references in support of training, work organisation and job management policies by the players concerned.

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Source:

INFFO Flash No 572, 16-31 August 2001, p. 14

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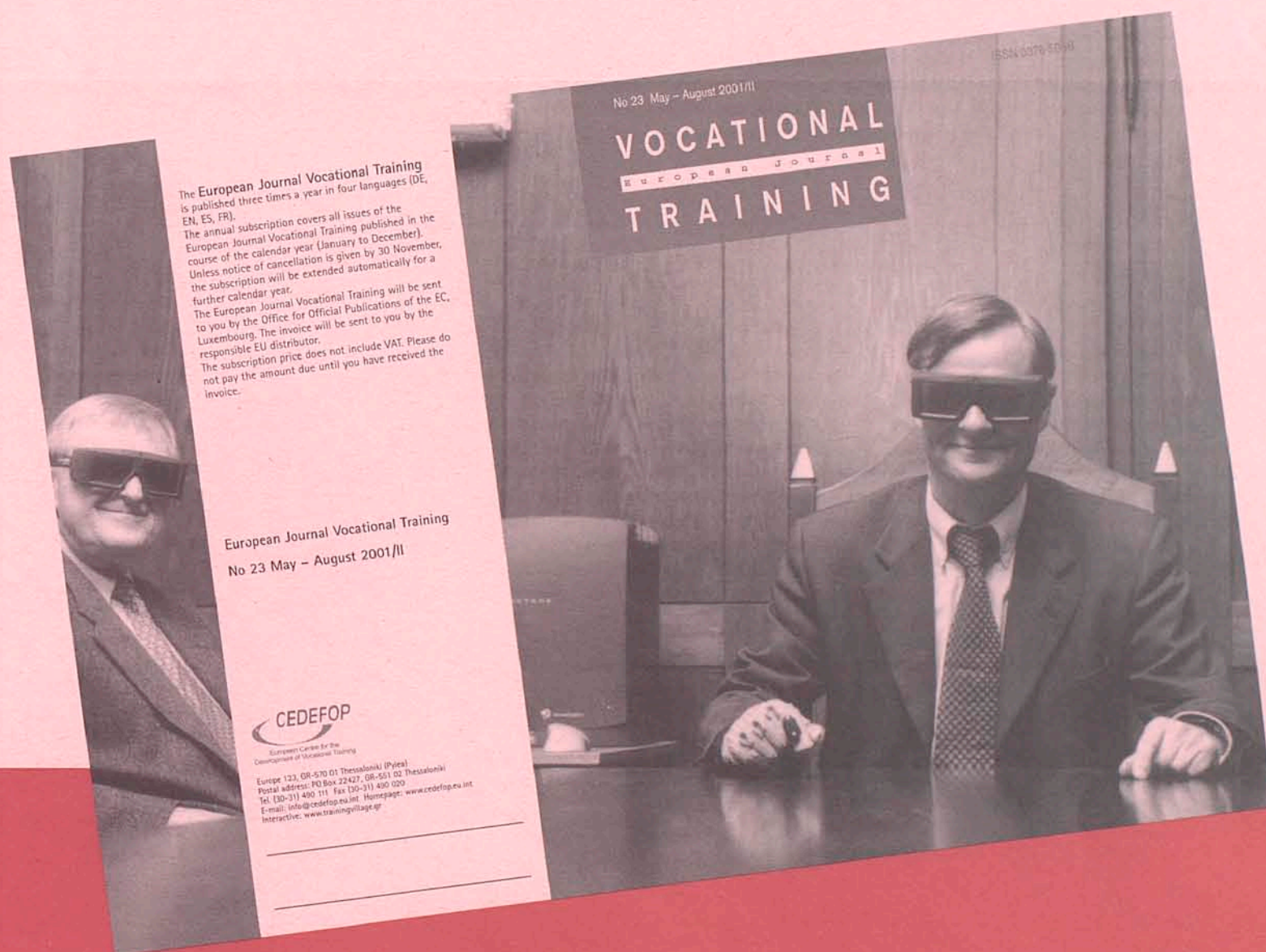
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AGORA

THESSALONIKI

Word, Thought, Power, Deed

AGORA XII – Summary of discussions

**Training for mentally disabled people and their trainers:
 Permitting the mentally disabled a genuine and appropriate exercise of their rights**

Why an Agora for mentally disabled people

The right of every individual to personal development and self-realisation, inalienably linked to their right to employment, is proclaimed by our society to be a presupposition of social progress. But does this equally apply to all individuals? According to Eurostat statistics, 12% of the population in Europe have a disability and it is estimated that only half of them have any form of employment. At a time when working conditions and employment are undergoing change to reflect greater flexibility and mobility in the labour market, and vocational education and training are becoming all the more crucial in order to adapt to this new situation, it seems relevant to CEDEFOP to look into how this applies to mentally disabled people.

The Agora brought together 32 participants - researchers, policy makers, social partners and experts from the disability field - in order to exchange experiences and discuss how training mentally disabled people and their trainers can allow them to exercise their right to effective integration and mobility within the labour market properly and effectively. We further looked at suggesting ways as to how best all of us can work towards restoring a genuine and not just a formal balance between people who can be very different.

Addressing the problem in this perspective calls for adopting first and foremost a common platform of discussion as to the way disability

is perceived. Is it a medical fact or a social construct? Our stance on this question provides a basis for the debate to go forward and for the possibility of change. The actual testimonies and views presented converged towards the realisation that mentally disabled people are viewed by many societies from a medical model perspective which imposes a negative image, characterised by dependency on medical treatment and a static condition. As a result 'disabled people are compartmentalised, labelled and treated according to a workable, conveniently adapted manner leading to disempowerment' (Gaye Hutchison). Such a model obviously does not allow for measures - especially in the area of education and training - which would lead to disabled people's independence of decision, autonomy and access to opportunities. Whereas a social model perspective, on the other hand, would open up possibilities for change by acknowledging that it is our society which prevents inclusion when it puts the stress on the weaknesses and ignores the potential of disabled people.

Although the transition to the social model is a commonly identified need, the different pace in this process was reflected in divergent or even polarised concerns and practices revealing how training and the integration of disabled people is perceived around Europe today and to what exactly they should be striving towards.

Obstacles to integration

Education and training

Education and training processes represent a belief or disbelief in human capacities, in human development and in the social and economic role people will play in the future (Annet De Vroey). An overview of some education and training systems around Europe today revealed structures which tend rather to reinforce, still, the medical model perspective, through working with separate groups of mildly, moderately and severely mentally disabled people. And although we seem to have reached a turning point, a radical change towards inclusive education is perceived as being too risky. These systems obviously ill-prepare mentally disabled children for future employment. As Gay Hutchison put it, training and qualifications do not always lead mentally disabled people to employment because of the prevailing social prejudices which base training on directive approaches which do not take into account individual abilities, skills and preferences.

The results of a study, carried out at a European level, showed that schools educate mentally disabled people in terms of what they are unable to do, and fail to take into consideration their personal capacities and desires so as to elaborate educational programmes adapted to each person (Victoria Soriano). It has been commonly recognised at this point that social skills are now considered to be the key element leading to autonomy and to social and professional integration. In this sense, training should equally aim at developing these skills as much as professional qualifications and this should start very early in life, during school education. Within the framework of this alternative view of mental disability, professionals are seen as playing a key role in the process of integration, from education and training, to finding the users a job and helping them keep it by means of permanent support (Bob Rhodes, Geoff Warner). On the whole, professionals should assess the quality of their work according to whether it helps disabled people into self-realisation, well-being and full integration (Carmen Duarte). Beyond the obstacle of attitudes, in this context integration heavily depends upon the funding available for ongoing specialised professional support to the mentally disabled person.

The role of the training of trainers

It is important to see how the trainers themselves should be prepared for training mentally disabled people. Should they see themselves as different to other teachers or trainers, and what particular skills are called for? Of course addressing a group of mentally disabled people demands specific technicalities and also an emphasis by the teacher on emotional support throughout the learning process (Hans Jürgen Pitsch). For Paul Twynam, trainers must always fulfil the same requirements and must be based on the same principles as for any target group, since training should always reflect people's individual needs, aspirations, abilities, speed, style, preferences, etc (Paul Twynam). Moreover, he argued that the learning processes of both disabled and abled people are similar. In this sense, the important thing is for a trainer to realise that learning and not disability is the issue, and consequently put the learner - any learner - at the centre. Recently, thanks to the transfer of know-how and to networking, a number of other important aspects in the support of disabled people are beginning to appear in the training of trainers. There is now a growing provision of training on the political and social side of this work: awareness-raising, legal support, business management support, etc (Angelika Bühler).

Training mentally disabled people for which kind of integration?

If training is aimed at the integration of disabled people into the labour market, where does sheltered employment stand in these terms? Is it an inevitable part in the process of extending job opportunities to as many disabled people as possible?

This proved to be a highly controversial issue as for some of the participants, by putting the stress on inherent limitations, sheltered employment undermines the idea of self-development and social integration (Alberto Alberani, Geoff Warner, Paul Twynam). It is viewed as a failure both on the part of the professionals, in that it fails to provide the necessary skills which would lead to employment in the open labour market, and on the part of society as a whole, which favours integration instead of ghettos. Their field of reference is therefore

More information on the Agora Thessaloniki project

<http://www2.trainingvillage.gr/download/Cinfo/Cinfo22000/C20T1EN.html>
<http://www2.trainingvillage.gr/download/Cinfo/Cinfo12001/C11A5EN.html>
<http://www2.trainingvillage.gr/download/Cinfo/Cinfo22001/C21A6EN.html>

CEDEFOP Website
<http://www.cedefop.eu.int>

The European Electronic Training Village
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that of the open labour market as the only way to achieve full integration.

On the other hand, the utility of sheltered employment was strongly defended on the grounds that it is ethically and socially right for any social policy to offer to those mentally disabled people who cannot or do not wish to work in the open labour market the possibility to be employed. We just cannot ignore the fact that, within the current economic model, employers are very demanding in terms of productivity. Besides, it has also been claimed that sheltered work today can offer a wide variety of choices extending to extra-muros and semi-open employment for groups or individuals, and with various degrees of support. On the whole, sheltered employment centres, in collaboration with social enterprises and other local agents, can and should take initiatives for job creation and for creating pathways to employment to the open labour market. What our main objective should be in this context is that mentally disabled people obtain a legal status equal to any other employee's. (Gérard Zribi)

However, beyond the ethical considerations described above, Agora also attempted to look at the question of disabled people's integration into the labour market as an economic challenge, as they constitute a workforce which remains largely unused. This was the argument of a study urged by two background reasons: the current tendency of the National Action Plans on employment to move from passive to active policies, and the demographic indicators of the ageing of the workforce. Indeed, the results of this research revealed that the employment of disabled people can also be profitable for the economy (Juan Carlos Collado). Integration would save money from the public budget in the sense

that the fiscal income received, plus the savings from disability benefits, outweighs the cost of active policies. Such a pragmatic point of view could be a key argument in persuading employers to take on disabled people. Nevertheless, this turned out to be a controversial issue, as for some of the participants this argument is not as valid as the humanistic approach of fighting for the integration of the disabled people on the grounds that it is morally and ethically right. Besides, this argument was found to be inapplicable in some countries, as well as to oversimplify integration by not providing for specific needs. The inherent danger here is that integration is used as a pretext to remove social financing, whereas the issue should be the right to employment and to social protection (Gérard Zribi). The advocates of this approach, on the other hand, argued that, in a market economy, there was an undeniable need for the employment of mentally disabled people also to be profitable, so as to be sustainable over time. Mentally disabled people see their status as improved because they have added value, and this is what active policies seek to fulfil (Helmut Heinen). Examples of other pathways to employment were also used in support of this view: the social firms standing between sheltered and open employment, which work on an economic basis and whose financial success comes from being close to the market. (Rainer Dolle)

Employers

In line with its operating principle, which is to create a bridge between all the actors involved in initial and continuing vocational training (ICVT), Agora specifically invited the social actors to identify the determinants of the positive or negative attitudes of employers. As it appeared from the discussion, these attitudes are shaped by a combination of elements.

Firstly, mentally disabled people need to get tangible skills by means of training schemes and apprenticeships whose content and value are transparent enough for employers to compare with traditional training (Katharine Davenport). Secondly, a legal framework must be in force. Legal measures such as quota systems are usually considered to be an effective tool in getting mentally disabled people into work. Nevertheless, they don't always work in a positive direction, as employers often prefer to recruit less disabled people, usually with motor impairments, and thus exclude other groups (Stefan Tromel). Or they may take on disabled people but without really giving them a proper task (Ioannis Koukiadis). To compensate for these shortfalls, legal measures should be

coupled with fiscal incentives and the necessary funding, which would secure the support mechanisms required by employers to deal with the financial risks and the cost of the permanent special support needed when employing mentally disabled people (Ioannis Koukiadis, Katharine Davenport). And above all else, awareness-raising among employers and workers was identified as the overarching prerequisite for the real integration of mentally disabled people into the labour market. Once sensitised, trade unions play a crucial role in having mentally disabled people accepted by their colleagues and in exercising pressure on employers to adopt real integration policies and make posts accessible to all (Josette Dixneuf).

In guise of conclusion

This Agora was not a forum which reconciled differences, but which made it possible to get a clear picture of the state of the art and to fathom the different or opposing views. It was strongly felt that a paradigm change is now taking place (Raymond Ceccotto). The development of self-advocacy demands that all actors involved reconsider integration, support and the role of professionals. What is more, self-advocacy is becoming the measure of quality in our education and training practices for both disabled people and professionals, as these practices should provide for the accommodation of this new reality.

However, in this transitional phase, traditional and new approaches coexist and the views as to how to go forward are divergent. Nonetheless, this Agora sent a positive message: that networking, as a means of making good practices available to professionals from different cultural, historical and political backgrounds,

could enable us to go beyond mere confrontation to the sharing of concerns despite different methods, approaches and political histories. It can also allow for the formalisation of our call for commitment and awareness-raising for just values, training, transparency of social policies and the evaluation of measures (Raymond Ceccotto). This debate and the follow-up already organised by ARFIE for 2002, as well as ARFIE's call to CEDEFOP to carry out a research on the training of professionals within the context of 2003 as the year of disabled people, are already tangible results of good practices through networking.

Victoria Koukouma, Association des Parents d'Enfants Mentalement Handicapés (APEMH) September 2001.

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AGORA

Publications

Agora Thessaloniki in 2002: changing captain but staying on course

Éric Fries Guggenheim, manager of the Agora Thessaloniki project since October 1998, has been appointed editor-in-chief of the European Journal Vocational Training with effect from January 2002. The Agora Thessaloniki project will now be headed by Norbert Wollschläger, who will impress his own personal stamp on the project. This is the way he describes the Agora project and its programme for 2002.

Agora XV will deal with the issue of **"How to empower individual learners?"** It will take place in Thessaloniki and is scheduled for **10 to 11 June 2002**

Agora XVI: The subject will be **"Learning in enterprises"** It will take place in Thessaloniki and is scheduled for **4 to 5 November 2002**

Presentation and discussion of analyses and research is the core business of Agora. Results are presented to the social partners, policy-makers and practitioners as a basis for further discussion. In 2002 Agora will be organised in a new format broadening the spectrum of participants (international organisations, NGOs, representatives of civil society, media, etc.) to integrate research-based knowledge more efficiently into social and political debates and decision-making. Agora events aim to facilitate cutting-edge debate in the interests of encouraging innovative thinking and action on a broader front.

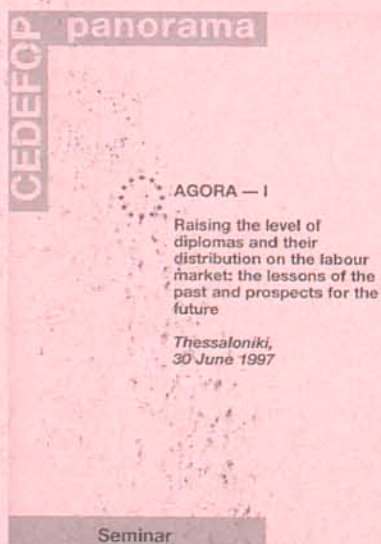
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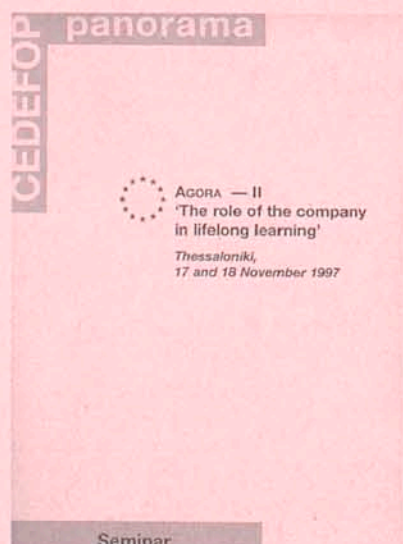
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The Agora website: <http://www2.trainingvillage.gr/etv/agora/default.asp>

Agora XIV will tackle the issue of **"Image and standing of vocational education and training: What to do?"** It will take place in Thessaloniki and is scheduled for **29 to 30 April 2002**



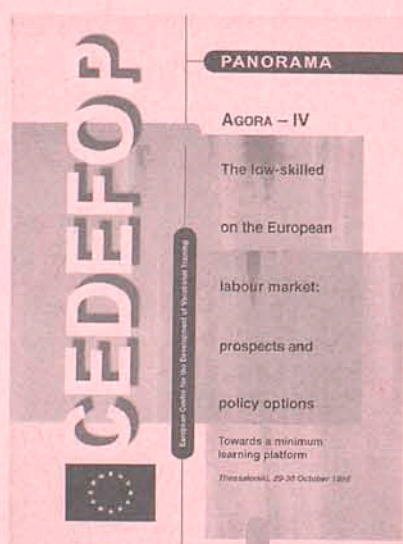
AGORA - I
Raising the level of diplomas and their distribution on the labour market: the lessons of the past and prospects for the future
Thessaloniki 30 June 1997
Cedefop panorama 5076
Languages: DE, EN, ES, FR
Cat. No: HX-14-98-776-EN-C

Free of charge on request from Cedefop



AGORA - II
"The Role of the Company in Lifelong Learning"
Thessaloniki, 17 and 18 November 1997
Seminar
Cedefop panorama 5086
Languages: DE, EN, ES, FR
Cat. No: HX-18-98-881-EN-C

Free of charge on request from Cedefop



Agora - IV
The low-skilled on the European labour market: prospects and policy options
Towards a minimum learning platform
Thessaloniki, 29-30 October 1998
Cedefop panorama 5097
Languages: DE, EN, ES, FR
Cat. No: HX-26-99-279-EN-C

Free of charge on request from Cedefop