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VOCATIONAL TRAINING SPECIALISTS COMMUNITY STUDY VISIT PROGRAMME

The programme provides an opportunity for vocational training specialists to take part in a study visit on a given topic in a Community Member State. At first glance, although it may seem anachronistic with today's rapid dissemination of information on a global scale to grant individuals opportunities for travel, this is in fact not the case for two reasons: firstly, because while information may be transferred, an **experience** which remains personal cannot, and secondly because it is important to create a specialized place for communication at Community level if one wishes to avoid reducing communication to information and information to data.

CEDEFOP organizes the study visit programme on behalf of the Commission of the European Com-

munities; since 1985, 2 050 vocational training specialists from all twelve Member States have taken part in the programme.

The visits are organized on themes and are for a period of five working days. The participants selected are awarded a study grant by CEDEFOP to cover expenses and travel costs.

The visits are intended to activate the flow of information in the Member States by means of participants who should disseminate the information they have gathered during their study visit. The visits also aim to provide impetus to a mutual exchange of views and cooperation between vocational training specialists at Community level.

The study visits are organized with the help of a network made up of twelve National Liaison Officers. The National Liaison Officers have the task of collecting and selecting participants in their own countries in cooperation with the representatives of the social partners and representatives of the PETRA, FORCE-EUROTECNET Community Programme Committees.

This year the original organization model for the programme has been changed in order to create

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Developments and trends

DK On the occasion of the Danish Presidency of the EC Council of Ministers in the first six months of 1993 the Director of CEDEFOP, Ernst Piehl, visited the Danish members of the Centre's Management Board.

Mr. Winther-Schmidt from the Federation of Danish Employers' Associations (DA) reported that there was lively interest in Denmark in the impact of the new vocational education reform. In summer this year the first trainees would complete their training. One of the main aspects of the reform was a shift to theoretical subjects. There was a danger that slow learners and persons with more practical capabilities would be at a disadvantage.

Another characteristic feature was decentralization. More responsibility had been delegated to the vocational schools after the reform. The training framework was established centrally, but the content of instruction was drawn up by the

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What makes a Course Stayer?

UK The Audit Commission started alarm bells ringing in February when its report, "Unfinished Business", showed a drop-out rate of more than a third among 16-19 year old students in a sample of 38 schools and colleges. Now, the Business and Technology Education Council (BTEC) has reduced the alarm bell decibels with a more optimistic report, "Staying the Course", based on a larger sample - all BTEC students taking 254 different BTEC programmes, full and part-time, in more than 1300 schools, colleges and other centres.

This latest report finds that BTEC students have a better success rate than those on traditional academic courses. The BTEC National Diploma is successfully completed by 72% of students, with a further 14% on average achieving one or more modules at pass grade or above. This compares with the Audit Commission's 70% for the equivalent two A levels.

John Sellars, BTEC Chief Executive, comments, "Staying the Course highlights that personal attention is the key to student completion. The more effectively schools and colleges can meet the needs of the individual, the less likely students are to be on the wrong track or to leave early. The obvious message for schools and colleges is to have the right systems in place to give the students the support they need".

The report details how centres can maximise student retention rates through marketing and recruitment focused on the individual;

- enrolment which involves meeting the teacher or tutor;
- induction which addresses diagnosis of possible problems, accreditation of prior learning (APL), and integration with subsequent assignments;
- a personal tutor system for individual students or small groups;
- planned support studies;

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SPECIAL

2/93

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flash



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VOCATIONAL TRAINING SPECIALISTS COMMUNITY STUDY VISIT PROGRAMME

direct links between the study visits and the Community programmes PETRA, FORCE-EUROTECNET. The topics selected are linked to the topics of the Community programmes and a section of participants are specialists directly involved in these Community programmes.

This year five special visits will be organized in the form of workshops. These workshops aim to make a specific contribution to the EUROPEAN FORUM which is being organized by the EC Commission - Task Force in November on the topic "occupational qualifications". To stress the importance of the role played by the social partners vis-à-vis vocational training issues, participants in the five workshops will be selected directly by the bodies organizing both employers and employees at Community level, i.e. European Trade Union Confederation (ETUC), European Centre of Public Enterprises (CEEP) and UNICE (the Union of Industrial and Employers' Confederations of Europe).

The 1993 study visits are already in progress while preparations are going on for 1994 with plans to increase the number of grants in order to allow for 600 participants. In total some 70 visits will be organized in the twelve Member States on three main areas indicated by the Task Force of the EC Commission:

Youth: links between individual training, enterprises and social agents in order to prepare young people for working life; the identification of skills and qualifications for

young people in order to assure their adaptability and flexibility on the labour market; access to vocational training for disadvantaged young people; measures to assure equal opportunities in technical and vocational training.

Adults: continuing training developed by public bodies and by private training organizations for small and medium-sized enterprises and for employees in rural areas;

New technologies: Analyses of the needs for "key qualifications" (identification of instruments and methodology to analyse these needs in the information technology sectors); training for key qualifications; the role of the trainer in training for key qualifications.

These topics will be examined through meetings with specialists, discussions and round tables with representatives of the social partners, visits to technical schools and vocational training centres, talks with trainers and the heads of organizations which monitor and manage vocational training. Some 1000 individuals are involved annually in the study visit programme.

To monitor and assess the programme, monitoring instruments have been formulated comprising a survey with an anonymous questionnaire sent by post to all the participants (some 80% respond).

The annual costs for managing the programme at community level amount to some ECU 1 000 000 (included in CEDEFOP's budget). To this must be added the costs borne by the Member States (unknown but estimated to be some ECU 400 000).

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"CEDEFOP panorama" - Free of charge

At the beginning of 1993 CEDEFOP began to publish a new series of publications, "CEDEFOP panorama" focusing on initial and continuing vocational education and training. This series will be comprised of congress reports, national monographs, case studies, bibliographies and reports on CEDEFOP projects. It will be published in two or three languages.

Inserts in "CEDEFOP flash special" will advise readers on the contents and target groups of new issues of "CEDEFOP panorama". In this edition of "CEDEFOP flash special" there is an information note on "Systems and procedures for certification of qualifications - national reports".

"CEDEFOP panorama" can be requested directly from CEDEFOP. It is free of charge.
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CEDEFOP Publications - free of charge -

flash 1/1993
Occupational profiles in environmental protection
DE, EN, ES, FR, IT

flash 2/1993
The development of a European dimension in the training of guidance practitioners
DA, DE, EN, ES, FR, GR, IT, NL, PT

flash 3/1993
Databases on Vocational Qualifications and accredited courses - Report on the Workshop

organised by CEDEFOP at Nürnberg on 25 and 26
November 1992
DE, EN, FR

flash 4/1993
FORCE sectoral survey on European retail trade
DA, DE, EN, ES, FR, IT, NL, PT
i.p. GR

Available from:
CEDEFOP
Bundesallee 22, D-10717 Berlin

Sectoral surveys on training plans

CEDEFOP has been taking an active part in the Community FORCE programme (1991-1994), bearing responsibility for technical and methodological coordination of sectoral surveys on firms' training plans.

FORCE's priority target groups are firms, the social partners, training bodies, public bodies and organizations offering expertise in the field of training.

The sectoral surveys of training plans aim to identify, analyse and publicize good in-company continuing training practices. These studies are practical in nature, focus on the actual training situation in firms and take the form of case studies carried out in all 12 Member States in close cooperation with the social partners.

The initial study of the **retail trade** sector has been completed and the possibility of dissemination of the findings is currently being examined by the Commission's Task Force, Human Resources, Education, Training and Youth (TFHR) in co-operation with CEDEFOP and the central research team (Centro de Investigación y Recherche Mediterranea-CIREM, Barcelona; Landesinstitut Sozialforschungsstelle, Dortmund; Instituut voor Toegepaste Sociale Wetenschappen, Nijmegen).

The TFHR and the Spanish government are currently organizing a conference on training in the sector with the participation of the firms which were examined during the survey and the social partners at national and European level. The conference will be held in Madrid on 4/5 October 1993.

Following talks with the Member States and the social partners on priority activities, two other surveys are being carried out in:

- the **car repair and sales** sector. The central research team is made up of the "Institut Technik und Bildung" in the University of Bremen (D), the Technological Institute in Tåstrup (DK) and the University of Crete (GR);
- the **agricultural foodstuffs** sector. The central research team is composed of "CREGE Management" Paris (F), the University of Reading (GB) and the "Istituto Censis" in Bologna (I).

The members of the central research team chosen for the retail trade sector survey are also involved in the other surveys so that use may be made of the experience they have acquired.

A fourth survey will be launched in the **road transport** sector at the end of the year.

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BI- AND MULTI-LATERAL RELATIONS

From Disqualification to Qualification

Between 10 and 13 March 1993, approximately 180 experts from ten European countries met at Trier University to exchange experiences on youth employment aid projects. They exchanged opinions on the scale and current state of the unemployment among disadvantaged young people and took steps to develop innovative solutions.

The symposium was organized by the Education department of Trier University. The organizers were supported by European Community organizations including CEDEFOP.

Despite the different standpoints of the speakers, there was agreement that the extent to which disadvantaged young people learn vocational skills depends on how much their working environment takes on aspects of daily life. Their working environment should therefore take into account the fact that development is determined by the situation in which young people find themselves and their way of life. Young people should furthermore be accepted for what they are and encouraged to believe in themselves and thus, act self-confidently ("empowerment").

It was unanimously agreed that any forward-looking project must be orientated towards the interests and living situations of the disadvantaged. In all European countries work is still ascribed an important role in social integration, but at the

same time, work is becoming more and more scarce, not only in problematic regions. For this reason it was stressed that, over and above an orientation towards employment prospects in the primary and secondary labour market, socio-cultural activities to develop and strengthen a sense of purpose must be fostered if vocational orientation and a willingness to work are to be upheld. The positive experiences gained in the pilot projects should also be incorporated in regular vocational training.

The participants experienced at first-hand that if local projects and approaches are to be optimized, it is worthwhile to learn from others from all parts of Europe and to strengthen each other for local work. To this end, the education department of Trier University has organized a "continuing training network - Eurosocietal".

Further information:

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Source: CEDEFOP/GCH

BIBB Board meets in Brussels

The Board of the Federal Institute for Vocational Training (HA-BIBB), comprised of representatives of the Federal government, the State (Länder) governments,

employers and trade union associations, met in Brussels on 11-12 May 1993.

This first meeting outside Germany focused on discussing vocational training in the EC with the EC-Commissioner responsible for vocational training, Antonio Ruberti and other Commission staff. Ernst Piehl, Director of CEDEFOP, also attended the meeting.

Participants discussed the following topics:

- EC-Commission vocational training policy following Maastricht,
- instruments for and implementation of European vocational training policy,
- means of improving information and transparency,
- the development of national qualification systems,
- forecasting needs,
- the role of the social partners,
- the European Social Fund (ESF) and EC programmes for education and training,
- Central and East European States,
- transparency and mobility.

The trade union group proposed that the main committee of the BIBB continue consultations at national level in order to draw consequences from the talks in Brussels. The Board entrusted the permanent sub-committee with preparations for this.

Source and information: S. Oliver Lübke - Head of section for vocational training in the Federal Bureau of the DGB Hans-Böckler-Str. 39, D-40476 Düsseldorf
Tel. +49-211-4301293/593; Fax +49-211-4301471

CONTACTS AND PARTNERSHIPS

Apprentices and trainees from Denmark seek practical training opportunities in Germany

Danish vocational school pupils may now do the practical training required in their training period in other countries. This means that in future German companies have the possibility of recruiting Danish vocational school trainees for a shorter or longer period - depending on their training. The main condition is that the trainees should have attended the vocational school for at least one year, before they can start their practical training. This means that they have acquired sound practical knowledge of tools, machines and working methods, but also understand the theory.

A number of Danish vocational schools:

- Handelsskole (Trade schools), together with the Royal Danish Consulate-General in Munich, and
- Teknisk Skole (Technical schools), together with the Secretariat for Trainees Abroad (PIU-Secretariat) Sønderborg/DK,

offer interested German firms the opportunity of getting apprentices and trainees from Denmark to participate in trainee projects.

All the trainees who apply for a period of practical training in the Federal Republic of Germany wish to hear about the economic situation in Germany, to learn German and to get to know German culture. The trainees generally have sufficient knowledge of German. No specific costs arise for the German firms.

Information:

For the trainees of the Handelsskole:
Kgl. Dänisches Generalkonsulat
Sendlinger-Tor-Platz 10 IV
Postfach 330568
D-80336 München
Tel.: 49-89 +595831
Fax.: 49-89 +597815
For the trainees of the Teknisk Skole:
PIU-Sekretariat
Grundvigs Allé 88
DK-6400 Sønderborg
Tel.: 45-7442 +4744, Ext. 4134
Fax.: 45-7443 +5363

Wanted: Partners in Educational Projects in Eastern European Countries

ABU Consult GmbH is an east German enterprise that works in eastern Europe in the fields of further vocational training, environmental and business consultancy and project management.

A key area of its work is developing and running educational and training centres for continuing training in the economic and business sectors of the Commonwealth of Independent States (CIS).

ABU Consult is looking for partners from EC Member States. They should be interested in cooperating on educational projects in CIS states and other eastern European countries and have experience in the application of modern methods of adult education and training.

Contact:

Herr Dr Heiko Polten
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SOCIAL PARTNERS

The social partners and the banking sector in France

Banking occupations are becoming increasingly diversified and more complex and the needs of clients are growing. In order to respond to the new demands of the profession, the French Association of Banks (AFB) has just concluded an agreement with three trade unions on the objectives and the means of employees' vocational training. This agreement defines the main lines of training policy in this sector for the next five years.

The objectives are to raise the training level of less-qualified employees, prepare the staff for economic and technological change, develop technical proficiency and professionalism, and pursue a policy of internal promotion.

The banking employers will contribute to the development of alternance training by signing alternance training contracts and upgrading the function of the trainer. Its participation on an experimental basis in the establishment of apprenticeship training centres is also envisaged.

Source: Inffo-FLASH No. 381, Centre Inffo

Citroën: training agreement

The management of Citroën has signed an agreement with four trade unions on the development of training. This agreement stresses the role of the employee as the promoter and actor of training. In addition to existing provisions, Citroën will undertake to promote "personal initiative training" which will enable volunteers to embark on alternate training at home and training in the company with a validation of the training through accredited units.

Executives, supervisors and section heads have been asked to administer and promote the individual training of the employees under their responsibility and to undertake some of the training themselves.

The agreement will set up an "observatory of techniques" (ODT) which has the task of observing and analysing changes in occupations, reflecting on training methods and evaluating the different stages of training.

Source: Inffo-FLASH No. 383, Centre Inffo

Agreement in the Metal and Mining Industry in France

To promote the "competence/competitiveness logic" as a development strategy for enterprises - this is the aim of the agreement signed last February by the UIMM (Union of Metal and Mining Industries), the Ministry of Labour, Employment and Vocational Training, and the Ministry of Industry and Commerce.

This four-year agreement will be put into practice by drawing up at least 1000 "competence/competitiveness" plans. Located upstream of the company's training plan and downstream of its production strategy, the "competence/competitiveness" plan will make it possible to select the right organizational options to develop the competences and skills of employees.

The agreement also envisages priority aid to be given to SMEs to develop their training schemes both in quantitative and qualitative terms. The total cost of the programme is estimated at FFR 1.3 billion (approximately ECU 197 million), of which the State will finance about FFR 320 million (ECU 48,5 million).

Source: Inffo-FLASH No. 380, Centre Inffo

Against the Fragmentation of Federal Responsibility for Vocational Training

In Bonn the umbrella organizations of German commerce and industry and the trade unions both pointed to the dangers of a fragmentation of Federal competence for vocational training in Germany. At the same time they appealed to politicians not to take the advice of the joint Constitutional Commission (an inter-party parliamentary committee) to redistribute competences in the vocational training sector.

In a joint event organized by commerce and industry and the trade unions, the Association of German Chambers of Industry and Commerce (DIHT) and the German Trade Union Federation (DGB) reiterated the importance that a uniform Federal general framework has on the efficiency of the German educational system. The nationwide vocational training regulations ensured uniform high standards in vocational training and, therefore, mobility and flexibility. The restriction of Federal competence in favour of the Länder as suggested by the Constitutional Commission would, however, lead to a growing cumulus of regulations and a lack of uniformity.

The DIHT believes that if the Länder were allowed to repeal or supplement Federal laws in the future, this would inevitably result in uncertainty regarding legislation and constant disputes between the Federal Government and the Länder on competence. Legislative uniformity and clarity about the laws would be endangered.

The DGB warned of a provincialism in vocational training that would jeopardize its necessary development with all parties reaching consensus. From the employees viewpoint, the main task of vocational training should be to provide qualifications that were not restricted to a specific

locality or country, but were versatile and long-lasting in their applicability. The proposed constitutional changes did not indicate how the creation of equal living conditions demanded by the Constitution might be attained. Furthermore, lack of uniformity and confusion about vocational training could not help to convince young people of the advantages of undergoing training within the dual system.

Source: Press release of 29.03.93 of the Kuratorium der Deutschen Wirtschaft für Berufsbildung; DGB Trade Union Education Policy No. 3/93

The Ministry of Education and Science in Spain presents the first vocational education titles

The Ministry of Education and Science and the leading employers' associations and trade unions have presented the first titles in the new list of vocational training titles in response to the provisions laid down by the Law on the General Regulation of the Education System (LOGSE) on the reform of vocational training.

Eleven of the new titles fall within the occupational family of chemical occupations. Five titles belong to the level of higher education, students have access to them as an alternative to University studies after acquiring the Baccalaureate; the other six belong to the medium level of education and are open to students with the title of Graduate of Secondary Education, obtained at the end of compulsory education.

The adoption of these new vocational education titles is the first step taken by the education authorities, the employers' associations and the trade unions to complete, in the coming months, the remaining vocational education titles in the other sectors of education.

Source: Comunidad Escolar 19 May 1993 / INEM

Systeme und Verfahren der Zertifizierung von Qualifikationen
Systems and procedures for the certification of qualifications
Systèmes et procédures de certification des qualifications
Länderberichte • National reports • Rapports nationaux

Im Rahmen der Ausarbeitung der **Gemeinsamen Stellungnahme zu beruflichen Befähigungsnachweisen und zur Zertifizierung** durch die Sozialpartner (die am 3. Juli 1992 verabschiedet wurde) war CEDEFOP aufgefordert worden, eine vergleichende Analyse der geltenden Zertifizierungssysteme und -verfahren in der Europäischen Gemeinschaft vorzunehmen.

Die Länderberichte liegen jetzt in der Originalsprache vor und sollen bis Ende des Jahres 1993 in einer weiteren Amtssprache der EG verfügbar sein (siehe nachstehende Liste). Sie werden in einer neuen Veröffentlichungsreihe erscheinen, die den Namen

CEDEFOP panorama

trägt, und sind auf Anfrage kostenlos beim CEDEFOP zu beziehen.

In den Berichten beschreiben die Autoren nach einem kurzen Überblick über das Berufsbildungssystem ihres Landes die spezifischen Aspekte des Verfahrens der Zertifizierung von Qualifikationen:

In the context of preparation by the social partners of a **joint opinion on occupational qualifications and certification** (adopted on 3 July 1993), CEDEFOP has been asked to undertake comparative analysis of systems and procedures for certification currently being applied within the European Communities.

National reports are now available in the original language. They will be published in another Community language before the end of 1993 (see list below). We are pleased to present these in a new publication series

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These may be obtained free of charge upon request from CEDEFOP.

In these publications the authors, after making brief reference to the characteristics of the educational and vocational training systems in their countries, describe all aspects of how qualifications are certified:

Dans le cadre de la préparation par les partenaires sociaux de l'**Avis commun sur les qualifications professionnelles et les certifications** (adopté le 3 juillet 1992), le CEDEFOP a été appelé à entreprendre des travaux d'analyse comparée des systèmes et des procédures de certification en application dans la Communauté européenne.

Les rapports nationaux sont maintenant disponibles, dans la langue d'origine ; ils seront publiés dans une autre langue communautaire avant la fin de 1993 (voir liste ci-après). Nous avons le plaisir de les présenter dans la nouvelle série de publications :

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Vous pourrez les obtenir gratuitement sur simple demande adressée au CEDEFOP.

Dans ces ouvrages, les auteurs, après un bref rappel des caractéristiques du système général de formation professionnelle dans leur pays, décrivent tous les aspects du fonctionnement de la certification des qualifications:

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- Nutzung, Verwendungszweck, Tendenzen und Probleme.

Die Ausarbeitung eines Syntheseberichtes und einer Übersichtstabelle auf der Grundlage der zwölf Ländermonographien wurde **Jean Gordon** vom Institut européen d'éducation et de politique sociale (Universität Paris IX - Dauphine), einer Fachfrau auf dem Gebiet des internationalen Vergleichs der allgemeinen und beruflichen Bildungssysteme, anvertraut. Der Bericht soll in drei Sprachen in der Reihe

CEDEFOP-Dokumente

erscheinen. Sobald der Bericht vorliegt, wird CEDEFOP die Leser hierüber informieren. Er kann dann gegen eine Schutzgebühr bei den Verkaufsstellen der EG.

- formulation and introduction of certificates, qualifications and diplomas: the relevant institutions, procedures, tripartite or joint consultation or decision-making commissions;
- access to qualifications: conditions, means, motives, channels;
- certification: aims, contents, means, procedures;
- usefulness, use, trends and problems.

Cross-reference reading of the twelve monographs to formulate a synthesis report and a summary table is being carried out by **Jean Gordon** of the European Education and Social Policy Institute (Université de Paris IX - Dauphine), an expert in international comparison of education and vocational training systems. When this publication appears in three languages in the series

CEDEFOP Documents,

readers will be informed and they can purchase it from the Community's Office of Publications and its sales agents.

- conception et mise en oeuvre des certificats, titres et diplômes : institutions compétentes, procédures, commissions tripartites ou paritaires, de consultation ou de décision ;
- accès aux titres : conditions, modalités, motifs, passerelles ;
- certification : objectifs, contenu, modalités, procédure ;
- utilité, usage, tendances et problèmes.

La lecture transversale des douze monographies pour l'élaboration d'un rapport synthétique et d'un tableau synoptique a été confiée à **Jean Gordon**, de l'Institut européen d'Education et de politique sociale (Université de Paris IX -Dauphine) qui est spécialisé dans la comparaison internationale des systèmes éducatifs et de formation professionnelle. Dès la parution de cette publication en trois langues dans la série des

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les lecteurs en seront informés et ils pourront l'acheter auprès des bureaux de vente de la CE.

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List of EC Occupational Profiles at skilled worker level

All 209 occupations or occupational profiles defined EC-wide up to the end of 1992 in the course of implementing Council Decision 85/368/EEC on the Comparability of Vocational Qualifications, have been compiled by CEDEFOP in alphabetical order according to the 19 sectors in the nine official languages of the EC (DA, DE, EN, ES, FR, GR, IT, NL, PT).

This list contains the key concepts which characterize the main tasks and areas of activity of the workers. An index shows which of them have been taken into account.

This list in nine languages is available only on diskette and can be ordered from CEDEFOP. It enables information

services and specialists in the field to find out which occupations have been published in the Official Journals of the EC, in which year and in which issue.

The Task Force Human Resources, Education, Training and Youth of the EC Commission will shortly publish an updated list in the form of a compendium which will also contain introductory texts for each sector.

Because of the great demand CEDEFOP is now making the list of occupations available in diskette form in the nine EC languages free of charge (see order form).

In the course of the year it will be available in database form together with technical glossaries for

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The 19 sectors and 209 occupations covered to date represent about 90% of all employed persons at the skilled worker level. The list on the reverse page shows which sectors, selected on the basis of the priorities expressed by the Member States, have been included up to now.

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Hotel and Catering Industry	8	C 166 of 03.07.1989
Motor vehicle repair	9	C 168 of 03.07.1989
Construction	13	C 292 of 20.11.1989
Electrical/electronics	10	C 321 of 22.12.1989
Agriculture	26	C 83 of 02.04.1990
Textile-Clothing	9	C 253 of 08.10.1990
Metal	20	C 196 of 25.07.1991
Textile Industry	22	C 318 of 07.12.1991
Commercial Sector	6	C 42 of 17.02.1992
Clerical/Administration - Banking and Insurance	6	C 108 of 28.04.1992
Chemical Industry	7	C 262 of 12.10.1992
Food Industry	12	C 292 of 09.11.1992
Tourism	5	C 320 of 07.12.1992
Transport	9	C 338 of 21.12.1992
Public Works	11	C 20 of 25.01.1993
Iron/Steel	5	C 182 of 05.07.1993
Printing/Media	10	p.p. (1993)
Leather	12	p.p. (1993)
Wood	9	p.p. (1993)
Total:	19 sectors	209 occupations

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B The Alternance Training Charter

Recently, the Minister of Education of the French Community in Belgium, the UWE (the Wallon Union of Enterprises), the UEB (Union of Brussels Enterprises) and other partners (13 in all) signed the Charter of Alternance Training. It is a response to the problems of quality in our training and it gives companies the opportunity of making an active contribution to a new method of full-time technical and vocational instruction.

It defines alternance training as a pedagogical method which incorporates work situations and links the teaching institution and the company in the dual aim of instruction: education and vocational training. The Charter thus defines the roles of the school and the company within the framework of this collaboration.

The school continues to be the leader of the jointly defined training and it retains its competence in the field of certification. It prepares pupils for the periods of work in the company and sees that this practical training is put to good use. It also carries out the necessary adjustments.

The company, on the other hand, appoints a qualified trainer to train the young people in the company, to transmit know-how and professional knowledge and to encourage the development of an attitude of responsibility, independence and initiative.

In order to have a permanent concertation between school and company, the teacher and the trainer draw up a reference plan. This is a guide for the training of the young person in the company: introduction, skills to be acquired, tasks and evaluation procedures.

Source: Dynamisme wallon, April 1993/ICODOC-CIDOC

Continued from page 1

DK developments and trends

...obligation of using their resources more rationally and effectively; otherwise they ran the risk of being closed down or merged with others.

The following bills were being discussed by the Danish Parliament at present:

- Law on basic vocational training (EGU). Some 6000 slow learners would receive vocational training at a not too high level.
- Law on the coordination of vocational schools and labour market training centres. Both systems were to be integrated with centralized financing but with decentralized direction through the joint regional labour market committees.

Mr. Lykke Jensen from the Federation of Danish Trade Unions (LO) stressed the

importance of the "Memorandum of the EC Commission on vocational training policy in the 1990s". This called for an active participation of the social partners in the qualitative and quantitative improvement of vocational training.

Mr. Nexelmann from the Vocational School Department of the Danish Ministry of Education made some comments on the change of government in January 1993. The present Minister of Education, Mr. Ole Vig Jensen, had set the priority goal of 'Training for All' - also for the weaker groups. 30% of all young persons were drop-outs and did not acquire a school certificate, either in vocational training or in general education. 93% embarked on a course of training after completing their compulsory education, but only 70% completed this training with success.

The Minister of Labour was trying - by introducing obligations for unemployed persons (work in the public sector or attendance in training or re-training) - to move away from a system based purely on payment.

Source: CEDEFOP / EP+AGDS+BM

Education and training for all young people

Although the Danish vocational training system was reformed in 1990, the drop-out rate problem has not been solved.

Today, 7% of a youth cohort of 16 year-olds do not start on an education or training programme after leaving secondary education. Another 15% start on a course, but drop out during it. Thus 22% end up having no formal vocational qualifications. In 1993 the absolute figure was 15.000 young people. This figure must now be reduced.

Companies require more theoretical courses due to technological development, and this has made it more difficult for intellectually less able young people to succeed in vocational courses. The focus in Denmark is now placed on finding new solutions to this problem.

A new committee has been set up by the Minister of Education and will put forward new proposals in the autumn. Among the elements to remedy the situation are:

- campaigns targeted at schools to reduce the drop-out rate;
- better introductory processes within the schools;
- analysis of the quality of vocational courses for less able young people;
- new and non-traditional offers of education and training for young people by using existing legislation better.

Source: Undervisningsministeriets Nyhedsbrev, 3. May 1993, SEL

D Challenges for National Vocational Training Systems

The German Federal Minister of Education and Science called it a great step forward that the Maastricht treaty had created clarification for vocational training in Europe. While the EC now has a mandate to implement a "vocational training policy", it must not impinge upon Member States' competence for the contents and structure of such training. The responsibility the federal government, the Länder and the social partners have for vocational training policy in Germany, was in no way affected by the possibilities the EC now had for action, he continued.

The Community could and should cut across borders to offer help to structurally weak regions and to disadvantaged groups of people in need of extra support. The principle task of the EC Commission was, however, to distribute information throughout Europe and to promote the exchange of experience, he said.

In the interests of freedom of movement, a Community strategy is needed to ensure that the vocational qualifications of employees in the Single European Market are as transparent as possible. To achieve this, meaningful descriptions of qualifications that can be attained in the Member States were needed, he said. The Federal Minister specifically spoke out against formal comparability procedures, however.

National qualifications have to be made comprehensible to the other Member States. What is needed are descriptions and information on the qualifications attained through vocational training, continuing training and occupational experience. The Community should build bridges between the different vocational training systems and enable free interchange on a reciprocal basis. This would require a willingness to open the education system and education policy to our European neighbours and to encourage movement across borders, said the Minister.

Source: Press release No. 18/93 of the Federal Ministry of Education and Science

GR Training for teachers in upper secondary Technical-Vocational Education

The Organization for Vocational Education and Training (OEEK), has undertaken a project for the training of teachers who are working in Technical-Vocational Lycea (TEL), Technical-Vocational Schools (TES) and Comprehensive Lycea (EPL).

The first 1500 teachers will be trained by a private educational organization in cooperation with regional universities and under the scientific coordination of the

University of Athens. OEEK has set the conditions and the objectives for the training and will also finance the project. It is expected that after the year 1993, OEEK will have the responsibility for organizing and carrying out the training in its own centres.

The aim of the first training cycle, is to train the teachers in the use of computers. The trainees will not stop working in their schools during their training. The training is not compulsory and the teachers who are interested in attending the courses, apply to the Regional Directorate for Secondary education to which their school belongs. There will be courses during the morning as well as during the afternoon, due to the fact that some of the teachers are working in morning schools and others in afternoon ones.

The training cycle will last 100 hours, during a two month period. Each group of teachers will attend courses two to three days per week.

It is expected that in September 1993, a second training cycle for the training of at least 500 teachers will start.

Source: OEEK

E National training and vocational integration plan (FIP)

The Council of Ministers adopted the Royal Decree 631/1993 of 3 May amending the national training and vocational integration plan, which contains all the 'occupational' vocational training schemes (formación profesional ocupacional) addressed to unemployed workers so that they may acquire the vocational qualifications required in the production process and find employment when their qualification is insufficient.

The amendment of the plan results from the agreements on continuing training signed recently by the social partners and the Ministry of Labour and Social Security, and from the fact that the management of 'occupational' training has been delegated to the Autonomous Communities or Regional Governments (Regional Government of Andalucía, Regional Government of Galicia, Autonomous Government of Valencia and the Autonomous Government of Catalonia).

The main aspects covered by the new regulation are the following:

- A re-organization of 'occupational' training activities with more emphasis on the occupational re-integration of unemployed persons, especially those receiving unemployment benefits.
- The setting up of mechanisms which will guarantee the appropriate links between 'occupational' training and the aims of employment policy, e.g. the multi-year planning of the objectives, the requirement of minimum conditions to be

fulfilled by the cooperating centres where training activities are carried out, and the necessity of establishing minimum skills in each subject to draw up the corresponding certificates of proficiency. Through these certificates it will be possible to guarantee the adequate transparency of the labour market at national and EC level, and also to bring about the consistency or correlation between the knowledge acquired in 'occupational' vocational training and the vocational training provided in the education system.

Source: INEM

IRL New Government Training Policy

A much higher priority for both pre-work and on-the-job training, with a new emphasis on the need for certification procedures for such training, are the main thrust of the Government's policies on education and training in a report published in May, 1993.*

A new National Certification and Training Board is to be established by October and an action group is to be set up to examine the question of the respective roles of FAS (the Training and Employment Authority) and the education sector in relation to apprenticeship and on-the-job training.

As part of the drive to raise levels of training, the Department of Enterprise and Employment is to produce proposals soon, on how to encourage a greater level of training by industrial firms. A new division is to be created within FAS to concentrate on training for those at work.

The Government plans to establish a permanent co-ordinating group representing the Departments of Education, of Enterprise and Employment, the industrial development agencies and FAS to ensure the continued relevance of training to the needs of Irish industry.

* *Employment through enterprise: the response of the Government to the Moriarty Task Force on the implementation of the Culliton Report.* (Government Publications Sales Office, Molesworth Street, IRL - Dublin 2.)

Source: FAS

I Building up the training system in Calabria

Since spring 1992 the vocational training authorities in Calabria have been carrying out a number of activities to renew the training system in conjunction with ISFOL.

The strategy adopted is based on the following guidelines:

- centralization of planning, concerted action with the various decision-making bodies at regional level,
- development of the social dialogue and centralization of information on training needs, the social partners playing an active role in this,

- delegation of all administrative functions to the provincial level,
- stimulation of the business world to encourage it to assume an active role in training youth (in-company practical courses, training, employment and apprenticeship contracts) and those already in employment and development of seminars for entrepreneurs,
- request that the universities in the region collaborate and intensify their cooperation with the vocational training world,
- new provincial law on vocation training taking into account continuing training and the perspectives of the reform of the structural funds.

Measures already launched in the 1992 plan were presented at Copanello in December during the first regional conference on vocational training which was also attended by the Minister of Labour.

Through this action plan Calabria is reducing its time lag in comparison with Europe, at least in the field of legal instruments and the rules for planning and management.

However, unemployment figures and underemployment figures for young people and adults remain dramatically high.

Source: ISFOL

NL Agreement on apprenticeship system

On 19 April 1993 an "Agreement between the Minister of Education and Science and the National Bodies of the Apprenticeship System (Landelijke Organen van het leerlingwezen) on apprenticeship training and the future role of the National Bodies for (secondary level) vocational training 1992-1994" was signed. This agreement relates especially to basic vocational qualifications (including partial qualifications), improving efficiency, a coherent qualification structure, re-structuring of the national bodies, alternating learning and a concern for quality.

Improving efficiency:

The Minister and the national bodies agreed that the educational output of the apprenticeship system needs to be improved. However this must not lead to a narrowing of the accessibility of the apprenticeship system or to a lowering of the educational level.

The aim of both sides is that the improvement should be realised in the period between August 1993 and August 1995.

Position of the national bodies:

On the basis of the circular addressed to the national bodies for vocational training, it has been agreed that new national bodies for all secondary level vocational education (middelbaar beroepsonderwijs) and the apprenticeship system will be created. Besides this, one single national

qualification structure for secondary level vocational training is going to be developed. Both sides came to the conclusion in the agreement that on the basis of these new structures and because of the establishment of alternating learning routes within upper secondary vocational training, a new sort of education would develop: in the form of a second level vocational education, in which full-time, part-time and alternating learning routes exist and are, where possible, connected.

Source: CIBB

Continued from page 1

UK What makes a Course Stayer?

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Source: BACIE

Youth Training (YT) disappointments

Youthaid and the Unemployment Unit have calculated from the Government's latest YT Leavers Survey to December 1991 that two-thirds of young people are leaving Youth Training without qualifications and half without jobs. The numbers of young people obtaining qualifications has remained static or decreased, and in Scotland actually slumped from 29% to 19% during the year.

Key findings of the survey include:

- more young women (53%) leave YT early compared to young men (44%). In London and Scotland, almost two out of

three young women leave YT early, compared with the highest figure of one in two young men leaving early in London and in the West Midlands;

- the proportion gaining qualifications has fallen from 38% (in 1990) to 35% (year ending April 1991) and now to 33%;
- nationally, young women (37%) are more likely to gain a qualification than young men (34%). There was a drop in the number of young men obtaining qualifications between August 1990 and July 1991;
- 70% of Training and Enterprise Councils (TECs) and local enterprise councils (lecs) reported more than one in five young people leaving YT for unemployment. More than a quarter of these TECs and lecs had an unemployment rate of over 25% for YT leavers. The worst performing areas were South-West London and Merseyside, where only one in three young people left YT for employment;
- black young people were less likely to obtain qualifications (27%) than white young people (35%).

Source: BACIE

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HX-AC-93-002-EN-C