



Agreement on the Recognition of Diplomas

On 22 June 1988, the EC Council of Ministers for Economic Affairs responsible for setting up the Internal European Market reached agreement on the mutual recognition of higher education diplomas in the twelve Member States.

The Council unanimously adopted a common position, subject to legal/linguistic finalization, on the amended proposal for a Directive on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration. After finalization, the text will be sent to the European Parliament under the cooperation procedure provided for in Article 149 of the Treaty.

The Directive differs from previous "sectoral" directives in several important respects.

Firstly, it is general in nature, as the new system is intended to apply to all regulated professions for which university-level training of at least three years is required, and which are not covered by a specific directive.

Secondly, recognition is to be based on the principle of mutual trust, without prior coordination of the preparatory educational and training courses for the various professions in question. As a basic principle, a host Member State may not refuse access to a regulated profession to a national of a Member State who holds the qual-

ifications necessary for exercise of that profession in another Member State.

Thirdly, recognition is granted to the



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"end product", i.e. to fully qualified professionals who have already received any professional training required in addition to their university diplomas. Throughout the Directive, the term "diploma" is used in the sense of "end product".

Fourthly, where there are major differences in education and training, or in the structure of a profession, the draft Direc-

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EC training policy

AGREEMENT ON THE RECOGNITION OF DIPLOMAS

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tive provides for compensation mechanisms, i.e. either an adaptation period or an aptitude test. In principle, it is left to the migrant to choose between the two mechanisms, but for professions whose practice requires precise knowledge of national law and in respect of which the provision of advice and/or assistance concerning national law is an essential and constant aspect of the exercise of the professional activity, the host Member State may stipulate either

include types of professional organization equivalent to formal regulation, notably the systems in the United Kingdom and Ireland based on chartered bodies or other professional organizations or associations of an essentially private character.

In the same way, it was felt necessary to grant recognition to "alternative training routes", i.e. training which does not contain any university elements, but gives entitlement to the same profes-

which recognized his diploma.

As in the case of the sectoral directives, the Directive contains provisions concerning proof of good character and good repute and concerning conditions for holding a professional qualification.

A coordinating group is also being set up under the auspices of the Commission to facilitate the implementation and application of the Directive.

Member States will have a period of two years from notification of the Directive to implement its provisions.



EC - Commission

the adaptation period or the test. If a host Member State is planning not to grant applicants this choice in the case of other professions, it must follow a procedure whereby the measure concerned may only be adopted if the Commission has not decided to the contrary within three months. The host Member State may also require a period of professional experience as compensation for a shorter total length of training than in its country, but this requirement may not be combined with that for the adaptation period or aptitude test.

The fact that in principle, the Directive covers regulated professions meant that this concept had to be defined in such a way as to

nal qualification and the same professional title and is recognized in the Member State concerned as being fully equivalent to the university route.

Account was also taken of the situation, in particular in Greece and Luxembourg, where full professional qualification in the Member State concerned may be acquired on the basis of successful completion of a university course of at least three years' duration in a third country; these diplomas will be recognized by the Member States if the training was received principally in the Community or if the holder can provide evidence of three years' professional experience in the country

Training legislation

EC Commission Welcomes the Judgement of the European Court of Justice

In his comments on the judgement of the European Court of Justice concerning the extra enrolment fee ("minerval"), payable by university students from other EC Member States studying in Belgium, the spokesman of the EC Commission noted that the importance of this judgement extends beyond a ruling on this fee. The Court has recognized that university studies are vocational training.

As a result of this Court judgement, university matters in the Community can be dealt with in accordance with the general principles for implementing a common vocational training policy (Article 128 of the Treaty) and decided on by simple majority. For the future, this means considerable accelera-



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tion in the handling of Community tasks in this field.

Agence Europe

Judgement of the European Court of Justice:

University Education is Vocational Training

The European Court of Justice added three new decisions to its judgement on higher education fees ("minerval"), which are imposed on students from other EC countries wishing to study in Belgium and exceed those payable by

meant by vocational training. In its judgement of 2 February 1988 in the Blaizot case (the name of a French student at the University of Louvain-la-Neuve), the Court was of the opinion that "university education in the sense of



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Belgian students. In its judgement of 13 February 1985 in the Gravier case (named after a young French woman studying fine arts in Luetich), the European Court of Justice decided that "the imposition on students from other Member States of a charge or registration or enrolment fee as a condition of access to vocational training constituted discrimination on grounds of nationality contrary to Article 7 of the EEC Treaty where the same fee is not imposed on students from the host Member State".

The question this raised particularly with respect to other legal proceedings instituted by other students from EC countries studying in Belgium was what was actually

Article 128 of the EEC Treaty can be seen as part of vocational training". The Court pointed out that this was the first time that a decision had been taken on this question. In so doing, it also answered the prejudicial question raised by the county court (Tribunal de première instance) in Luetich, which had been prompted by the legal proceedings 17 French students had brought against four Belgian universities.

According to the Court judgement, no additional "minerval" may be imposed henceforth on European students. However, this fee will only be reimbursed to those persons who had instituted legal proceedings before 2 February 1988 for reimbursement of the "miner-

Training legislation

UNIVERSITY EDUCATION IS VOCATIONAL TRAINING

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val" (which was not owing but had been paid) or had lodged a similar complaint.

In its justification of classing university education as vocational training, the Court stressed in particular that the "European Social Charta, of which most Member States were signatories, lays down in Article 10 that university education is one of the various forms of vocational training". It further stressed that university courses in Belgium by reason of their general validity fulfil the requirements for qualification for an occupation, trade or a special activity, even if the acquisition of this knowledge is not stipulated in a law, ordinance or administrative regulation.

"This is applicable to all studies save a few special courses which, because of their special nature, are directed at individuals wishing to widen their general knowledge rather than gain access to working life."

In the Barra case (Bruno Barra, a French student at the Ecole d'Armurerie (arms school) in Luetich), the Court ruled that students from EC countries attending vocational training could also claim reimbursement of this additional "minerval" even if they had not instituted legal proceedings before 13 February 1985 (the date of the judgement in the Gravier case).

On the other hand, the Court rejected the complaint of the European Commission against the Belgian "minerval" for students

from EC countries for procedural reasons. The Commission had not given Belgium enough time to prepare an opinion on the grounds for complaint, it, the Commission, had lodged. Thus, the hearing of the case concerning violation of Article 169, which took place prior to the complaint, was, therefore, not legal.

Belgium cites one main material argument, (i.e. over and above the legal aspects) to defend its statutory regulations as follows: Many EC countries regulate access to university studies and/or specific courses by means of a quota system. For that reason, students of other Member States who would not be admitted elsewhere, flock to other Member States, i.e. to Belgium and provoked a disproportionate increase in university costs there. The "minerval" imposed on foreign students was in line with the actual costs of study. If the "minerval" were to be abolished, then Belgium would practically be forced to introduce a quota system.

AGENCE EUROPE

UK

Working in the Leisure Industries New Training Course Helps Unemployed Gain Entry

Opportunities for unemployed people to gain jobs in the fast growing camping, caravanning and self-catering industry, which now accounts for over 20% of all domestic holiday spending, is being provided by a new training course pioneered at Evesham College of Further Education.

A report "Training in the Self-catering Industry" published today, shows how trainees are given practical experience in communications, health and safety. It also provides them with the certificate at the end of their training and can be both the first step to a new job and a rung on the ladder of a national training scheme.

The course resulted from a project founded by the Department of Education and Science's REPLAN programme of educational opportunities for unemployed people and was commissioned by the Further Education Unit (FEU), the independent curriculum research and development body.

The pilot course consisted of core units in communications, health and safety and practical work experience with optional modules on reception skills, maintenance and servicing.

These included instruction to trainees in speaking, listening and writing skills, telephone techniques, personal and social communications, security procedures, plumbing, sanitation, electrical

maintenance, general building skills and first aid and health hazards.

National Scheme

The REPLAN preparatory scheme is part of a wider national training scheme also devised by Evesham College with the help of another Department of Education and Science training initiative, the PICKUP updating skills programme.

Four years ago the Evesham College management and local employers in camping and caravanning were concerned by the absence of any training programme in the self-catering sector of the leisure industry. This led to the formation of a partnership between the college, Best of British Holidays Ltd., the Hereford and Worcester local education authority and the PICKUP programme. The outcome of this was the establishment of a Local Collaborative Project (LCP) which set out to make contact with employers in the self-catering industry and to identify the training needs of manual and clerical workers as well as management.

As a result of findings from the LCP and a research report commissioned from the Henley Centre for forecasting into future training requirements, a programme consisting of four levels of training - management, operative, youth

Models and pilot projects

training scheme and preparatory skills - was suggested.

Success

Following validation by the Business and Technical Education Council of the management syllabi and accreditation by the City and Guilds of the operative level tests, the training programme will be introduced nationally at colleges throughout the United Kingdom starting this year. In addition, course material is being sold to customers in Europe and in North America.

DES

Models and pilot projects

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Training at Home

In the Dôle area (in the Départements of Haute-Saône, Doubs and Jura), the female co-workers of construction craftsmen - usually the wives of senior staff in the enterprises in question - have expressed a need for initial and



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continuing training. Most of them undertook their initial training locally. In a time of economic difficulties, in which every phone call and every visit are important, these women are constantly called on to hold the fort in these businesses. A GRETA (Groupe-ment d'établissements - a group of training institutions) in Dôle-Revermont initially offered secretarial courses for the office staff of craft enterprises, which were held once a week. Although these courses achieved good results in respect of the skills and know-how they transferred to the participants, they could not be continued on a regular basis. The needs and expectations were frequently too diversified, and it was often difficult for the women to come to the place of training, a situation not improved by the great distances

that had to be covered.

In view of these circumstances and at the request of ARFAB (Association régionale de formation de l'Artisanat du Bâtiment - Regional Association for Training in Construction Crafts), in the region of Franche-Comté-Lorraine, the continuing training institutions of the state educational authorities, and in particular, GRETA, developed a new form of training.

GRETA decided to set up a special distance learning course for office staff in craft enterprises. The training was to be individualized to cater for the special needs of each person. To begin with, GRETA analyzed the function, duties and spheres of competency of each individual participant and defined her needs and training expectations in keeping with these. The areas needing most attention became clear: improvement in knowledge of French, correct and specialized written expression, correspondence, perfected typing skills, introduction to office automation, office management (organization, filing), labour legislation, commercial law, communication).

The trainers then compiled an individual series of courses tailored to the identified needs of each participant. The teaching material is sent out at the beginning of each month. In the course of the month, the trainer, who is responsible for about 10 participants, visits each of the women once or more to "steer" the training at home, to offer assistance with it

and to be of general support. If any participant feels the need, she can contact her trainer by phone or mail.

At the end of the month, the group meets to solve problems that have arisen and to conduct in-depth discussions on topics of interest relevant to their work but which might lie outside the scope of the training such as e.g. the status of a craftsman's wife.

The enormous interest shown in this type of training geared particularly to the needs of craft enterprises has led to the formula being taken up in eastern France and other parts of the country as well, such as in the Brive-Tulle area (Département Corrèze). GRETA has commenced a similar training campaign for those working in the field of painting and decorating in Besançon and it is currently studying the possibilities of training electricians in electronics.

Centre Info

Further information on these distance learning projects geared to the needs of craft enterprises can be obtained from:

CAPEB-ARFAB
rue du Docteur-Jean-Michel
F-39000 Lons-le-Saunier

Media

France Pushes Implementation of New Media in Vocational Training

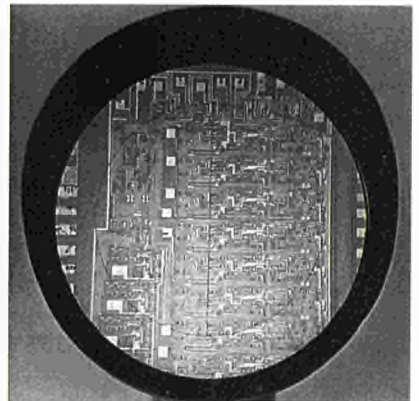
On 19 April 1988, the starting shot was fired for a new institution for continuing vocational training in France. The Fondation pour le développement des formations multimédias individualisées (Foundation for the development of individualized multimedia training programmes) has set itself the task of "injecting new life into the market of individualized training forms," said Philippe Séguin, the French Minister for Social Affairs and Employment on the occasion of its opening. The foundation is loosely structured and will endeavour to have things done rather than do things itself. It will provide guidance, promote an exchange of ideas and support experiments.

Individualized training programmes, if necessary in distance learning form, utilize pedagogical multimedia resources with which the whole artillery of new possibilities from the fields of computer science and communications can be used effectively alongside the classical tools of instruction such as the printed word. This development was necessary according to Philippe Séguin "so that a faster and more flexible response could be made to training needs" since training "seemed to be a key to business success in a world constantly becoming more highly competitive". He continued that these new training programmes would assuredly make it possible to reach new target groups, especially those employed in small and medium-sized enterprises.

In addition, one could count on two further benefits, said Séguin. The first was of a financial nature, "an increase in training productivity" or expressed in other words, more training without more funds. The second advantage lay in the pedagogical sphere: it was a question of freeing the continuing training apparatus - the prevailing form of training being a course of instruction with a teacher - from its paragon, "school", on which it had tended to model itself over the last 20 years.

Although courses of instruction are still the suitable answer to certain training objectives, systematic use of this form of teaching has not favoured the implementation of more active methods which would be more conducive to group participation and training forms which could be better integrated in the enterprise's own operations. Training schemes incorporating EDP and telecommunications teaching aids have in fact been developed by a few larger companies, important training organizations, and in some sectors (e.g. agriculture). But training practices of this kind are rare in France; with this kind of training, it is possible to set one's sights on individualization and modular learning, thus dispensing with the rigid unit of site, time and action. These programmes are more prevalent in other countries such as the United Kingdom where they are actively encouraged by the state.

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Media

FRANCE PUSHES IMPLEMENTATION OF NEW ...

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The foundation places decidedly more emphasis on "having things done" rather than "doing them itself" in the development of the market for multimedia individualized training. It has set itself tasks in five major spheres.

The foundation is to:

- make companies and training institutions more aware of the value of multimedia resources for continuing training. For this purpose the foundation will prepare documentation, publish studies, hold colloquia and information days, administer a "showroom" in which as much material and learning software as possible will be put on display, and each year it will award the foundation's prize in a public competition.
- ensure that members have priority access to the available information, facilitate an exchange among them and assist them in making contact with French and foreign institutions involved in developing these training programmes.
- support experiments and if necessary, finance or help to finance innovations and promote research in the areas of teaching technology, learning technology, and development of trainer occupations.
- advise state bodies and possibly other institutions as well on policies to be pursued with regard to multimedia training.

- facilitate the access of all interested parties to the new technologies and new training programmes, in particular by helping to set up resource centres open to everyone.

It should be possible to develop general awareness, documentation and exchange quite quickly, under the aegis of the Cité des sciences et de l'industrie, formerly the CESTA Didaktek (CESTA - Centre d'études des systèmes et des technologies avancées).

The Fondation pour le développement des formations multimédias individualisées is being sponsored for the time being by a society which is also responsible for its administration. At present, it is waiting to be recognized as a non-profit-making institution, a procedure which will take several months.

Centre Inffo

Fondation pour le développement des formation multimédias individualisées.
Cité des sciences et de l'industrie
30, avenue Corentin Cariou
F - 75019 Paris
Tel. 1 / 40 05 70 00



EC-programme

COMETT

Community Action Programme for Education and Training for Technology

Reason

If the Community wishes to become more competitive, then it will first have to improve its technological basis. The promotion of scientific and technological research is the precondition for the development of new technologies. Their actual application, however, depends on young people and adults being better trained and better prepared to handle these new technologies. The Community is suffering from a shortage of highly skilled workers. This is particularly noticeable when one compares the situation in the EC with that in the United States and Japan, its main competitors. The shortage of highly skilled workers may develop into a more serious problem for some areas than the shortage of funds for financing development and production costs.

Target

The COMETT Programme is part of the overall Community strategy for European technological cooperation. It was conceived as a complex of interconnected and complementary measures. COMETT concentrates on training areas in which technological changes have considerably

altered skill requirements. It covers advanced training in the field of technology and technology management in the so-called key technologies (information, telecommunications, biotechnology, agro-industrial, marine and energy utilization technologies). However, projects concerning issues of industrial modernization, living standards and the social effects of technological change also qualify for funding.

The COMETT Programme was adopted on 24 June 1986 by the EC Council of Ministers. Its first operational phase covers a three-year period (1987-1989) and has the following goals:

- European-wide cooperation between universities and enterprises in training in the new technologies;
- Promotion of the joint development of advanced training programmes by universities and industry both in and amongst the Member States;
- Improvements to training provision and the standard of such training at local, regional and national levels.

The second phase of the Programme is planned for 1990-1992. During that phase, the activities implemented in the first phase are to be consolidated, intensified and adjusted in line with the experience gained.

COMETT consists of five inter-
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EC-programme

COMETT

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related programme strands aiming to support industry and universities.

Results 1987

The first report on COMETT activities stressed the major success of this Programme in 1987.

1 035 applications involving a total of 2 600 projects were received in the course of 1987; more than 1 500 enterprises, 900 universities and 750 private and public vocational training bodies indicated their interest in COMETT. Applications to the value of 200 million ECU were made to the Commission for financing the 1987/1988 projects.

The introduction of COMETT went hand in hand with a series of information activities and counselling sessions with interested circles. In addition, the Commission called together all the representatives of the UETPs in the first round and intends to do this for the second round, too. In this way, it wishes to lay the foundations for cooperation between the UETPs, on the basis of which further projects could be planned for 1988. Furthermore, preparatory work was undertaken in connection with setting up a data bank for the projects selected, for the installation of an electronic telecommunications system for the UETPs and for the production of a COMETT information bulletin.

The Commission has also conducted some investigations into various programme aspects, such as obstacles to cooperation, training requirements of university lecturers in connection with

Altogether, 618 projects could be included in the two COMETT rounds in 1987. The projects were spread over the various Programme strands as follows:

- Strand A:** a network of 108 UETPs. Of these 60 worked at regional, 34 at sectoral level and 14 in a mixed field. 47 of them were transnational in character from the outset.
- Strand B:** 1 067 transnational practical training placements for students in industrial enterprises and 73 transnational fellowships, of which 39 were for executives from industry and 34 for university staff.
- Strand C:** 135 continuing training projects which are being jointly run by universities and companies in a wide range of technological fields.
- Strand D:** 62 multi-faceted initiatives for developing multimedia training forms.

The funds earmarked for 1987 amounting to 16 million ECU (first 13 million ECU and then a further 3 million) were distributed as follows:

- 3.5 million ECU (25%) for Strand A;
- 2.9 million ECU (20%) for practical training places for students;
- 500 000 ECU (4%) for fellowships;
- 4.5 million ECU (32%) for the projects in Strand C and
- 2.7 million ECU (19%) for Strand D.

The remaining funds were used to cover accompanying measures and administrative costs.

cooperation with industry and socio-cultural and language instruction for fellows.

EC. In 1988 there is to be only one selection round.

This year the closing date for the submission of projects for 1988 was 31 March 1988. The registration procedure was the same as in 1987. The Commission made its selection before the beginning of summer. Parallel to this, the Commission assisted by the initiators, is going to specify the conditions for the potential continued funding of the 1987 projects by the

TRANSITION II

**Second European Community Action Programme
"Transition of young people from school to adult
and working life"**

Convergence of Opinion among the Member States on the Preparation of Young People for Work

European cooperation is possible in preparing young people for work and facilitating their transition from school to working life, despite differences between systems and traditions. A broad consensus, convergent policy trends and a common philosophy is emerging on these questions within the various Member States. At last cooperation and exchange is contributing the added value of the Community dimension to the measures introduced by the Member States individually.

These are the main conclusions drawn from the Final Summary Report on the Second European Community Action Programme (1982-87) concerning the Transition of Young People From School to Adult and Working Life which the European Commission has just adopted and forwarded to the Council and Parliament for information.

The aim of the Second Action Programme was to assist the Member States to develop their policies for young people between 14 and 18 years of age. The Programme provided for pilot projects in more than 30 areas spread across 10 Member States of the Community, in order to develop, test and extend new approaches

in the field of education and training, which help young people to become better prepared for their entry into work and adult life.

These pilot projects, many of them forming part of wider national policy initiatives, were designated by the national authorities in consul-

On the instructions of the EC Commission a series of documents is to be published on the subject of "the transition of young people from school to adult and working life", which can be obtained from the Programme Information Office, IFAPLAN, Square Ambiorix 32, B-1040 Brussels.

tation with the Commission of the European Communities. With half their operating costs met by the Commission, they involved hundreds of schools, vocational training institutes and other institutions, several thousand teachers and other staff, and many thousands of young people.

The Programme was not only large in scale, but also thematically wide-ranging. Particular attention was paid to the problems of disadvantaged young people and those living in disadvantaged areas of the European Community.

Throughout the Programme's entire operational phase, one of the priorities was to establish and maintain intensive working contacts between individual pilot projects, and to stimulate a continuous exchange of experience between them. The European dimension was evident in a series of workshops, an extensive programme of inter-project and study visits and the work of the group of National Policy Coordinators.

The report broadly summarizes the main conclusions of the Second Action Programme and sets out recommendations and priorities for future action. The general guidelines for action reveal the need for better cooperation and more partnership between those in the education system and those in the world outside it, including industry, the local community, the social partners and manpower services, and the need to improve the management of change and reinforce the dissemination of innovatory measures.

continued overleaf

Dear Readers,



Schraps

The outward appearance of a publication should, if at all possible, remain the same. Generally speaking, readers are not too willing to accept new presentation and format. That is why editors are very loath to make any changes and only very rarely do they give their publications a facelift. However, after seven years, we have now decided to give CEDEFOP news a "new look", and this for good and pressing reasons. CEDEFOP news aims to reach as wide a readership as possible (approximate circulation 25 000), and should be published as frequently as possible. At the same time, we are faced with the necessity of having to reduce production costs. This means we have to resort to a different production process and to limit the number of languages in which the news is to be published. The CEDEFOP Management Board has, therefore, decided to publish CEDEFOP news in three languages only (English, French, German) in future. Many readers will

regret this decision; we do, too. One compensation is that CEDEFOP news will be published more frequently in future. This means more information than in the past. In switching to the smaller format, we are responding to the wishes of those who wanted the news to be published in a handier size which is easier to file. The new layout of contents will, moreover, help the reader to find his way more easily through the mass of information and to relocate specific items more easily, too.

More than other publications, CEDEFOP news depends on its readers to supply the editors with information from their own respective fields and to monitor constantly our work with a critical eye. We hope that this support will continue in the future.

Ernst Piehl
Director of CEDEFOP

CONVERGENCE OF OPINION AMONG ...

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With regard to specific areas for action, the report speaks of creating links between school and the world of work, providing coherent and continuous guidance, reducing school failure and early drop-out, training for teachers, promoting equality of opportunity for girls, enhancing the participation and active support of parents and setting up cooperation strategies at Community level.

EC Commission

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