COMMISSION OF THE EUROPEAN COMMUNITIES

INTERIM REPORT
FROM THE COMMISSION TO THE COUNCIL

on the implementation of the pilot-projects of the
Second Programme of Transition of Young People from
Education to Adult and Working Life

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Contents

Introduction

The present report gives an overview of the developments within the
current Transition Programme, as identified by the Commission's team
of experts. It is an interim report, since, at this stage, most of the
pilot projects have only completed their second year of operation and
some have only run effectively for one year (because of delayed start
or the need for a longer preparation phase).

Section I of the present report reviews briefly the main developments
related to work in the different thematic fields of the Programme.
Section II describes the activities which have taken place to foster
interaction between the pilot projects and to develop the European
Dimension of and within the Programme. Section III provides an outlook
on future work.

I   The development of thematic working areas

During the initial phase of the programme, members of the Commission's team of Reporters had visited all individual pilot projects. The main purpose of these visits had been to gain a comprehensive understanding of how the six priority points of the Resolution [1] were translated into the more operational language of the projects; and to explore the specific objectives of the projects or the areas in which they planned to work as they developed practical answers/ideas in response to the priorities set out in the Resolution.

Subsequently a work programme was agreed upon with the National Policy Co-ordinators (NPCs) and with the pilot projects [2], specifying a set of eight thematic areas on which the Commission's team should concentrate [3]. During the course of 1984 these themes were extended to ten.
They take account of developments in the pilot projects and also reflect aspects emerging from the wider policy debate at Community level on issues concerning Transition:

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1)   See Annex A.

2)   Meeting of the National Policy Co-ordinators, February 1984.
     Conference of the Project Leaders and the National Policy
     Co-ordinators, April 1984.

3)   A further outcome of the initial round of visits consisted of a
     complete set of structured project descriptions, which were
     published in April 1984 in all Community languages.

Thematic working priorities within the Transition Programme
(short labels)*

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1. The development and use of work experience schemes in
   secondary education.
2. Equal opportunities for girls and young women.
3. Guidance and youth information services.
4. Staff development.
5. Assessment and certification.
6. Integration of young migrants.
7. Education for enterprise.
8. School and social action.
9. Curriculum development.
10. Co-operation and partnership in a local/regional con-
    text (the "District Approach").

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* Note: For further information on the definition of these
themes see also:
- Draft Interaction Plan 1984, (paper submitted for the
meeting of the National Policy Co-ordinators in February
1984);

- The Programme; Phase I
Results of the Project Conference held in Brussels in
April 1984 (Report July 1984);

- Development of the Programme (paper submitted for the
meeting of the National Policy Co-ordinators in October 1984).

These working documents are available in English and French only.

These themes have provided a working structure for the Commission's
team during the first two years of the Programme. Responsibility for
following and reporting on them was distributed among the members of
the team (though every member is also expected to be informed, and to
collect evidence, about all the themes). The ten thematic areas also
provided the main focus for interaction between and with the projects,
i.e. for workshops and conferences, inter-project visits and visits
of the reporting team to the projects (see Section II of this report).
In agreement with the NPCs and in consultation with the pilot projects
the definition of the individual working themes, and possible group-
ings of them, may be subject to review in the light of the further
developments within the Programme.

The collection, analysis and reporting of the ideas and new approaches
and/or new problems arising from the projects' work, related to the
working themes, is the main reporting task of the Commission's team
during the remaining part of the Programme. Each theme - or in some
cases, perhaps, pair/group of themes - will be dealt with in an
action-oriented report, aimed particularly at regional/local adminis-
trators/advisers, teachers and other professional services. Prepara-
tion of these reports began in Spring 1985; they will be made avail-
able in all Community languages in a sequence of working documents,
starting early in 1986 (see Section III).

All pilot projects have been working on several of the themes, as can
be seen from the matrix 'summary' which was prepared early in 1985.
(See Annex B).

Many pilot projects comprise in fact several more or less self-stand-
ing sub-projects, which focus on different objectives, imply different
types of action or involve different target groups (e.g. B 1, and B 2,
F 12, IRL 16, and IRL 18). Furthermore, a specific action implemented
in a project may relate to several themes simultaneously. The matrix
only provides a simplified picture of the complex thematic structure
of the Programme; but it may help to illustrate the breadth of the
projects' activities.

The work of the pilot projects in relation to the different themes is
further described in the following chapters. However, it is too early
for an attempt to summarise the "results" of the Programme. Most pilot
projects are still in the middle of their development. At the present
stage, it is only possible to present a selection of points based on
the projects' experience so far (in some cases only 1 year of opera-
tion, where the first year was spent in planning/preparation). These
tend, at this stage, to be more in the nature of 'observations' than
'conclusions': the grouping, and comparison/analysis of points remains
to be considered when the projects have gone further with their work,
and it is then that some firmer 'policy' suggestions can be extracted.
Nonetheless, some tentative policy ideas are included here - though
their provisional nature must be stressed.

1.1 The development and use of work experience schemes

Work experience already has a long standing tradition in some Member
States. In recent years it has become a rapidly diversifying area of
interest and is being introduced on an increasingly large scale:

● in different sectors of the education system and for different age
  groups (e.g. general compulsory education, vocational education
  in full-time institutes, in special measures for unemployed young
  people and also in upper secondary education);

o   and with different objectives: e.g. as support for the individual
     development of the young people strengthening their personal and
     social skills and competences; as a contribution to vocational
     guidance, improving young people's experiential base for vocation-
     al decisions; and as an element of vocational preparation and
     training, enhancing the practical components of the curriculum.

Already the first Transition Programme contributed to the analysis of
some of the issues involved in this process of diversification [1]. The
second Programme aims at taking this analysis further. More than two-
thirds of the pilot projects are concerned with developing practical
approaches to tackling at least some of the problems arising from the
wider use of work experience.

In most cases the introduction of work experience is seen in context
with other project activities concerned with guidance, work on the
curriculum and/or the development of co-operation and partnership in
the local district (see corresponding sections 1.3, 1.9, and 1.10).
In relation to this last point some projects focus particular atten-
tion to the problem of involving the social partners more closely in
the preparation and organisation of work experience programmes, e.g.
projects in Germany (D 7); France (F 9); Italy (though, as in many
other cases, contacts are mostly with employers, and less with the
trade unions); the Netherlands (NL 25); and the United Kingdom (UK
27).

From the work of the pilot projects several problem areas emerge,
which are given particular attention.

o   The first is related to the question of how to re-inforce and
bring out more strongly the different educational objectives of work
experience, and how to use them more effectively as part of the curri-
culum?

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1)   see: Work Experience - A potentially rich learning situation;
     January 1983, included in the series of final reports on the first
     Transition Programme.

The pressure to find a job increasingly leads young people, their parents, and also sometimes their teachers, to see the practical value of work experience mainly in the contribution it can make to facilitate recruitment to work, or in the opportunities it can provide for young people "to prove themselves to a potential employer". In contrast to this attitude most pilot projects stress the need to design work experience programmes to form real learning systems, and they explore practical approaches to meet effectively a variety of educational objectives. Which objectives come to the fore (though many of them are interlinked) and what aspects of content are given priority naturally depends on:

- the contextual situation in each country (some Member States have a longer and more extended practice of work experience schemes than others; opportunities in rural areas are limited compared to industrial zones with a multiple structure; etc),

- the age of the young people involved, and

- which sector of the education system is concerned.

The following list of examples is far from complete. The selection may however illustrate the current lines of development which can be found in the Programme.

The use of work experience to enhance the personal development of young people (as from the age of 14), and to help them to gain social competences and skills related to working life is a major aim of pilot projects e.g. in Denmark (DK 4); France (F 9); Ireland (IRL 17, 18) and the United Kingdom (UK 27, 30).

The role of work experience schemes as an important component in a comprehensive process of vocational guidance is further explored e.g. in Denmark (DK 3, 4); France (F 11); Germany (D 7) and the Netherlands (NL 25). The Danish project in Aalborg tries out a new model, in which work experience periods form a part of the last three years of compulsory education. Starting with "taster" placements of short duration

(3 days) in the 8th form it offers longer periods (e.g. 2 weeks) in the 9th form to gain experience in a real working situation and again in the 10th form, then related to vocational choice. Similarly, practice with such a "phased" approach is also being further developed in Germany.

In other projects work experience (simulated or real) is being developed as a part of vocational preparation courses. In the Dublin project (IRL 16), for example, the "work exploration centre" provides a place where space, machines, facilities and materials are available for various simulated work experience users. Work in the centre helps young people (in particular the lower attaining students) to develop some basic practical skills and to regain motivation and self-confidence. Other projects have also expressed such needs (e.g. Manchester, UK 27). The Munster/Shannon project (IRL 18) is one of several projects using real "mini-businesses" as an integral part of school-based "preparation for work" courses, enabling young people to gain experience with the whole process of planning and delivering a product or service. In one of the French projects (F 12) 50% of the 6-month work preparation course for 16 to 18 year old young immigrants is spent on-the-job.

In the Italian projects (19 b, 20 a, 21 a, 22 a, 22 b) different types of work experience are being integrated into the curriculum (lower and upper secondary schools, including general and/or vocational education) to counter-balance the theoretical and academic bias; i.e. to provide "real" opportunities for practical application of theoretical instruction (e.g. related to the use of new technologies, business management).

The use of work experience in vocational training courses, in particular the problem ensuring a coherent and balanced relationship between theoretical instruction and vocational practice, forms an important aspect of projects in Belgium (B 2) and Greece (GR 14).

In pursuing these objectives many projects are concerned with the
general problem of <u>integrating work experience into the curriculum</u>
(which raises issues of content and length; of preparation and moni-
toring; of timetabling, and of co-ordination with the external site).
Some projects (NL 24 and 25, I 22 a and 22 b) are also developing <u>work</u>
<u>experience schemes for teachers</u>. Especially in France (F 9), and to
a certain extent also in Germany (D 7) and Wales (UK 29) pilot pro-
jects attach particular importance to a further crucial problem: the
development of appropriate methods for <u>evaluating and assessing the</u>
<u>benefits of work experience periods</u> in relation to the specific objec-
tives aimed at.

● A second problem area relates to the need to extend the range and
kinds of work experience programmes.

A number of projects develop approaches to include a broader spectrum
of different types of work and practical learning situations. Work for
and within the local community (IRL 17, UK 27, 30), in co-operatives
(I 21 b), in off-site training workshops (D 8, IRL 16, UK 30) or simu-
lated businesses (I 20 a) provide examples of this. Some of the exper-
ience of these projects suggests that the concept of <u>community experi-</u>
<u>ence</u> should be developed further, as against a more narrow concept of
work experience which concentrates on the traditional sectors of in-
dustry, commerce and services. It is also argued that the use of a
wider spectrum of opportunities for work experience would not only
improve the possibilities to tailor such schemes to specific educa-
tional objectives and individual needs. It could also provide better
opportunities for young people to understand the changing nature of
work and to gain experience with types of work, which fall outside the
traditional pattern of paid employment.

● The third problem area relates to the management of work experi-
ence schemes, both at the level of individual schools or training in-
stitutes and within a wider local/regional context.

All projects involving work experience are concerned about establish-
ing and maintaining effective contacts and links with firms and other
institutions which can offer places. Most of them stress the need, but
also the difficulties incurred, for developing a continuous working
relationship between teachers and their counterparts on the work-site
(e.g. the industrial tutors). Twinning arrangements between schools
and firms (e.g. in France, F 9), or co-operative planning and assess-
ment of courses jointly between teachers and industrial tutors/super-
visors (e.g. in Belgium, B 2) provide examples for developments within
the projects to overcome these difficulties.

A further management problem stems from the increasing mismatch bet-
ween demand for and actual supply of opportunities for work experi-
ence. In some projects schools encourage the students to find their
own placement (with help from the teachers) and make this experience
of search a specific and integral part of the scheme (e.g. DK 3; UK
27, 29). Others have been setting up special agencies or liaison
groups to handle the co-ordination of placements and to help schools
to plan, implement and assess their work experience programmes, e.g.
the youth team in Hvidovre (DK 4), the regional co-ordination centre
for work experience in Kassel (D 7), the school/industry liaison
agency in Modena (I 22 a), or the involvement of the Association of
Young Businessmen in Biella (I 22 b). The two Dutch pilot projects (NL
24 and 25) are specially focussed on these co-ordination and manage-
ment problems. Being part of the national network of "Contact Centres
for Education and Work" they try to mobilise all local/regional re-
sources for work experience, collecting and disseminating information
on available opportunities and providing practical advice to schools
and employers to use these in the most effective way.

To support the individual pilot projects in developing further their
individual approaches to work experience an "Inventory of materials"
has been prepared by the Commission's team and made available in the
official Community languages to the projects and other interested
audiences [1].

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[1] See: About Work Experience
An inventory of published materials, February 1985.

1.2 Equal opportunities for girls and young women

Exploring practical approaches to enhance equality of opportunity for
girls (and boys) has already been one of the priority themes of the
first Transition Programme [1]. In a number of pilot projects of the
second Programme the focus on this theme is being further developed.
Their experience has been used to contribute to the on-going debate
at European level.

In June 1985, under the Italian Presidency of the European Communi-
ties, the Ministers of Education, meeting within the Council, adopted
a Resolution containing an action programme to promote equal oppor-
tunities for girls and boys in education. Transition II pilot pro-
jects, working with the Commission's team, helped in the preparatory
work for this Resolution. Representatives from 10 pilot projects
attended a top level conference in Brussels in November 1984, which
produced the recommendations on which the Resolution was based. In
addition to their contribution at European level, many of the pilot
projects continue to develop their work on equal opportunities:

● the Shannon (IRL 18) familiarisation course has now been evaluated
and is available in its final form for use in schools;

● the two Danish projects (DK 3 and 4) have been working with
employment authorities and guidance staff on vocational courses
for girls in non-traditional jobs;

● a French (F 12) and two UK projects (UK 27 and 28) have developed
strategies to raise the interest and participation of girls in
new, particularly computer, technology;

● two German projects (D 5 and 6) have launched outreach programmes
to involve migrant women and girls in their activities.

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1) See: Girls in transition, April 1984, included in the series of
final reports on the first Transition Programme.

All the projects now provide equal access for girls to the same project courses and activities as boys. However, some projects have found that simply making choices available is not sufficient:

- counselling is needed to help girls make choices which are beyond traditional patterns of what is appropriate for girls;

- the views and expectations of 'others' (parents, teachers, employers, peers and boys) often play a much greater role in girls' choices than their own views;

- teachers need to be much more conscious of the ways in which their own attitudes, their classroom management and their teaching styles, encourage or discourage stereotyped behaviour and choices.

Some of the pilot projects hope to look in more detail at these areas:

⊕ DK 3 is to run in-service courses for teachers to help them be more aware of stereotyping and how to overcome it.

⊕ IRL 18 has launched a 'policy review' in several project schools, which will examine how school policy and organisation militate for, or against, equal opportunities;

⊕ UK 28 is to run school-based conferences for teachers and pupils in the project schools to look at gender roles of men and women and how these affect girls' educational and vocational choices.

The production of an 'Action Handbook', containing ideas for implementing gender equality, is reported below in Section II. Much of the Handbook is based on the experiences of the Transition pilot projects.

1.3 Guidance and youth information services

Discussion of the provision of guidance and information services for young people in transition from school to work has gained considerable momentum over the last few years. Having formed already one of the working priorities of the first Transition Programme [1] this theme remains in the forefront of activities in more than two-thirds of the pilot projects in the second Programme.

A major overall objective of the projects concerned with this theme is to analyse the new demands on guidance and to develop new approaches and innovative practices to meet them. New roles and functions for the guidance of young people emerge in particular from

- the growing complexity of education and training opportunities for young people (which to some extent is a consequence of efforts to combat youth unemployment);

- new demands related to the trend that young people do stay longer in formal education;

- the changing qualification requirements (both specific vocational and "extra-functional" qualifications);

- the continuous high level of unemployment and the demand for additional structures to support young people in searching employment or coping with unemployment;

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1) See: Action area 2, "Guidance and Counselling Services for Young People in Transition"; in: Policies for Transition, March 1984; included in the series of final reports on the first Transition Programme,
   and
   Youth Information 1985, January 1985, a paper which summarises, and reflects on, the outcomes of three particular pilot projects, which have developed new approaches to involve young people actively in the development of information services related to their specific needs in the transition period.

- new trends towards improving the co-operation between school and industry and/or the local community;

- the necessity to ensure gender equality in the process of educational and vocational choice.

In response to these developments most of the pilot projects emphasise the need to broaden the concept of guidance, to include not only information, advice and preparation for educational and vocational choices, but also to help young people with their social and occupational integration. Current guidance activities taking place in the projects attempt to extend the range of opportunities for learning and experience related to these objectives, reflecting a wider set of futures and drawing on a wider spectrum of providers for such opportunities.

Experience from the projects highlights several lines for further development: [1)]

⊚ Some projects are particularly focused on integrating guidance activities into the school's curriculum, stressing the process character of guidance. Various approaches have been developed for this, including:

- the general introduction of a guidance course as a special subject, either directly related to vocational choice (e.g. GR 13) or more generally to the future perspectives of young people (e.g. the "European Hour" in Kassel, D 7).

- the development and use of different courses aiming at specific aspects/needs related to guidance; e.g. familiarisation courses for girls (and their parents and teachers) which will raise their educational and employment aspirations and make them aware of the possibility of careers in occupations not

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1) See also: The Provision of Vocational Guidance in the European Community; Report by the Commission, 1985.

traditionally entered by women (DK 3, IRL 17, 18); or "preparation for adult life" courses (especially for low-achieving pupils, UK 30), aimed at the study of particular topics drawn from different areas of the curriculum, which relate to issues linked with future working life and other aspects of living in a contemporary society;

- visits of teachers/instructors from vocational schools (LEP) to lower secondary schools ("collèges") in Vénissieux, to teach a "sample" lesson, and show content and methods of their courses (F 10).

- the use of the whole curriculum (or larger parts of it), i.e. by reviewing and/or developing the various appropriate subjects/courses to improve young people's orientation and decision-making. Examples of this can be found in all the Italian projects (I 19-22). They try to familiarise young people with the economic and social functioning of their region, to increase their understanding of the areas for potential development within it, and to enable them to gain theoretical knowledge and practical experience related to these areas, so as to provide a better basis for vocational/occupational choices. Another example is the comprehensive project in Northern Ireland (UK 26): an important objective of the ongoing curriculum development is to educate young people more generally on the changing scope of occupational opportunity and to inform them of other activities available to them within and outside the formal labour market, and to increase their capacity to make competent decisions.

Many of these activities are also related to other thematic areas of the Programme, in particular work experience (section 1.1) and curriculum development (1.9).

● Apart from these curricular aspects some projects are developing approaches to relate guidance activities more closely to the other roles of the school in order to broaden their guidance function.

Linking guidance with regular consultations with parents, the set-
ting up of a "guidance network" of teachers specialising in the
needs of low-achieving pupils, and systematic follow-up contacts
by teachers with their "weak" students after they have left school
are examples of this (DK 3, 4; D 5, 8).

● A further significant development within the Programme aims at
improving co-operation between schools and other institutions, or
individuals, concerned with guidance. The most interesting project
activities in this context are directed towards setting up, or
expanding, a coherent and continuous support structure for the
guidance of young people, embracing the transition period as a
whole (i.e. responding to the needs of young people during the
final years of compulsory education and the first years after it),
and developing new patterns of organisation for the co-ordination
of all providers of guidance services in the local/regional area.

There are a number of examples for such activities, e.g.

－ the step-by-step assessment and development of a new guidance pro-
vision plan with the co-operation of the local community through
a "school-contact-committee" in Aalborg (DK 3);

－ the "Youth-Team" in Hvidovre (DK 4) which acts as a linking agency
between unemployed school-leavers, schools/training institutes,
industry and various youth services available in the area, aiming
at the development of a local co-operative network;

－ the use of special guidance counsellors in Mannheim (D 5) and
Duisburg (D 8), whose task is to improve the liaison between
schools, parents and the variety of external guidance and youth
services in the local community, particularly for the benefit of
disadvantaged young people; or the introduction of a decentralised
network of locally based social/youth workers ("transition tut-
ors") in Luxembourg (L 23), who assist young unemployed to find
training or work and operate in close contact with schools and
training institutes, local youth services, industry and authori-
ties;

- the work of the 58 "centres d'information et d'orientation" taking part in the French F 11 project. This project tries to apply the positive experience made in France with the "Permanances d'Acceuil, d'Information et d'Orientation" (a guidance support structure for 16-18 year old young people facing difficulties with vocational and social integration) to the guidance of young people still in compulsory education, helping school and teachers to develop guidance activities in co-operation with other local services and institutions;

- the "regional co-operation network" approach in Kassel (D 7) providing a permanent liaison structure between schools, youth and guidance services and industry;

- the provision of local co-ordinators to back up and assist guidance teachers in Greece (GR 13).

Obviously, most of these activities are also related to the development of co-operation and partnership in a local/regional context (Section 1.10).

● An integrated, multi-pronged approach is implemented in the Glasgow project (UK 28). It provides guidance through:

- a social education programme,
- vocational preparation modules,
- using existing computer services for information,
- simulated job interviews with local employers,
- residential experience,
- closer links with other services (careers, youth enquiry service, teenage library, support team for the young unemployed),
- increased awareness of leisure facilities through practical courses in school and contact with Further Education Colleges,
- producing a youth information booklet on opportunities available in the area.

Similar developments are also taking place in the project in Manchester (UK 27).

● Most projects underline the crucial importance of improving the in-service training of teachers, to involve them more effectively in the guidance work of schools. Current work within the projects involving experience with a wide range of activities, including e.g.:

- specific training courses of several months' duration (GR 13) or a series of shorter seminars (all Italian projects);

- analysis of pupil interviews to show how far teachers are aware of training and other opportunities for young people after leaving school (UK 26);

In many other projects staff development programmes include in-service training related to guidance (see also Section 1.4).

1.4 Staff development

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The attitudes and skills of teachers remain a key factor for success in all the changes envisaged in the pilot projects. Training or re-training, to assist their development is a general need, and a feature of most projects. A wide range of methods for introducing such training was already explored in the first Programme, mostly at school level, but also in other fields of work with young people (e.g. social and vocational integration projects). [1]

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1) Staff Development for workers with young people, January 1983; included in the series of final reports on the first Transition Programme.

Most of the current projects focus on two particularly urgent needs
for staff development. Their work includes:

● actions to prepare teachers to meet the new demands on them, i.e.
to bring teachers (and/or trainers) closer to the environment of
their institutions and to improve their understanding of the out-
side world. Training and information programmes/sessions have been
introduced in a large number of projects on a continuing basis,

- to sensitise teachers for the need to open up schools to
their local/regional context;

- to enable them to gain a broader knowledge of social and
economic developments in their area, and of relevant insti-
tutions in it, which affect the future of young people and
their transition to working and adult life; and

- to enhance the capacity of teachers for liaison and co-opera-
tion with external partners.

Projects in Saint Ghislain (B 1), Aalborg (DK 3), Hvidovre (DK 4),
Duisburg (D 8), Galway (IRL 17), Munster (IRL 18), Italy (all pro-
jects) and Zeeland (NL 24), amongst others, provide practical examples
for such approaches. Some projects include in these activities intens-
ive contact visits to firms and/or work experience placements
("stages") for teachers (e.g. DK 3, I 22 a, 22 b, NL 24).

● actions to enhance the involvement of teachers in curriculum deve-
lopment and the management of curriculum change. A number of pro-
jects explore practical methods to enable teachers to take a more
active part in the design and delivery of the curriculum, and in
the assessment of its achievement:

- study or working groups of teachers have been established in
Aalborg (DK 3), Hvidovre (DK 4), Empoli (I 20 a) and Modena
(I 22 a), to produce teaching material (e.g. on guidance,
local environment, new technologies);

- in Vénissieux (F 10) and Sassari (I 19 b) teachers are asked
  to elaborate a "project" for their school to implement curri-
  culum change;

- school-based appraisal and change, on a voluntary basis, is
  tried out on a large-scale in Northern Ireland (UK 26). In
  Manchester, writing modules (learning units) has been a
  powerful stimulus to teachers to re-think and re-define their
  objectives (UK 27);

- in some Italian projects (I 19 a, 20 b, 21 a, 21 b) contin-
  uous help is given to teachers by special project staff, to
  assist them with the preparation of teaching material and
  with their actual teaching task. In Manchester (UK 27)
  school-based development forms part of a local development
  plan: schools are grouped to "support" each other and to
  speed up the change process; substantial local training
  resources are targetted on schools participating. In Vénis-
  sieux (F 10) and Glasgow (UK 28), team teaching has been
  experienced as particularly helpful for staff development.

Another additional need forms the main focus of the Luxembourg project
(L 23): the training and deployment of new types of social/youth work-
ers ("transition tutors"). They are not attached to individual schools
but to specific local areas, acting as contact and access points, per-
sonal counsellors and liaison agents between, in particular, the dis-
advantaged young people, schools and training institutes, youth servi-
ces, employers and other relevant agencies isn the local area.

Many projects emphasise that changing the attitudes of teachers is an
essential but not the only condition for success in introducing new
transition curricula; and that the key to success in staff development
does not lie only in offering more in-service training to teachers.
Further important factors are seen in:

- securing <u>recognition</u> for the new courses, whether from ministries (recognising the new certificates being produced) or independent examining bodies, or employers, with whom much public relation work has been done in some projects;

- reflecting the recognition in the <u>promotion</u> of teachers who are successful in the new style methods of teaching: they do not suit all teachers, perhaps, but those who are succeeding need to see it reflected in their salaries.

- situating 'projects' in an on-going <u>process of 'development'</u>, coupled with action at the local/regional/national level in support of it.

The need to improve the "conditions of service" has been raised in some pilot projects as a general problem affecting the teachers' ability and their motivation to promote change.

1.5 Assessment and certification

In the first Transition Programme, some projects began to develop alternative, or complementary, assessment techniques:

- profiles, and student records of achievement, to extend the range of qualities, skills, competences assessed; [1]

- modular or course unit assessment, where new courses were constructed in modules or units ('unités capitalisables').

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1) See: New Developments in Assessment: Profiling; September 1984; and
   Action area 3, "Assessment and Certification"; in: Policies for Transition, March 1984; both included in the series of final reports on the first Transition Programme.

Some projects in the current Programme continue to work in these areas. Profiles are being used in projects in France (F 9) for students' work experience. Records of achievement are one of the objectives in Northern Ireland (UK 26), as well as profiles: they form an important part of two other UK projects (UK 27, 30).

The need to certificate new courses has caused the Irish projects (IRL 16, and 17) to develop new ways of testing and certifying, involving in the case of Galway, the local community. Other projects are working on joint/co-operative assessment in alternance-based training courses (B 2), on certificates for upper secondary courses (IRL 18), and on assessment of modules in the short secondary vocational training courses (KMBO) in the Netherlands (NL 25). The further development and assessment of modular learning units is also a main objective in one part of the Saint Ghislain project (B 1).

Where these schemes differ most is in the extent of recognition of the certificates being awarded. It is obviously essential that they should be recognised by employers, and credit given for them by training bodies. The development of new courses in module form, in secondary education, lends itself to that. Some progress can be seen:

- students on the Dutch KMBO courses are given credit for modules completed, towards the next stage of training, even if they do not complete the whole course;

- a group of examining bodies in the UK are collaborating with the Manchester project (UK 27) in establishing a system of unit accreditation/accumulation which they will recognise; similar the Northamptonshire (UK 30) certificates are validated by the City and Guilds of London Institute;

- the Castlemilk (UK 28) project's course certificates may be accepted as 'short courses' within the recently planned Scottish Standard Grade Examinations.

On the other hand, not all projects have been able to find solutions
to this problem: the Limburg courses (B 2) being outside the present
law, are not recognised by the Belgian authorities.

1.6 Integration of young migrants

The Resolution of 12 July 1982, although not specifically mentioning
young migrants, refers to the Resolution of December 1976 which requi-
red pilot projects to consider "the design and development of specific
actions to assist young migrants". The Education Committee re-affirmed
the need to pay special attention to young migrants in the Transition
Programme. Since young migrants are in many cases over-represented in
the group of young people facing difficulties in their transition from
school to work, several Member States have set up pilot projects spe-
cifically aimed at facilitating their social, educational and voca-
tional integration. Other projects have designed additional or reme-
dial measures for them, as part of their overall activities.

All projects concerned have reported the ambiguity of the situation:
on the one hand, young migrants are boys and girls like their peers
from the host country, with in most cases, the same aspirations and
the same problems, i.e. in particular the fact of belonging to
socially, economically and educationally disadvantaged families.
Therefore everything which is said on Transition in general applies
also to young migrants. On the other hand, young migrants face a
transition period made more complicated by a series of factors:

● the most obvious one: language difficulties (in particular for
   those who did not do all their schooling in the host country)
   often leading to low-attainment.

● the fact that their transition is not only from school to work,
   but also - on a daily basis - from one culture to another, with
   such possible implications as:

- problems of national and cultural identify (cumulated with those identity problems occurring during adolescence);
- different attitudes towards education and training (which can lead either to a lack of understanding and support from the family, or, to unrealistic expectations and pressures),
- different attitudes towards work,
- cultural and/or religious barriers to certain activities, in particular for girls;

- the ambiguity of their situation: legal status, agreement/disagreement/uncertainty about their parents' intention to return to their country of origin;

- some attitudes of the host country: racism, direct or indirect discrimination, etc.

The current pilot projects address three major aspects of these specific issues: language, guidance, and personal development/social integration.

On the language question, projects are working in two directions:

- teaching the language of the host country (DK 4, D 5), linked in particular with the specialised vocabulary of vocational training (NL 25); and

- mother tongue teaching through literature activities (D 6), or with the perspective of increasing job opportunities with bi-lingualism (F 12).

Orientation/guidance is a particularly difficult aspect of transition for young migrants who find it difficult to make their way between the various educational and vocational channels. Their families can offer little help due to their own lack of understanding of the functioning of the systems of the host country. Therefore, all the projects dealing with migrant young people are increasingly involving parents and

the migrant community in their activities: individual visits to their
homes, evening meetings to explain some aspects of school or project
events, inter-cultural and social gatherings or outings, etc. Specific
measures are also taken (D 5, D 8, F 11, NL 25) to adapt the standard
guidance mechanisms and procedures to better answer individual needs:
one-to-one counselling, translation and/or adaptation of the existing
information and guidance material, development of new material, indi-
vidual and group sessions with parents. In some cases these innova-
tions have proved so successful that they are now extended to non-mig-
rant youngsters facing orientation problems (D 5, D 8).

Integration in school and social life is such a broad area that each
pilot project can only address one or two aspects of it, some more
specific than others:

● A general introduction to the society of the host country and its
   various mechanisms (DK 4) is particularly useful for those young
   migrants who have recently joined their father.

● Remedial teaching is widely practised to provide those in need of
   additional support so that they don't stay below the attainment
   level of their peer group (D 5, F 10, UK 27).

● In order to overcome barriers between migrant and non-migrant pup-
   ils, projects develop activities free of cultural bias, enabling
   everybody to take part on an equal basis: sports and out-door
   residential courses (F 10, UK 27), artistic activities - painting,
   music, sculpture, drama - as a method of building up self-confi-
   dence and supporting personal and social development (D 6, F 12,
   UK 27).

Gender equality (see section 1.2) is a particularly sensitive issue
where migrant girls are concerned: the traditions of their home coun-
try (and sometimes only the strictest ones are applied when emigra-
ting) often reinforce the gender-stereotypes of the host country,
hence reducing further their social, educational and occupational
possibilities. Projects concerned have two strategies:

- to integrate them as much as possible in their general acti-
  vities. This usually implies additional preparation and moti-
  vation work to ensure their participation in particular
  through contacts with families (D 6) or with migrant associa-
  tions (DK 4);

- to develop specific measures for (Turkish) girls and young
  women who would not be allowed by their families to partici-
  pate in other activities: e.g. a weaving project combined
  with general education courses (DK 4, D 5), a women's centre
  providing literacy courses, remedial teaching, counselling,
  etc. (D 6).

In order to take these various steps towards a better integration of
young migrants, some projects have found it essential to set up a
mixed team, i.e. reflecting the composition of the target population
and including members of the minority groups (D 5, D 6, D 8, F 12),
not as interpretors but in a full professional capacity, in order to
establish better links with their young clients.

Among innovative staff development methods (see section 1.4), group
visits to the country, and sometimes the very villages of origin of
the young migrants, or of the project team members, help in gaining
direct experience and understanding of the cultural difficulties
encountered (by both sides) in project activities and in schools in
general (D 5, D 6). Some projects are now developing material on
aspects of their intercultural work, to be used in staff development
activities at local, regional or national level: on guidance (D 5, D
8), and on mother-tongue teaching (F 12).

1.7 Education for enterprise

The development of more enterprising attitudes and basic entrepreneu-
rial skills has recently become a prominent new issue in the debate
on content and objectives of curricula preparing for transition to
work. It is strongly featured in some pilot projects of the current
Programme, and of increasing interest to a few more.

However, the term of "education for enterprise" does lend itself to
different interpretations, and sometimes misunderstandings. In the
pilot projects concerned the common objective for enterprise education
(E.E.) appears to be: influencing young people's attitudes and behav-
iour towards a more pro-active, self-determining approach to their own
future, i.e. to develop in particular their creativity and initiative.
The new orientation of the E.E.-movement consists in particular in
projecting these objectives against the background of the social and
economic changes taking place.

Pilot projects have developed various approaches towards education for
enterprise, which differ according to the age of the young people con-
cerned and the types of education and training institutions involved.
These approaches include:

● Project work aimed at the development of attitudes and skills,
  which enhance young people's ability and motivation to take on
  responsibilities and to manage undertakings stemming from their
  own initiative. Mini-companies, i.e. small (temporary) businesses
  based on the schools (or training institutes) and preferably fully
  integrated into the curriculum form an example which is gaining
  widespread interest, e.g. in St. Ghislain (B 1), two Irish
  projects (IRL 17, 18); Manchester (UK 27) and Glasgow (UK 28).

  This approach has proved successful especially with the younger
  age groups (e.g. those in the final years of compulsory educa-

tion), though not exclusively with them. The involvement of professionals from "real" business (e.g. bankers, accountants, technicians etc.) as consultants has in some cases (e.g. IRL 18, UK 27) provided a valuable source of experience and strengthened the realism of operations. A dominant feature of projects like the mini-companies lies in the emphasis which is placed on self-management, autonomous problem solving, planning and decision-making, on responsibility and on reliability in team work.

- A more broadly based approach, in which a larger part of the curriculum is directed towards improving the young people's knowledge and understanding of the economic strengths of their region and of potential growth areas in it. Pilot projects in Italy (all), and in Wales (UK 29) provide illustrative examples of this approach. Secondary schools and vocational institutes involved in these projects aim at improving the ability of their students to discover and re-evaluate the opportunities for development which exist in their region. Particular emphasis is also placed on enhancing young people's awareness of the specific needs, the role and prospects for small enterprises and co-operatives, and on encouraging them to stay in the area.

Practical actions implied in this approach include in-service training for teachers and the development of special curriculum units (jointly by teachers and external experts), and outreach activities of the students in the environment (e.g. project-based co-operation with firms, visits and work experience). They also involve education and training for specific competences related to the potential economic growth areas of the region (e.g. tourism, agriculture, the service sector etc.). The setting up and use of small experimental businesses or co-operatives run as a part of the project support these activities (e.g. B 1; I 19 a, 21 a, 21 b, and 22 a).

A number of projects include elements of these approaches in their activities. In all cases E.E. activities are obviously strongly related to the work in other thematic areas of the Programme, in particular work experience, guidance, curriculum development and co-operation in the local district.

1.8 School and social action

Young people's social integration is one of the implicit educational
aims of the Programme. Perhaps it is more clearly understood in terms
of the results of a failure to integrate, which may be:

- lack of self-confidence, direction in life, drifting,
- illiteracy,
- unemployment,
- delinquency,
- drug abuse.

Coping with these problems, and possibly preventing them, calls on
both educational and social "services" and requires concerted action
and particular forms of individual counselling. The following observa-
tions may serve to illustrate some developments within the Programme
with a strong focus on social integration:

- Much of the school curriculum work taking place in the pilot pro-
  jects (see section 1.9) is aimed at preventing young people head-
  ing in these directions of failure. The guidance curriculum and
  the special courses for "risk-group" students in Aalborg (DK 3);
  the programmes for low-attaining pupils in Vénissieux (F 10);
  Dublin (IRL 16); Manchester (UK 27) and Northamptonshire (UK 30);
  the experimental courses for problem students in Glasgow (UK 28);
  and the large-scale curriculum review in Northern Ireland (UK 26)
  provide some of the examples of this.

  Generally, these programmes include a high proportion of out-of-
  school activities (e.g. work with and in the community, in train-
  ing workshops or "work exploration centres", residential periods)
  and the active involvement of social/youth workers and other
  adults/services from outside, co-operating with the teachers. All
  projects emphasise this as essential for re-developing motivation

and self-confidence, practicing social skills and experiencing a
relationship with adults which differs from the situation in
schools. Flexibility and responsiveness in adapting the contents/
methods to the individual social and educational needs of the
students, and working in small groups for this purpose, are other
important features of these programmes.

● Developing approaches to "recover" potential or early school-leav-
ers is another central focus in some projects. Their actions aim
in particular at those young people who are likely to leave, or
have left education without any formal qualification, often long
before they have arrived at the final classes of compulsory schoo-
ling, and with an almost certain prospect of longer-term unemploy-
ment. Most of these approaches reflect the general experience that
schools themselves are not the best places to recoup these young
people. They therefore try to provide, outside the schools though
in co-operation with them, opportunities to assist young people
in social and vocational integration e.g.:

- in Kassel (D 7) young people who have left school meet in a
reconstructed apartment, provided by the project, to discuss
their social, educational and vocational problems in an in-
formal way with teachers and social workers. Through these
contacts guidance and practical help can be offered to them,
drawing on the comprehensive regional co-operation network
of the project. Placements of early school-leavers in "voca-
tional preparation" schemes with special socio-pedagogic
tutorship (D 5, D 8), or the "Out Centre Approach" in Dublin
(IRL 16) offering a six week programme for unqualified young
unemployed in a "non-school" environment, are used in parti-
cular to help young people to identify and articulate their
needs/interests, and to explore the possible opportunities
available to them to meet these needs.

- In Mannheim (D 5) and Duisburg (D 8) the special "contact"- or "liaison"- teachers (see Section 1.3) are used to identify potential drop-outs (particularly young migrants) while they are still at school. In close co-operation with the class teacher and local guidance and youth services they design a social counselling and vocational guidance programme tailored to the individual young person. It includes information on post school opportunities in the local area, practical help with access to them, and follow-up tutorship. The project in Luxembourg "Actions Locales pour Jeunes" (L 23) works on similar lines.

All projects emphasise that policies for better co-ordination of services at the local level are essential to combine action aimed at social integration with education and training offers for the early school-leavers. Though not part of the Programme, the "missions locales" in France provide a frequently quoted example of good practice for this.

● Developing closer contact with parents of young people who face problems of social integration, and possibly gaining their co-operation is also an important objective in some projects (e.g. D 5, D 8, UK 30).

Generally, positive experience in a number of projects suggests that the further development of the idea and practice of "community education" could make a significant contribution to facilitate the social integration of disadvantaged young people.

1.9 Curriculum development

The increasing concern about how the curriculum of secondary education
can best respond to the rapid economic, social and technical change
to meet the needs of the individual and of society is strongly reflec-
ted in the Transition Programme. Strengthening young people's capacity
to understand the nature and direction of change, and developing the
competences and skills they need to take part in it and to cope with
it, is an essential feature in the preparation for working and adult
life. Pilot projects have been dealing with implications of these
changes for the curriculum during the first Programme already, consi-
dering the content, the methods and the physical context of teaching
and learning. [1]

Most projects of the second Programme continue work on these aspects,
stressing even more the need to relate the curriculum to the evolving
economic and social context, in which young people have to make the
transition to adulthood and work. They also emphasise the urgency for
improving the interplay between education and training institutions
and their environment.

Some projects are particularly concerned with developing a more moti-
vating practical curriculum for "lower-attaining" pupils who are first
and worst hit by the crisis of the labour market. The design and int-
roduction of "alternative" courses, i.e. alternative to traditional
examination courses (e.g. in IRL 16, 17; UK 26, 27, 30); the develop-
ment of special courses for weak pupils, including residential experi-

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1) Education for Transition - the curriculum challenge; July 1984;
   and
   Action area 1: "Transition Education"; and
   Action area 5: "Involvement with the local Community", in:
   Policies for Transition, March 1984;
   all included in the series of final reports on the first
   Transition Programme.

ence, information and guidance related to leisure opportunities, and
practical out-of-school exploration (e.g. in DK 4; UK 28); the intro-
duction of more project work and new flexible methods of teaching and
learning (e.g. F 10); the mixing of "project-courses" and "certificate
courses" to suit pupils' needs (e.g. IRL 16, UK 28); programmes for
unemployed school-leavers (e.g. F 12, IRL 16); - all these provide
examples for the projects' concern about developing the competences
and competitiveness of the more disadvantaged young people. Some pro-
jects emphasise however that many principles of these curricular app-
roaches should not be confined to the lower-attainers group only but
should be generally applied to students of all levels of ability.

At a more general level three main areas for development appear to
emerge from the work of the projects:

● Adapting the objectives/content of secondary education. Main pro-
  ject activities include:

  -   introducing new subjects or a new grouping of contents, e.g.
      the development and use of new technology material (DK 4,
      GR 15, IRL 17, UK 28); or developing modules on cross-subject
      topics (DK 4, F 10, UK 26, 30);

  -   using the curriculum more extensively and more coherently for
      the continuous guidance of young people, (see Sections 1.3
      and 1.7);

  -   developing the personal and social skills which young people
      need to cope with change, and with uncertainty of future
      prospects, e.g. in most or all projects in Denmark, Ireland
      and the United Kingdom. Art and leisure activities in or out-
      side the school context (e.g. in D 6, IRL 16, UK 27), are ex-
      perienced as a forceful tool to help young people to become
      aware of their own strengths and to motivate and enable them
      to express their needs.

● Curriculum delivery and the management of curriculum change.
  Projects emphasise:

   — above all, the need to use the outside world more systemati-
      cally as a learning resource. Most schools and training
      institutes cannot, within their own walls, provide the full
      spectrum of learning situations which enables students to
      understand the function of different institutions and servi-
      ces, and the structures and processes in real working life.
      To overcome these limitations of conventional curriculum pro-
      vision is one of the major aims of the whole Programme. Most
      projects are therefore concerned, in one way or another, with
      opening up and exploiting learning opportunities which can
      be mobilised in the local community, and in the economy of
      the local or regional environment.

      Practical approaches include for example the further develop-
      ment of the concept of "community-based learning" in Munster/
      Shannon (IRL 18); introducing stepping-up out-of-school
      visits/residential experience/cultural activities in Greece
      (GR 15); involving parents/local community in planning and
      delivering courses (IRL 16, 18); and most of the projects'
      activities related to work experience (see Section 1.1) and
      education for enterprise (Section 1.7);

   — the need for introducing negotiation and agreement about
      course design between teachers, young people and others con-
      cerned (e.g. training firms, social partners), in particular
      to achieve a more "needs-based" balance of work-related spe-
      cific skills and educational breadth, and to co-ordinate the
      content of the on-job and off-job elements. Examples for
      positive experience with such approaches can be found in the
      Flemish project (B 2, where teachers, students and training
      firms jointly agree on the course content and on its assess-
      ment); in the Caen/Créteil project (F 12); in Dublin (IRL 16)
      and Manchester (UK 27). More adult-style relations between

staff and students and a more participatory style of school/
course management are also seen as essential for effective
curriculum change (e.g. GR 15, UK 27), and could be facili-
tated through voluntary agreement between the student and the
school/training institution;

- that a high degree of organisational flexibility is required
  for introducing a more responsive curriculum. Some projects
  stress the need to examine the scope for structural change
  in the school timetable and for more co-operation and joint
  planning between individual teachers (e.g. F 10, GR 13, UK
  27). Active involvement of teachers in curriculum design can
  make a positive contribution to this (see Section 1.4);

- the advantages and positive experience of designing and pre-
  senting the curriculum in the form of individual learning
  units (modules), which help to relate the educational objec-
  tives more consciously to specific contents, and facilitate
  progression of young people and assessment of their attain-
  ments (e.g. in parts of B 1, UK 27);

● Formal recognition of the new curricula (or elements of them):
  this is a crucial factor for their successful introduction. What
  "currency" is attached to a new course, and what "access"- entit-
  lements it provides depends usually not on the individual schools
  or projects but on the competent authorities, examination bodies
  or employers. Projects are however aware, that new curricula need
  to involve proper assessment. Some of them therefore stress the
  urgency to agree on forms of assessment and certification, which
  are formally recognised and secure the status of new courses (see
  Section 1.5).

The curriculum review project in Northern Ireland (UK 26) provides an
illustrative example for a large-scale attempt involving a comprehen-
sive approach to the three main areas of development mentioned above.

1.10 Co-operation and partnership in a local/regional context (the "district approach")

The perhaps, most ambitious pilot dimension of the current Transition Programme challenges the co-operation between education and training and all others concerned with young people in a local/regional context. Since its beginning the Programme has emphasised the educational value of:

⦿ schools' "involvement with the local community", and
● co-ordination between education and other agencies/services at the local level. [1]

More generally, this implies that local industry (i.e. firms and social partners) as well as other agencies and individuals in the local community need to develop a greater awareness that they themselves – and not only the school, the family or the state – are also co-responsible for helping young people to grow into vocation and society.

The pilot projects were encouraged to explore the potential of these ideas in as many ways as possible. The practical approaches which can be identified at this interim stage of the Programme consequently reflect a wide range of activities related to these objectives; many of these were already mentioned in the previous sections of this report (e.g. developing contact and co-operation to implement work experience, for guidance purposes, for staff development, curriculum change

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1) The need for further development towards these objectives had already emerged during the first Transition Programme; see: Action area 5 "Involvement with the local community", and Action area 6 "A co-ordinated agency approach to transition"; in: Policies for Transition; March 1984; included in the series of final reports on the first Transition Programme.

etc.). The present section therefore refers to some selected illustrations, suggestions/experiences from the projects, considering some more general aspects of the theme:

● A number of projects emphasise that partnership - the district <u>approach</u> - is a way of thinking; a method rather than a geographical, or social, or economic, network or area. A major aim is seen in changing the perceptions of people in the local environment - perceptions of parents towards a more sympathetic approach to changes in schools and training institutes; perceptions of employers towards the young people they take on in work experience, etc.

A number of projects are trying to enhance attitudinal changes and practical co-operation by formally involving as wide as possible a range of representatives of local interests, e.g. in advisory groups to the project, in management or steering committees, in local liaison groups working with the project. Experience so far has not always been entirely positive yet, though it proves successful in some cases, and further emphasis will be placed on these aspects during the remainder of the Programme.

● "Twinning" of schools and firms, much in fashion now, proves effective in a number of pilot projects and is widely seen as a most desirable form of partnership. But other forms can be as, or more, valuable for education, for instance:

 - new ways of obtaining the interests of <u>parents</u>, particularly the parents of lower-attaining students, prove increasingly valuable. Several projects (in Denmark, Germany, France, Greece, Ireland and the U.K.) are working on this aspect.

 - links with a wider range of "partners", extending beyond the school/firm relationships. Co-operation between services is still under-developed in the transition field: contact between school-based and other services is generally difficult, and requires co-ordination, leadership and policy at a higher

level than that of the individual school. In some project
areas positive experience has been made in setting up local
or regional structures for liaising and co-ordinating the
various services relevant for young people: e.g. The "Youth
Team Service" in Hvidovre (DK 4), the regional co-operation
network in Kassel (D 7), and youth policy co-ordinating com-
mittees in Manchester (UK 27) and Northamptonshire (UK 30).
Outside the Programme, but increasingly referred to as a
possible model, the French "missions locales" are seen as a
promising approach to co-ordinating youth policies at the
local level.

- involving the local community in support of its weaker mem-
  bers. Some projects draw successfully on such co-operation
  to provide tutorial help and practical opportunities for the
  social and educational integration of young unemployed (e.g.
  B 2; DK 4; IRL 16), young migrants (all German projects) or
  drug-users (IRL 16; I 21 a).

● Some projects emphasise that "partnership" and improved co-ordina-
  tion at the "top" level are preconditions for effective co-opera-
  tion at the school level: if there is incoherence about the value
  to be attached to "alternative" curricula, for example, or lack
  of progression between special measures, resulting from national
  policy, the schools/teachers cannot be expected to correct it.

● Young people's own active participation in meeting special needs
  of the local community is a new type of partnership to be explor-
  ed. The "Young Scot" initiative linked to the first Programme has
  been followed up by projects in Denmark (DK 3, 4), in Ireland (IRL
  18), in Luxembourg (L 23) and in the United Kingdom (UK 26, 28),
  where young people are involved e.g. in preparing and providing
  information material for school-leavers in the local area. Deve-
  lopments in Greece (GR 15) provide another example of young people
  being enabled by the school to engage actively in local community
  issues or welfare (e.g. by carrying out a local pollution survey,
  cleaning the local park, and the discussion of such issues in a
  local student newspaper).

A common concern in some pilot projects experiencing progress with partnership is related to the problem of ensuring continuity and coherence of co-operative links. Co-operation and co-ordination are continual needs. A danger is seen, that such links can become almost entirely dependent on the motivation or the charisma of some particular individuals or on specific temporary projects. In some cases work during the remaining period of the Programme is therefore expected to include a focus on methods for further development and maintenance of the co-operative contacts which have been created.

II   INTERACTION: THE EUROPEAN DIMENSION

One of the innovative characteristics of the Transition Programme is
that co-operation and interaction form a built-in component which has
been developed broadly and systematically since the beginning. Inter-
action between the projects, with the Commission's team and with other
Community Programmes has added a "European" dimension to the work ori-
ginally intended by the projects. Project staff have frequently empha-
sised the value of this interaction, in particular their personal ex-
perience that the European Community is not just an anonymous funding
source but also means meeting people with the same concerns and inter-
ests, exchanging ideas, benefiting from other countries' experiences,
etc.

The funds specifically allocated for reporting on and co-ordination
of project activities have allowed the Commission's team to support
and develop three types of interaction:

●   thematic workshops,
●   inter-project visits,
●   all project leaders meetings

Beyond the projects the European dimension is achieved by bridging
with other Community-level action and by disseminating the results of
the Programme to a wider audience.

2.1 Workshops

Five thematic workshops have taken place since the beginning of the
Programme, with the following aims:

- to stimulate contact, exchange of information and dialogue between individual projects;

- to develop and discuss practical approaches to issues and problems of common concern and thus to contribute to co-operative project development, and

- to compare outcomes and draw conclusions from shared experience.

On average they brought together between 30 and 40 project leaders and other project staff for 3 to 4 days.

In detail, the workshops were focused on the following themes:

- "Project Management"; Luxembourg, June 1984.
  Staffing and functions of the project team; management structures; co-operation and interaction; reporting and evaluation; and dissemination of outcomes and results were the main issues considered at this workshop. [1]

- "Staff Development"; Milan, November 1984.
  This workshop discussed in particular the purposes and processes of staff development (SD); SD related to the "district approach"; SD for specific themes (e.g. work experience, guidance, equal opportunities); and SD for the dissemination of outcomes. [2]

- "Young Migrants"; Duisburg, February 1985.
  Equal opportunities for migrant girls; staff development and intercultural education; measures for young migrants still at school; and measures for young migrants beyond compulsory schooling were the main sub-themes. [3]

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1) Project Management - Report of a Workshop, held in Luxembourg, June 1984; (March 1985).

2) Staff Development - Report of a Workshop, held in Milan, November 1984; (Spring 1985).

3) Integration of Young Migrants - Note on a Workshop, held in Duisburg, February 1985; (June 1985).

● "Work experience", Rotterdam, March 1985.

This workshop was focused on the different forms and purposes of work experience, in particular with regard to vocational training; vocational guidance; and personal and social development. [1]

● "Education for Enterprise", Bischenberg (Strasbourg), April 1985.

This workshop tried to clarify the concept of "Enterprise Education" (E.E.) and considered in particular E.E. - approaches related to vocational choice, in pre-vocational schemes, and in vocational training. [2]

Further workshops will be organised in the near future:

● on "Guidance", early October in Copenhagen, considering in particular the changing dimensions of guidance (vocational, social and educational); the integration of guidance in the curriculum; and co-operation between partners/agencies in the guidance process;

● and on curriculum development and related problems of certification and assessment (possibly early 1986, location still to be defined).

The reports summarising the main outcomes of these workshops are made available in English and French to the projects and other interested audiences.

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1) Work Experience - Report of a Workshop held in Rotterdam, March 1985; (May 1985).

2) Education for Enterprise: Main results of a Transition Programme Workshop (May 1985).

2.2 Inter-project-visits

During the first two years of the Programme, 72 inter-project visits
have taken place, involving 125 project leaders or staff. These visits
are organised through bi-lateral contacts: themes of common interest
are identified, dates are arranged and a draft programme established.
Applications are reviewed by the Commission's team and background
documentation is sent to both projects.

Inter-project visits last between 2 (minimum) and 5 (maximum) days.
Re-imbursement of travel costs and per diem occurs only after sub-
mission of the visit report.

Similar patterns appear regularly with inter-project visits:

- Stage 1: projects notice differences between the education sys-
  tems, and in particular:
  - the degree of 'autonomy'/dependence of the individual school;
  - the flexibility/rigidity of the curriculum, and the exam
    system;
  - the way guidance is organised, carried out (in/out the class-
    room or the school), and by whom;
  - the use (or lack) of work experience in general education;
  - whether vocational training belongs to compulsory education
    or takes place afterwards or outside school.

- State 2: they notice that in spite of these differences they have
  common problems, hence common objectives: e.g.
  - how to cope with 'difficult' pupils (low-achievers, unmotiva-
    ted, etc.);
  - how to improve the service which schools are expected to
    provide;
  - how to use out-of-school resources;
  - in other words, how to introduce innovation: new subjects/
    courses, teaching/counselling/tutoring methods, etc.

● Stage 3: they establish parallels between the host project's answers to these problems/objectives and their own situation:

- at a general level, structural constraints appear too difficult to overcome to be able to transfer the approach of the host project;

- when getting down to practical aspects, some activities, materials, methods, prove to be adaptable to other contexts.

The following specific outcomes of inter-project visits have already been translated into project activities:

● twinning between classes in different projects;
  - "pen-pals" links, as part of the teaching of modern languages,
  - one-week exchanges between classes: focussing for instance on art activities, or sports;
● setting up a weaving project for Turkish girls and young women;
● computer courses;
● the use of log-books and assessment sheets;
● the use of drama as an educational tool to develop awareness/expression;
● the development of "job information sheets" on training places available;
● educational business games for simulated work experience;
● material on the preparation, running and exploitation of work experience placements: letters, forms, questionnaires, etc.
● material on gender de-stereotyping.

Ideas and approaches which have been picked up during inter-project visits to be distilled directly or indirectly in project activities after adaptation, include:

● alternatives to traditional teaching such as team teaching, project work (for half a day, 1 day, or 1 week), an open-plan classroom; negotiated programmes;

- alternatives to industrial work experience placement such as social/community work (with old people, in creches or infant schools, on environment preservation projects), "mini-companies", production projects;
- use of modular approach for introducing new subjects;
- links between schools and training/further education establish- ments: visits by pupils, "sample classes";
- setting up an out-of-school community-based resource centre;
- inter-agency co-operation;
- the use of project staff as "multipliers" to promote project results through school-based staff development;
- team work to develop new teaching material, as a form of staff development.

In addition to individual visits four joint inter-project visits have taken place, each bringing together four or five projects and focus- sing on a specific common theme:

- in Galway (IRL 17): on assessment, [1]
- in Berlin (D 6): on young migrants, [2]
- in Rijnmond (NL 25): on work experience, [3]
- in Manchester (UK 27): on curriculum change, [4]

A fifth joint inter-project-visit will take place in September 1985 in Hvidovre (DK 4) to consider in particular the co-ordination of services for young people.

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1) This visit has also contributed to a forthcoming "theme-report" on assessment and certification.

2) The visit helped also to prepare the workshop on "young migrants".

3) See: the "Report on the inter-project-visit in Rotterdam", jointly prepared by the DK 3, DK 4, D 7, NL 24 and 25 projects. The visit also helped to prepare the Workshop on "Work Experience".

4) See: Managing curriculum change, January 1985; a discussion paper summarising the main issues considered during the joint inter-pro- ject-visit.

2.3 All project leaders meetings

Both in Year 1 (1983/84) and Year 2 (1984/85) of the Programme,
meetings were organised in Brussels, bringing together:

- the National Policy Co-ordinators,
- the project directors (i.e. those politically or administratively
  responsible for the project, at either ministerial or regional-
  local level),
- the project leaders (i.e. those responsible for the implementation
  of the project day-to-day activities in the field).

In the April 1984 meeting, participants discussed the themes of the
work plan proposed by the Commission's team (the details of these
themes are considered in Section I of this report).

By indicating which of these topics was an issue of concern for them,
projects were able, together with some help from the team, to identify
those with whom they had common interests and to establish the first
contacts leading towards inter-project visits.

In the May 1985 meeting, participants were able to look back at their
work in the light of what constitutes the "red thread" or the Pro-
gramme: the opening of the school and the use of the outside world as
a learning resource. Partnership and co-operation between education
and the various agencies/bodies concerned with youth (the "district
approach") were the central focus of the discussions in the working
groups.

2.4 Bridging with other Community-level action

Promoting exchange and co-operation at the project level is only one
aspect of the European dimension of the Programme - the national/local
level aspect of it. Equally, if not more important is the continuing
use or exploitation of the projects' experience to feed and enrich
discussion of policy developments in fields related to 'Transition',
at Community level:

● Two theme-areas were singled out by the Irish Presidency in 1984
  for priority action in the Education Committee: action on equal
  opportunities for girls and young women, and the enterprise educa-
  tion movement. The Commission's team collaborated with the Presi-
  dency and the Committee on both. On Equal Opportunities, to com-
  plement the political action taken by Ministers in agreeing a
  Resolution at their meeting in Luxembourg in June 1985, the
  Commission's team have produced, at the Commission's request, an
  'Action Handbook' of advice and suggestion based on experience in
  all ten countries, as a resource for stimulating and facilitating
  action at all levels, and in all sectors (teachers, parents, pub-
  lishers, etc.), in Member States. This will be published in all
  languages in the autumn: and most governments intend to publish
  enlarged and adapted editions of it. It is hoped by these means
  to enable the Handbook to reach a very large European audience.

  On Enterprise Education, the Commission's team have in prepara-
  tion a report on developments inside the Programme and outside it:
  and this should be available, in the on-going theme-report series,
  early in 1986.

● A third theme-area, of increasing interest in Member countries,
  is certification and assessment. The Commission collaborated with
  the Luxembourg Presidency in 1985 to promote a discussion of the
  main issues and national perspective and practice in this area,

at a meeting of senior officials from Education Ministries. The
Commission's team provided a discussion paper, based partly on the
projects' experience, for this purpose, and will be working furth-
er in this area in the future. Meanwhile a short version of the
discussion paper and an analysis of national structures for
assessment and certification in the 10 countries, will be publish-
ed in 'Social Europe'.

● The Commission's team have also been associated with developments
in the guidance field. They have contributed to the Commission's
preparation of a review of educational/vocational guidance and
counselling. They have provided advice, contacts, and practical
help to enable the Commission, in collaboration with the Luxem-
bourg government, to prepare a major conference in November 1985
on 'Youth information and participation', in the context of Inter-
national Youth Year, as well as publishing, in the theme - report
series, a paper "Youth Information 1985". And they are collaborat-
ing closely with the Commission and the French authorities in the
preparation of an international meeting in Vienne in September
1985 to review partnership projects aimed at 'Jeunes en difficul-
té', centred on the experience of the French 'missions locales'.

● In collaboration with CEDEFOP, the team took part in a meeting,
arranged by the Commission in 1984, to review the participation
of the social partners in development work in the projects. The
purpose was to work towards producing guidelines which would faci-
litate and stimulate their more active involvement. A further
meeting is planned, to carry the process forward.

● By the end of 1985, the Commission will be reporting to the Educa-
tion Committee on its studies of issues/needs in two areas: adult
illiteracy and the integration of the handicapped. The Commis-
sion's team are active participants in this work. The links bet-
ween adult illiteracy and school failure/drop-out are obviously
direct in many cases; and while few handicapped are taking part
in the current Transition projects, there is some relevant experi-
ence to draw on.

● Between Spring and Autumn 1984 members of the Commission's team
visited the Education Ministries and other relevant authorities
to collect information and hold discussions on recent developments
in education and vocational training policies and practice. This
visit tour was jointly prepared with the National Policy Co-ordi-
nators for the Transition Programme. Its main intention was to
up-date information on the policy context in which the pilot
projects operate, and to contribute to the Commission's internal
documentation on relevant developments in the transition field.
The results of these visits were written up in a set of "country
papers", and are available as part of the Eurydice network
"dossier" on each Member State.

2.5 Dissemination

The 'European dimension' is also developed, in an important way, by
the dissemination of reports on the work - so far mainly, but not ex-
clusively, the work of the first programme's projects. All these re-
ports are thematically-based - they analyse and review the work going
on in several countries in a theme-area: in that way they stimulate
interest and awareness of other countries' developments, and foster
a more European spirit. The scale of interest in the Programme's work
is now substantial. The main features are as follows:

The Programme's Information Office in Brussels uses two main publicity
channels: its own mailing list (about 6000 addresses) of key people,
institutions, projects, libraries in all 10 countries (now being ex-
panded to 12 countries): and the distribution list of CEDEFOP News
(17,000) naturally mainly in vocational training. Other publicity
channels include articles in the national presses, publicity at con-
ferences, the Commission's publication 'Social Europe', the Eurydice
network, and other means.

From this publicity, requests have been received for Programme
material, as follows (up to 1 August 1985):
- via the Programme's mailing list: 17,074
- via CEDEFOP News: 18,297
- via other sources: 8,930

If these figures are broken down by language (precise country-analysis
is not possible) the picture is as follows:

Total number of copies ordered, according to source

	DA	DE	EN	FR	GR	IT	NL	TOTAL
Orders resulting from Mailing List	1002	1156	6984	2037	3980	1289	626	17074
Orders from CEDEFOP News	597	6782	5592	1669	1232	1670	755	18297
Others	0	437	7707	463	113	71	139	8930
TOTAL	1599	8375	20283	4169	5325	3030	1520	44301

The main points to be noted are:

● Interest in Germany, is greater now that CEDEFOP publicity is
  being used;

- interest in Greece has grown very strongly, during 1985;
- English language interest is consistently high, assisted by the 'digests' of Programme publications placed in the specialist press;
- Dutch, Italian, and French, figures are still low:
- the other languages, particularly Danish, show reasonable figures.

III FUTURE WORK PROGRAMME

The main future tasks of the Commission's team, over the next year, can be grouped under 4 headings:

- continued support for interaction between projects
- widening the perspective on transition issues, by locating and taking account of parallel initiatives in Member countries;
- preparing and distributing conclusions on the themes in the form of reports, articles, etc.;
- collaborating with member countries, at national/local levels, to follow-up the work of the projects.

3.1 Interaction between the projects

The programme of inter-project-visits will continue in 1985/86, on a limited scale, each project being restricted to making 2 visits in the year (or the equivalent), except where additional national/local funds are available.

The series of thematic workshops, will finish with the meeting to review 'guidance' in October in Copenhagen. After that, smaller workshops may be arranged, based on preliminary 'conclusions', to compare the projects' work with that of parallel initiatives outside the Programme.

3.2 Parallel initiatives

From the 1984 information visits on national policy developments relevant to the Programme, it seems clear that certain major national programmes should be studied more closely than they have been so far. The French 'Missions Locales', for instance, and the UK 'Lower Achieving Pupils' and TVEI projects are obvious cases where the Commission's team may be able to draw on other national experience outside the pilot projects, to extend, or reinforce, conclusions reached in the pilot projects. The association of representatives from such programmes in future workshops/meetings would be one way to bring this about.

Further research is now needed to find out what other programmes are running in member countries, which are relevant for this purpose. Education Committee Delegations and NPCs may be able to assist in answering this question.

3.3 Thematic reports

Following the publication this autumn of the 'Action Handbook' on equal opportunities, the Commission's team plan to issue a series of reports, in working document or article form, on the themes of the Programme. It is not the intention to wait until the projects have completed 3 (or 4) years' work, to offer observations and suggestions in this way. The Commission, and the team, are committed to 'continuous reporting': reports will therefore come out, as soon as sufficient material of substance can be identified, broadly along the lines of the theme sections in the first section of this report.

It will be necessary to examine how to reinforce the distribution/publicity arrangements, so as to increase the take-up and response in certain countries, particularly in French-language, and also other areas. Suggestions from delegations to the Education Committee and from the National Policy Co-ordinators on this will be particularly welcome.

3.4 Follow-up/dissemination

The choice of actions at Community-level to follow-up the conclusions and work of the pilot projects depends considerably on the way that the national and local authorities responsible for sponsoring and managing them plan their own follow-up to them. Consultation with the individual National Policy Co-ordinators on this is now to be undertaken, and the Commission's team hope to be able to make some suggestions in the light of it, in early 1986.

(i) the use of the out-of-school environment as a learning resource enabling both young people and teachers to gain experience of the world of work, to develop understanding of the mechanisms of society, and to practise skills relating to living or which are of a social nature;

(ii) the involvement of adults, including parents, employers and trade unionists, in activities taking place within the school in order to increase understanding about the role of education institutions and to support schools in their task of preparing young people for adult life. Further, a continuous dialogue with a range of social groups, including parents and the social partners, about the role of schools in enabling young people to gain the basic understanding, knowledge and skills they will need for adult life;

(iii) the coordinated provision of information and guidance about post-school opportunities for young people, and the development of systematic guidance for young people in the 14-18 years age group on future career options as well as of further education and training opportunities;

(iv) the development of practical cooperation between education authorities and employment and social agencies and with other bodies active in this field in order to provide direct work experience, simulated work experience with help from industry, work experience in the local community and the general use of the local environment as a learning resource;

(v) the development of systems of certification or credit units flexible enough to make possible the assessment of the variety of learning experience considered important for the period of transition, including experience gained in an out-of-school environment, whether formally or informally;

(vi) the development of continuous in-service training and personnel policies designed to enable teaching staff to adjust, individually and collectively, to the new demands made of them, and the introduction of cooperation with staff from post-school education institutions as well as from industry, commerce or agriculture.

PILOT PROJECTS			THEMES									
Member State (MS)	Project No.	Location	1 Work Experience	2 Equal Opportunities	3 Guidance	4 Staff Development	5 Assessment and Certification	6 Migrants	7 Education for Enterprise	8 School and Social Action	9 Curriculum Development	10 Co-operation (District Approach)
Belgium	B 1	Saint-Ghislain	●			●	●		●		●	●
	B 2	Limburg/West-Flandres	●	●			●				●	
Denmark	DK 3	Aalborg	●	●	●	●					●	●
	DK 4	Hvidovre	●	●	●	●		●			●	●
Germany	D 5	Mannheim/Weinheim		●	●	●		●		●		
	D 6	Berlin-Kreuzberg		●				●		●	●	
	D 7	Kassel	●		●	●		●		●		●
	D 8	Duisburg	●		●	●		●		●		●
France	F 9	6 académies: Lille, Nancy, Toulouse, Orléans-Tours, Versailles, Poitiers	●			●	●					
	F 10	Vénissieux			●	●		●			●	
	F 11	58 C.I.O. (Centre d'information et d'orientation: in various parts of France	●	●	●			●	●			●
	F 12	Caen/Créteil	●	●	●	●			●		●	
Greece	GR 13	Several areas spread over the country			●	●						
	GR 14	Thessaloniki and elsewhere	●						●		●	
	GR 15	Veria, Athens, Crete	●		●	●					●	●
Ireland	IRL 16	Dublin	●	●	●	●	●			●	●	●
	IRL 17	Ireland West	●		●	●	●		●		●	●
	IRL 18	Munster/Shannon	●	●	●	●	●		●		●	●
Italy	I 19 a	Reggio Calabria			Guidance work related to theme No.7.	●			●		●	
	I 19 b	Sassari	●			●			●		●	●
	I 20 a	Val d'Elsa	●			●			●		●	
	I 20 b	Viterbo				●			●		●	
	I 21 a	Treviso	●			●			●		●	●
	I 21 b	Avellino	●			●		●	●	●	●	●
	I 22 a	Modena	●	●		●			●		●	●
	I 22 b	Biella	●			●			●		●	●
Luxembourg	L 23	Luxemburg			●	●			●		●	●
Netherlands	NL 24	Zeeland	●								●	●
	NL 25	Rijnmond	●		●		●		●		●	●
United Kingdom	UK 26	Northern Ireland			●	●	●			●	●	●
	UK 27	Manchester	●	●		●	●	●	●	●	●	●
	UK 28	Glasgow	●	●	●	●	●		●		●	
	UK 29	Powys (Wales)	●		●	●	●				●	●
	UK 30	Northamptonshire	●		●	●	●			●	●	●