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CEDEFOP WORK PROGRAMME FOR 1994

Budget cuts are in the air for 1994. This will be a year of systematic consolidation: fewer external studies will be commissioned, and the assignment of translations and publications will be more closely supervised. Three fields dominate the programme which consists of eleven projects: on the one hand topics regarding **qualifications** (projects 1-3) and the **operation and evolution of vocational training systems** (projects 4-7), on the other hand direct **exchange of information** on current problems surrounding vocational training research (projects 8-11). The work programme is coordinated by the Deputy Director Enrique Retuerto. Findings will primarily serve the Commission in shaping vocational training policies; they will also be useful for the social partners, parliamentarians, ministries, educational and vocational training personnel, universities and research institutions in the Member States.

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CEDEFOP cooperates with EFTA countries

At its meeting on 25 March 1994 the CEDEFOP Management Board unanimously approved an agreement on cooperation between CEDEFOP and EFTA countries as part of the EEA Agreement.

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Director Ernst Piehl leaves CEDEFOP

Dr Ernst Piehl (Germany) leaves his post as director of CEDEFOP at the end of April 1994. As of 2 May 1994 he will be in charge of the new office of the European Parliament in Berlin.

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CEDEFOP's move to Thessaloniki

In order to implement the decision of the heads of State and Government that CEDEFOP should be transferred to Thessaloniki (see CEDEFOP Flash 4/1993), the European Commission on 2 February 1994 approved a proposal in this regard. This proposal is now the subject of discussion in the European Parliament and Council. The staff of CEDEFOP is disappointed that this proposal does not make clear under precisely what conditions of employment their transfer to Thessaloniki will take place.

The Management Board of CEDEFOP composed of representatives of the national governments, the employer and trade union associations and the Commission, has been called upon by the Commission to draw up a time table for the planned relocation to Thessaloniki. On the basis of the proposals, reports and information at its disposal, the Management Board did not feel in a position to do so at its meeting on 25 March 1994.

The Management Board unanimously adopted a decision, which included the following points:

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FROM THE EC MEMBER STATES

Five-year law: Decentralizing the training of young people

The five-year law of 20 December 1993 on work, employment and vocational training contains many provisions covering four areas: employment, work organization, training and occupational integration, the simplification and coordination of structures.

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SOCIAL PARTNERS

Proposals of the Standing Conference of Education Ministers on continuing education and training criticized by representatives of German Industry

According to the "Kuratorium der Deutschen Wirtschaft für Berufsbildung" [German Industry and Trade Advisory Board for Vocational Education], an umbrella organization representing major German trade and industrial associations, the third recommendation of the Standing Conference of Education Ministers [Kultusministerkonferenz - KMK] on continuing education and training approaches issues from the wrong perspective.

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1/94

SPECIAL

flash



CEDEFOP

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from the social partners and the Member States. It is provided free of charge upon request. Articles with a source reference do not necessarily reflect the views of CEDEFOP. Unsolicited manuscripts, books and other material will be carefully examined and assessed. Requests for contacts, news of forthcoming conferences and other information would be welcomed. For this, however, CEDEFOP bears no responsibility.

CEDEFOP - European Centre for the Development of Vocational Training, Jean Monnet House, Bundesallee 22, D-10717 Berlin, Tel. 4930+88 41 22 22 Fax: 4930+88 41 22 20; CEDEFOP flash special is published at irregular intervals in DE, EN, FR and contains information on vocational training in Europe, in particular the findings of work carried out by CEDEFOP and reports

Coordination: Bernd Möhlmann, Vespa Rous; Translation service: Alison Clarke, CEDEFOP; Layout/Design: Rudolf J. Schmitt, Berlin; Technical production with DTP: Axel Hunstock, Berlin Printed in the Federal Republic of Germany

CEDEFOP WORK PROGRAMME FOR 1994

As a support for the Commission's efforts to achieve Europe-wide comparability between vocational training qualifications, we will be testing a transnational network of data bases (Burkart Sellin, 49-30+88412-121). One research project (Frédérique Rychener, 49-30+88412-207; Peter Grootings, 49-30+88412-184); Fernanda Oliveira-Reis, 49-30+88412-186; Benoist Bazin, 49-30+88412-174) will be focusing on the role of companies in the qualification process and on how this affects the teaching and training system, perhaps leading to new forms of social exclusion. Specific aspects of in-company training, particularly with regard to small and medium-sized companies in the retail trade, automobile, and food and drink sector are the subject of 36 country reports and three EU reports being produced in cooperation with the Commission's FORCE programme (Tina Bertzeletou, 49-30+88412-104).

The description of vocational training systems in the Member States is the subject of monographs (Michael Adams, 49-30+88412-125). We will also be publishing the "Nouveau Guide", an easy to understand publication containing short descriptions of the various national systems (Norbert Wollschläger, 49-30+88412-129). Another project (Maria Pierret, 49-30+88412-123) describes the strategies involved in combining forms and phases of training into an optimal life-long learning process. In coordination with the PETRA programme, twelve country reports dealing with the problems of vocational counselling for the 16-28 age group will be prepared (Gesa Chomé, 49-30+88412-193). The fourth project focusing on this area lists current reforms in the training of trainers, develops a European dimension for this topic and aims at an improved exchange of information (Africa Melis, 49-30+88412-193).

Through its FORUM (Alan Clarke, 49-30+88412-124), CEDEFOP presents an "interface of research activities". A total of 600 experts

in vocational training will be taking part in the 55 study visits planned within the study visits programme developed at the request of the Commission and the social partners (Duccio Guerra, 49-30+88412-165). As in the past, the Centre will continue to be a forum for the direct exchange of information between the social partners (Burkart Sellin, 49-30+88412-121). It is planned that the CEDEFOP prize for the best television programme on vocational education be awarded at a ceremony held in Germany (Norbert Wollschläger, 49-30+88412-129).

This year, CEDEFOP will be participating in a variety of international exhibitions on the topic of "vocational training and ongoing training in Europe". In addition to the visitor service and within the scope of its public relations efforts, CEDEFOP will regularly produce publications such as the European journal "Vocational Training" as well as "flash" and "flash special", which present a review of the Centre's activities. The latter, as well as "panorama" and other CEDEFOP press publications appearing as required, are available from CEDEFOP at Bundesallee 22, D-10717 Berlin. Against payment of a nominal fee, CEDEFOP reports on the project results as well as various manuals and glossaries will be available at the sales agents of the Office for Official Publications. The glossary on "Terminology of vocational training", for instance, will be published in the first half of the year (Brigitte Linshöft-Stiller, 49-30+884 12-136).

The library and documentation service are open to in-house and external users. This extensive service can answer queries by using specific topic information files or the bibliographic data base available on-line via the European Space Agency's Information Retrieval System (ESA/IRS) and also accessible locally with CDS/ISIS software on a PC network.

CEDEFOP/GBI/+ERT

PRIX CEDEFOP, joint UK and French winners

The 5th PRIX CEDEFOP was awarded at a ceremony in Valencia organized by the Generalitat Valenciana and Spanish Television, to joint winners - an entry from the BBC - Youth and Entertainment Features ("Rough Guide to Careers: Working in Europe") and a programme produced jointly by the French Office for Vocational Information (ONISEP) and France 3 ("Eurojob"). Each received a prize of ECU 5.000.

The objective of the competition is to provide an incentive to television channels for broadcasting more and better information on vocational training issues in Europe. Films must examine the subject of vocational training and give it a European dimension, by focusing on training schemes and measures in their own country and in other European states. For further information see CEDEFOP Presse 1/1993 or CEDEFOP project leader Norbert Wollschläger, Tel. 49-30+ 884 12 129.

Source: CEDEFOP/JMA

CEDEFOP publication highly commended

CEDEFOP's recently published monograph on "Vocational Education and Training in the United Kingdom" has been highly commended in the 1993 European Information Association Award for European Information Sources. It has been published in English and Italian, will shortly be available in German and Portuguese, and later in French and Spanish.

The monographs on Denmark, France and the Netherlands have also been published in their original languages (DA, FR, NL). Each costs ECU 14 and is available from the sales agents of the Office for Official Publications of the European Union.

Quelle: CEDEFOP/JMA

CEDEFOP cooperates with EFTA countries

Continued from page 1

This was the first time that delegates from Austria, Finland, Norway, Sweden, Iceland and the EFTA Secretariat participated in such a meeting. The delegates represented their national governments, employer and trade union organizations.

As from now these countries may second staff to CEDEFOP to participate in projects in the 1994 Work Programme. With the proviso that these countries must bear their own costs, the EFTA countries have the same rights and obligations as the Member States of the European Union, e.g. they may participate in all tenders for study contracts. Further information is available in "CEDEFOP presse" No. 1/1994.

Source: CEDEFOP/EP+BM

CEDEFOP's move to Thessaloniki

Continued from page 1

■ The transfer of the Centre to Thessaloniki presupposes finding a functional **building** which conforms to Community standards. A partial transfer cannot be considered. Any transfer to provisional accommodation can, for operational and financial reasons, only be a secondary consideration.

■ The Greek government is requested to continue to make endeavours to provide suitable accommodation for the Centre in Thessaloniki.

■ The European Commission is requested to make efforts to ensure that such an offer is made.

■ The transfer of the Centre from Berlin to Thessaloniki should not result in a **deterioration** of the conditions of employment for the staff of the Centre. Solutions are to be found which provide similar or better conditions following modification of the Statute.

■ Staff who are unable to relocate to Thessaloniki should be offered **alternatives**.

Meanwhile the **address of CEDEFOP** remains unchanged and CEDEFOP Flash Special readers will be informed in good time of the date of the move and of CEDEFOP's new address.

Source: CEDEFOP/JMA+BM+EP

Director Ernst Piehl leaves CEDEFOP

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Ernst Piehl has been director of CEDEFOP since 1 October 1984. Under his directorship the budget of the Centre increased from ECU 4.56 million (1984) to ECU 11.1 million (1994). During this period the number of staff increased from 43 to the present total of 76. The building in the Bundesallee was extended substantially and the conference and meeting rooms equipped with the most modern simultaneous interpretation equipment.

Under his leadership the projects were approached in a practice-oriented manner; the "study visit programme for vocational training specialists", the "Forum for research institutes" - also open to countries in northern, central and eastern Europe, "The comparability of vocational training qualifications" are but a few examples. Through the "Vocational Training" journal, which is published in all nine Community languages, the CEDEFOP flash and Flash special publications and studies and research reports published in the "CEDEFOP panorama" series, have brought CEDEFOP acclaim.

In the meantime the post of Director has been advertised. The CEDEFOP Management Board will draw up a shortlist of candidates by mid-1994; from this the Commission will then nominate the Director. In the transitional period the two deputy directors, Corrado Politi (Italy) and Enrique Retuerto de la Torre (Spain), will assume legal representation and the day-to-day running of the Centre.

(see also "CEDEFOP-Presse" No. 2/1994)

Source: CEDEFOP

BI- AND MULTI-LATERAL RELATIONS

A new international association: ECLO

The "European Consortium for the Learning Organization" (ECLO) is a newly constituted international non-profit-making association based in Belgium. It consists today of 30 European corporations and academic institutions committed to defining new directions for corporate training and continuous education, using the principles of learning organizations (LO).

It aims at becoming a major forum and observatory of learning organisations' initiatives and to share - through appropriate education programmes - its observations and models. Its development activities are focusing on practical steps for successful implementation of LO principles.

After a first workshop held in November 1993 on current LO practices in Europe, the next event organized by ECLO will be a Conference on "learning organizations Innovations and Initiatives" on May 16-18, 1994, in La Hulpe (Brussels, Belgium). It will be followed, during 1994, by workshops on specific aspects of learning organizations.

Contact: P. De Potter, General Secretary ECLO, Chaussee de Bruxelles 135, 1310 La Hulpe, Belgium (Tel.: 32-2 + 655 58 03; Fax: 32-2 + 655 58 12).

20,000 participants in Franco-German vocational education exchanges

Since 1980, nearly 20,000 young people and adults in Germany and France have taken part in exchanges in the area of vocational education.

On the basis of partnership agreements, groups of up to 15 participants take part in these exchanges. Apprentices stay at least three weeks in the partner country, participants in ongoing educational exchanges up to two weeks. These exchanges give participants an idea of training in the partner country and of daily life on the job, as well as a look at the socio-cultural environment. Knowledge of the foreign language is usually not necessary: groups are accompanied by an interpreter. Furthermore, language barriers are often overcome through working together.

Information on the vocational education exchange programme with France can be obtained from: Deutsch-Französisches Sekretariat, Am Ludwigsplatz 6; D-66117 Saarbrücken. Tel.: 49-681 + 50 06 180; Fax: 49-681 + 50 06 213

Source: Presse-Info BMW [German Federal Ministry for Education and Science] no. 139/1993

CONTACTS AND PARTNERSHIPS

Alternative academic further training

The Academy for Vocational Promotion and Re-training (ABU - Akademie für Berufsförderung und Umschulung Berlin e.V.) is a private German educational institution. Its activities are directed to the creation and development, close to the production process, of academic continuing education in the services sector. It already has working relations with corresponding institutions in the countries of the European Union, Eastern Europe and Asia.

The ABU wishes to expand its international cooperation in the fields "alternative academic further training" and "initial and continuing education and training of socially disadvantaged youth" and is seeking partners and institutions in Europe who will collaborate.

Contact address:
Dipl.-Ing. Heinz-Georg Bruse - Project Manager
c/o ABU, Berlin, e.V.
Wolfener Strasse 15; D-12681 Berlin
Tel.: 49-30 + 9 30 65 33; Fax: 49-30 + 9 30 65 31

Computer-based training dialogue

The Vocational Training Foundation [Stiftung Berufliche Bildung - SBB] in Hamburg is working together with partners

in Greece and Scotland within the scope of the EUROFORM Community project to further the idea of computer-based training (CBT) in vocational education. In order to make the work of this project known to a broader public, SBB and its partners will be publishing four information brochures in English, "CBT Dialogue", during the course of the project, by the end of 1994. These booklets will cover experiences made with computer-aided teaching programmes and their applications in vocational education.

Information:
Stiftung Berufliche Bildung - Mr. Gerald Boutez
Wendenstrasse 493; D-20537 Hamburg
Tel.: 49-40+211120

German non-profit-making educational institution seeks partner in France

The "Deutsche Angestellten-Akademie e.V." (German Salaried Employees Academy) which is one of the educational institutions belonging to the "Deutsche Angestellten Gewerkschaft" (German Salaried Employees Union) wishes to extend its national and European qualification training activities and is looking for partners in France (vocational school, technical school, adult education institutes

in the commercial sector). Possible fields of activity would be bi-national vocational qualifications, preparation and organization of practical training periods for management staff in other countries, exchange of technical teachers and professors, etc.

Contact address:
DAA e.V. Bildungswerk der DAG
Frau Marie-Christine Fore
Drontheimer Str. 32a; 13359 Berlin
Tel.: 49-30 + 829 62 43; Fax: 49-30 + 792 06 70

Research workshop: EC funding and the education of adults

The Centre for Policy Studies in Education at the University of Leeds is planning a research workshop on the uses of EC funding in the education and training of adults in Britain, to be held in Autumn 1994. Current research in this area within the university focuses on policy issues in relation to the European Social Fund; however the organizers would also be interested to hear from colleagues who are making use of or researching other related aspects of EC funding or policy.

Contributors will be asked to provide a paper of up to 4,000 words for discussion

and subsequent publication. At this stage they are seeking initial expressions of interest.

Please contact Janice Malcolm, Centre for Policy Studies in Education, University of Leeds, Leeds LS2 9JT, Tel. 44-532+334584; Fax 44-532+334451.

Work placements in England

Trident Transnational, a non-profit organization based in London, can, at an economic cost, provide work placements in England covering every aspect of courses on offer in colleges in other European countries, e.g. commercial education, industrial engineering, management science, accountancy, business economics, information systems, marketing, commerce and law. It can design, at

any level of education, a programme that will suit student needs and requirements, so that they receive maximum benefit from the placement.

After 21 years of activity and currently organizing 200,000 UK placements every year, Trident can provide a work placement of quality with skill and efficiency. Diplomas are awarded as a record of satisfactory work experience and are endorsed by the University of Cambridge. Over 500,000 UK employers support Trident.

To learn more about this venture, please contact:

Keith Egerton, The Director
Trident Transnational, 91 Brick Lane,
GB-London E1 6QN
Tel.: 44 + 71 - 375 0245
Fax: 44 + 71 - 247 5270

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

SOCIAL PARTNERS

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Proposals made by German commerce and industry to improve and develop continuing education and training

These representatives of German Industry do not believe that continuing education and training should take a fundamentally different course. There is therefore no need, they say, for institutional and organizational changes or changes in the allocation of responsibilities.

In fact, the Board would consider it preferable to retain the distinction between general, political and vocational continuing education and training. The general, political and vocational streams in continuing education and training are all independent areas with their own objectives and demands. In spite of the several links between them and the intertwinement of their contents, these fields all have their specific forms, institutions and structures which correspond to these distinct objectives and demands. Integrating general, vocational and political continuing education and training is not the right approach.

Furthermore, the Board sees no need to make changes in the direction of increased government planning, regulation and coordination in continuing education and training. Changes of this type would harm the dynamic quality and efficacy needed in this sector of education and lead to a dangerous increase in rigidity. The responsibility of industry for continuing vocational education and training should be retained. On the other hand, government authorities should concentrate on political and general continuing education and training.

The recommendation of the Standing Conference would not do justice to continuing vocational education and training, which has its own position within education as a whole,

and its own aims, target groups, objectives, demands and forms:

■ The objective of continuing vocational training is the continued development of qualifications to ensure company competitiveness and promote individual workers within the limits of their individual capacities as a basis for vocational and personal development. This is also the premise underlying the distribution of responsibilities in continuing vocational training, primarily in the hands of companies and individuals. This objective is also evidenced by the increasing significance of in-company personnel development.

■ Continuing vocational education and training needs to be particularly topical, flexible and concrete in terms of contents, methods and organizational forms. In contrast to continuing education in the general and political areas, close contact to the real company world is essential. Continuing vocational training takes place primarily within companies, either directly on the job or in close contact with it. Contents closely related to the work-place and independent planning of the learning process will take on growing importance in continuing vocational education and training in the future.

■ Industry and commerce's need for improved qualifications is the main guideline for continuing vocational education and training. Optimally, the contents of training should be designed by the sector itself in a flexible and user-oriented manner.

The representatives of German industry and commerce are also against government control of supply structures and against state-run quality control and certification systems for continuing vocational education. These tasks are best in the hands of a free continuing education and training market, voluntary initiatives for control and evaluation, and the relevant public authorities.

Source: Press release of 19 January 1994 of the Kuratorium der Deutschen Wirtschaft für Berufsbildung

ARCHI-MED is a European adult education network established in five countries of southern Europe (Portugal, Spain, France, Italy, Greece) as well as in Morocco. The network deals primarily with projects (there are currently ten) within the scope of European training programmes (Euroform, Horizon, NOW, FORCE, Petra, Lingua, COMETT, etc.).

In order to stress its European character, ARCHI-MED is expanding its activities towards the north.

For more details, please contact Ms Josiane Elissalde
c/o Réseau Européen de Centres de Formation d'Adultes
Villa Bianchi, Avenue Vérani; F-06100 Nice
Tel.: 33-93 53 28 96
Fax: 33-93 53 28 96.

Performance standards for the Management Programmes of Business Schools

The Association of German Chambers of Industry and Commerce (DIHT) and the Federation of German Employers' Associations (BDA) have drawn up performance standards for the Management Programmes of Business Schools which end with a final certificate. In collaboration with experts from leading companies in Germany and Switzerland, performance profiles based on the qualification needs of companies have been drawn up for the initial and continuing training of management staff offered by private institutions and leading to the final certificate of Master or Bachelor of Business Administration (MBA/BBA).

As the next step the employers and the DIHT intend in 1994 to develop a procedure for the voluntary accreditation of MBA/BBA programmes on the basis of the new qualification standards. This will enable the companies and interested persons and also the Business Schools to get some orientation aids in a nebulous market.

The brochure "Quality Standards for Master and Bachelor of Business Administration in Europe" is available in English, free of charge, on request from: Deutscher Industrie- und Handelstag; Bundesvereinigung der Deutschen Arbeitgeberverbände
Adenauerallee 148; D-53113 Bonn
Tel.: 49-228 + 10 44 36, Fax: 49-228 + 10 44 57

Source: DIHT/BDA press release of 21.12.1993

Entrepreneurs want better vocational guidance and foreign language teaching

Personnel and training managers of German enterprises are critical of the levels of education and the inadequate preparation for the choice of an occupation. This was the result of a survey conducted by the Institut der Deutschen

Verkauf - for sale - Vente

Programm FORCE
FORCE programme
Programme FORCE

Weiterbildung
Continuing Education and Training
Formation continue



- 437** Training in the retail trade in Spain.
Report for the FORCE programme.
1994, 99 p.
☐ HX-80-93-945-EN-C
Preis/Price/Prix: ECU 8

- 441** Training in the retail trade of the Grand Duchy of Luxembourg.
Report for the FORCE programme.
1994, 54 p.
☐ HX-80-93-943-EN-C
Preis/Price/Prix: ECU 8

- 442** Training in the retail trade in the Netherlands.
Report for the FORCE programme.
1994, 90 p.
☐ HX-80-93-703-EN-C
Preis/Price/Prix: ECU 8

- 443** Training in the retail trade in Portugal.
Report for the FORCE programme.
1994, 75 p.
☐ HX-80-93-646-EN-C
Preis/Price/Prix: ECU 8

- 444** Training in the retail trade in the United Kingdom.
Report for the FORCE programme.
1994, 75 p.
☐ HX-80-93-694-EN-C
Preis/Price/Prix: ECU 8

- 277** Weiterbildungsberatung im regionalen Bezugsfeld - Eine Analyse von Kooperationsstrukturen -
1993, 103 S.
☐ HX-79-93-130-DE-C
Preis/Price/Prix: ECU 8

Continuing education and training counselling services in a regional frame of reference - An analysis of cooperation structures
1993, 129 pp.
☐ HX-79-93-130-EN-C
Preis/Price/Prix: ECU 8

Le conseil en formation continue dans le contexte régional.
Analyse des structures de coopération
1993, 121 p.
☐ HX-79-93-130-FR-C
Preis/Price/Prix: ECU 8

- 420** Répertoire des centres de recherche en enquêtes sectorielles
1993, 110 p.
☐ HX-77-92-578-FR-C
Preis/Price/Prix: ECU 8

- 488** Continuing education and training of the long-term unemployed in ten Member States of the European Community - Summary report
1993, 181 pp.
☐ HX-74-92-944-EN-C
Preis/Price/Prix: ECU 8

Formation continue des chômeurs de longue durée dans dix Etats membres de la Communauté européenne - Rapport de synthèse
1993, 115 p.
☐ HX-74-92-944-FR-C
Preis/Price/Prix: ECU 8

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FORCE




Centro Europeo para el Desarrollo de la Formación Profesional
Det Europæiske Center for Udvikling af Erhvervsuddannelse
Europäisches Zentrum für die Förderung der Berufsbildung
Ευρωπαϊκό Κέντρο για την Ανάπτυξη της Επαγγελματικής Κατάρτισης
European Centre for the Development of Vocational Training
Centre européen pour le développement de la formation professionnelle
Centro europeo per lo sviluppo della formazione professionale
Europees Centrum voor de Ontwikkeling van de Beroepsopleiding
Centro Europeu para o Desenvolvimento da Formação Profissional


Jean Monnet Haus, Bundesallee 22; D-10717 Berlin
Tel.: 49-30+88 41 21 40; Fax: 49-30+88 41 22 22

Verkauf - for sale - Vente

Berufsbildungssysteme Vocational Training Systems Systèmes de form. professionnelle

- 525 Erhvervsuddannelses-systemet i Danmark**
1994, 115 p.
HX-81-93-785-DA-C
Preis/Price/Prix: ECU 8
- 529 Le système de formation professionnelle en France**
1993, 127 p.
HY-75-92-954-FR-C
Preis/Price/Prix: ECU 14
- 533 Beroepsonderwijs en scholing in Nederland**
1993, 95 p.
HX-59-92-233-NL-C
Preis/Price/Prix: ECU 14
- 
- 535 Vocational education and training in the United Kingdom**
1993, 111 p.
HY-75-92-962-EN-C
Preis/Price/Prix: ECU 14
- Il sistema della formazione professionale nel Regno Unito**
1994, 109 p.
HY-75-92-962-IT-C
Preis/Price/Prix: ECU 14
- O Sistema de Formação Profissional no Reino Unido**
1994, 109 p.
HY-75-92-962-PT-C
Preis/Price/Prix: ECU 14
- 548 Vocational training in Latin America**
1993, 138 pp.
HX-76-92-067-EN-C
Preis/Price/Prix: ECU 8
- 549 Training in transition: Comparative analysis and proposals for the modernization of vocational education and training in Poland**
1993, 192 pp.
HX-78-93-281-EN-C
Preis/Price/Prix: ECU 10.50

Regionalentwicklung Regional Development Développement régional

- 276 Evaluation of vocational training in a regional context - A synthesis report**
1993, 59 pp.
HX-80-93-872-EN-C
Preis/Price/Prix: ECU 5,50
- Evaluation de la formation professionnelle dans un cadre territorial. Rapport de synthèse**
1993, 70 pp.
HX-80-93-872-FR-C
Preis/Price/Prix: ECU 5,50
- 
- Avaliação da formação profissional num contexto regional - Relatório de síntese**
1993, 60 p.
HX-80-93-872-PT-C
Preis/Price/Prix: ECU 5,50
- 278 Evaluation of the impact of vocational training in a territorial context. The evaluation of training, human resources and regional development in rural Wales**
1993, 74 pp.
HX-76-92-932-EN-C
Preis/Price/Prix: ECU 8
- Evaluation de la formation professionnelle dans un cadre territorial. Evaluation de la formation, des ressources humaines et du développement régional dans les zones rurales du pays de Galles**
1993, 87 p.
HX-76-92-932-FR-C
Preis/Price/Prix: ECU 8
- 279 Evaluation of vocational training in a territorial context. Vocational training and development in the region of Alcobaça and Caldas da Rainha**
1993, 53 pp.
HX-76-92-075-EN-C
Preis/Price/Prix: ECU 8

Berufsprofile Occupational Profiles Profils professionnels

- 1222 Berufsprofile im Bereich der Berufsberatung in der Europäischen Gemeinschaft. Ein Synthesebericht**
1993, 93 S.
HX-75-92-574-DE-C
Preis/Price/Prix: ECU 8
- Les profils des conseillers d'orientation professionnelle dans la Communauté européenne. Rapport de synthèse**
1993, 80 p.
HX-75-92-574-FR-C
Preis/Price/Prix: ECU 8
- 1226 Pouvoirs, fonctions et structures de l'administration publique en matière de lutte contre la pollution atmosphérique et les modifications climatiques - Une enquête sur les profils professionnels: Italie, Allemagne, Royaume-Uni**
1993, 506 p.
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ES

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FR

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la protection de l'environnement
dans l'industrie chimique et
métallurgique en Espagne

Abkürzungen Abbreviations, Abréviations

DA
Dänisch, Danish, danois

DE
Deutsch, German, allemand

EN
Englisch, English, anglais

ES
Spanisch, Spanish, espagnol

FR
Französisch, French, français

GR
Griechisch, Greek, grec

IT
Italienisch, Italian, italien

NL
Niederländisch, Dutch, néerlandais

PT
Portugiesisch, Portuguese, portugais

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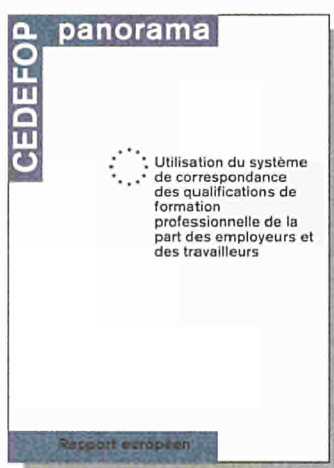
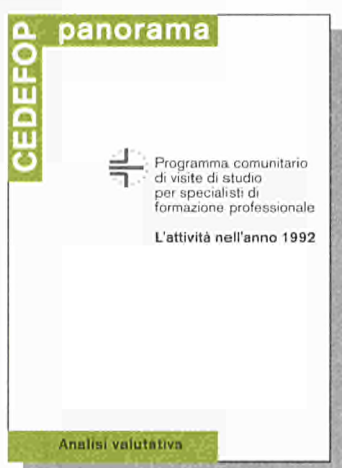
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- DE Nutzung des Entsprechungssystem der beruflichen Befähigungsnachweise von seiten der Arbeitgeber und Arbeitnehmer
- EN Use of the system of comparability of vocational training qualifications by employers and workers
- FR Utilisation du système de correspondance des qualifications de formation professionnelle de la part des employeurs et des travailleurs

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- DE Zwischenbilanz der Untersuchungen über "Die Stellung des Unternehmens im Prozeß der Qualifikationsvermittlung: Ausbildungseffekte der Arbeitsorganisation" Bericht der Konferenz vom 31.3. und 1.4.1993
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- IT Stato di avanzamento degli studi relativi a "La posizione dell'impresa nel processo di produzione delle qualifiche: effetti formatori dell'organizzazione del lavoro" Relazione della riunione del 31 marzo - 1° aprile 1993



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Wirtschaft (Institute of German Commerce and Industry) in 700 German companies.*

■ Vocational guidance

The human resource experts criticized the excessively high hopes and expectations placed, by those in training, on training and career opportunities. It is necessary to give young persons more intensive and purposeful guidance and information on occupations and the world of work - say nine out of ten training and personnel managers.

Only after questions relating to job descriptions, employment risks, life incomes, social status and career opportunities are answered, can candidates for training places in companies make a realistic assessment of the occupations for which they are most suited. Background: Almost every fourth new training contract is dissolved - the reason often being disappointment.

■ Vocational schools

The personnel managers would like the vocational schools to expand their **foreign language teaching**. This will improve the competitiveness of their trainees on the European Internal Market.

* Rüdiger Falk / Gisela Thiele. Sicherung des Fachkräftenachwuchses. Ergebnisse einer Unternehmensbefragung. Beiträge zur Gesellschaft- und Bildungspolitik des Instituts der deutschen Wirtschaft, Cologne, No. 189. Deutscher Instituts-Verlag, Cologne, 1993, 56 pages. DM 14.50 (= ECU 7.60).

Source: Information service of the Institut der deutschen Wirtschaft

Further development of the national agreement on continuing training in Spain: agreement signed for the private education and other sectors

After the National Agreement on Continuing Training was signed on 16 December 1992 by the employers' organizations and trade unions, an effort is being made to intensify continuing training in companies through training plans, which will give the workers a better level of qualification needed to promote their personal and career development and to adapt themselves to changes brought about by technological innovations and new forms of work organization, which will contribute to the competitiveness of their companies.

In order to apply and develop the Agreement, several governmental sectoral agreements on vocational training have

been signed, among them the Sectoral Agreement on Vocational Training in the Private Education Sector, [BOE (Official State Bulletin) of 3/9/93]. It contains training plans which will contribute to the updating and re-training of teachers and managers in line with the objectives set out in LOGSE (Law on the General Regulation of the Education System); workers of all companies in the private non-university education sector may participate in this training.

Other sectors in which sectoral agreements on continuing training have been signed are construction, (BOE 7/6/93), metal (BOE 3/6/93), hotel (BOE 3/6/93), and care, diagnosis, rehabilitation and promotion of the disabled (BOE 3/6/93).

These sectoral agreements will be applied in the years 1993-1996 in the entire national territory and they will define the scope of their application, such as the training plans and criteria for their elaboration, control arrangements, follow-up to the agreement and financing of training activities.

Source: INEM, 17 November 1993

FROM THE EC MEMBER STATES

B Plan 2000 - Training places in enterprises

Within the framework of the General Employment arrangements created by the Ministry of Employment, in collaboration with the Economic and Social Council of the Walloon Region, a number of proposals have been made to promote employment in the Walloon Region. Against this background, the Walloon Union of Enterprises (UWE) has proposed the creation of 2000 in-company training places for young job-seekers so that they have new possibilities of acquiring training and getting initial experience of working life.

The persons eligible for this training are young job-seekers below the age of 24 and unemployed persons receiving full unemployment benefits for 10 months who are participating in the assistance plan for unemployed persons, i.e. those who have had an assessment or guidance interview with FOREM.

The young person has the status of practical trainee in the enterprise, which means that the young unemployed person undergoing this training retains his eligibility for unemployment benefits. The content of the training is defined by an officer appointed by the enterprise and a guidance counsellor from FOREM after they have discussed the implementation of these training periods.

Enterprises that wish to offer this type of training can apply to the Walloon Union of

Enterprises. At the end of the training period, the enterprise can employ the young person and offer him an insertion contract for a period of 6 months at the minimum and 12 months at the maximum. A subsidy of FB 200,000 is paid to the enterprise for full-time placement for one year.

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■ Union Wallonne des Entreprises,
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Source: Brochure published by the Ministry for the Walloon Region, November 1993

D Topic for the German presidency of the Ministers for Education meeting within the Council of the European Union

The Federal and State Government Commission on Educational Planning and Promotion of Research [Bund-Länder-Kommission, BLK] has discussed proposals regarding topics to be put on the agenda during the German presidency of the Ministers for Education meeting within the Council of the European Union, which will take place in the second half of 1994.

Federal and state governments have agreed to bring the following topics up for discussion during the German presidency:

1. Increased attractiveness of vocational education and improved links between education and the employment market.

It is essential to develop measures to increase the attractiveness of vocational education in Europe vis-à-vis university education. It would also be important to make education in Europe more flexible and to link it more closely to the employment market.

2. The development of pan-European comparability in educational research and statistics.

The primary objective of this initiative is to improve the availability of information on educational systems in Europe and on activities related to European integration in the educational area. Comparing their situation with developments in other Member States, individual countries should be better able to meet the challenges in their own educational system.

Developing pan-European comparability in the area of educational statistics should make it possible to plan measures to improve international systems of educational statistics and overcome existing problems involving exchanges of information.

Some 60 experts in ongoing education have spoken in favour of a stronger **European orientation in continuing education**. The specialists were participating in a workshop meeting of the

"Concerted Action on Continuing Education and Training" [Konzertierte Aktion Weiterbildung - KAW] which was convened by the German Federal Ministry for Education and Science [Bundesministerium für Bildung und Wissenschaft - BMBW]. Participants discussed proposals that will serve as the basis of a pan-European experts' conference to be held in the course of the German presidency.

One of the proposals deals with the expansion of continuing education in **foreign languages**. Moreover, cross-border equivalencies in continuing vocational and educational qualifications should be simplified.

The experts also were in favour of developing **"Euromodules" for continuing vocational education**.

The establishment of a European educational television channel could also make a significant contribution to a European concept of continuing education and training.

Source: BLK press release no. 28/1993 and Presse-Info BMBW [German Federal Ministry for Education and Science] no. 10/1994

E New forms of training contracts: work experience contracts and apprenticeship contracts

Royal Decree 18/93 and its regulations establish and develop a series of measures in the fight against unemployment and in favour of job creation. The law addresses topics such as the public employment services, non-profit placement agencies, part-time work enterprises, part-time contracts and job-promotion programmes.

The section on training contracts for the vocational integration of young people without work experience or specialized vocational training presents the conditions governing two types of contracts: work experience and apprenticeship.

Work experience contracts can be used for young people with a higher or intermediate education certificate within the first four years following the end of studies. The term of the contract may not exceed two years. The job should provide vocational practice on a level adequate to the course of studies taken. Remuneration must be at least 60 or 75 % of the wage determined by collective agreement for an equivalent position and may not be lower than the minimum inter-occupational wage.

The second form is the **apprenticeship contract**, the object of which is the acquisition of the technical and practical training necessary to hold a qualified job or position, and the vocational integration of young people between 16 and 25 years of age without the required qualification to enter into a work experience contract,

unless they are disabled workers, in which case the age limit does not apply. The maximum number of apprentices to whom contracts can be offered is determined by the size of the company's staff. The maximum duration of such a contract is three years. Theoretical training may not make up less than 15 % of the maximum working day agreed to by collective agreement, and this training can take place in company training centres, other public or private training centres, or through distance learning. Remuneration is determined by collective agreement and may not be lower than 70, 80 or 90 % of the minimum inter-occupational wage during the first, second or third year of validity.

At the end of both types of contract, the employer will grant a certificate confirming the length of the practical training, the position held and the main tasks involved, or in the case of an apprenticeship contract, the certificate will confirm the level of practical training achieved, and the apprentice can then apply to the competent authority for a vocational certificate, which can be granted following some examinations.

Source: Spanish National Institute for Employment (INEM) BOE 7-12-1993; BOE 31-12-1993

continued from page 1

F Five-year law: Decentralizing the training of young people

■ The law provides for **transferring** from the state to the region **competence in vocational training of young people**.

This transfer will come about in two steps: firstly training activities then, after a period of five years, prevocational training activities and the network on the integration, information, orientation and monitoring of young people in vocational training (missions locales, PAIO). The funds transferred from the state to the region will flow into the regional fund for apprenticeship and training (FRAFP).

A plan for developing vocational training for young people formulated by the regions should facilitate coherent development of all training paths.

Assessment of regional training policies is entrusted to a coordination committee for regional apprenticeship programmes and for continuing vocational training.

■ The law in two points supplements the guidance law on education of 10 July 1989.

The law makes provision for the very young at any level to follow vocational training before leaving the education system - the **right to occupational induction**.

Target groups: school attenders who are in difficulty, students who have already completed the initial years in general and technical subjects, students in higher education who have dropped out or who have not obtained a certificate giving access to employment - a total of some 200 000 of levels IV or III in France. The educational establishments would be encouraged to propose a variety of alternance vocational training activities, either giving participants student or paid status (apprenticeship contract, etc.).

■ Measures include an **occupational integration contract**, for young people up to the age of 26 with particular difficulty in entering employment. As of July 1994, this provision replaces the adaption and orientation contracts and the local orientation contract is abolished.*

■ The contracts for **job seekers** (contract for returning to employment and the employment-solidarity contract) are modified and implementation simplified.

■ With regard to **companies**, the law offers new perspectives for recruiting employees (various incentives relating to the various contracts for young people and the unemployed) and for managing working time.

Provisions are also envisaged to streamline funding of continuing vocational training and to enhance the efficiency and monitoring of vocational training.

* This measure has since its publication been withdrawn by the French government

Source: Centre Inffo: Inffo-Flash special, Loi quinquennale, December 1993 / CEDEFOP.

IRL New school leaving certificate

A new Applied Leaving Certificate examination, aimed at achieving equality of opportunity for all pupils, is to be introduced into second level schools in 1995. The present mainly traditional subjects of the Leaving Certificate programme are taken at Higher and Ordinary Level by 73% of 15 to 18-year-olds. The Minister for Education hopes that with the introduction of the new course, these numbers will rise to 90% over the next few years.

The Applied Leaving Certificate will be of a practical nature with emphasis on good communication skills. It will involve school studies, work experience in local enterprises, community links and activities outside the classroom. An experimental Senior Certificate course and a Vocational Preparation and Training Course (VPT 1) at present underway and in receipt of EC funding, will form the basis of, and be superseded by, the new course.

A steering committee under the National Council for Curriculum and Assessment has been appointed to set the tone and

overall thrust of the new course. Teaching bodies have been enthusiastic in their response, regarding the Applied Leaving Certificate as a novel programme designed to recognize and reward talents other than the traditionally academic.

Source: FAS

European university master's programme for experts in vocational training

Tests and trials for the "European university master's programme for experts in vocational training" in collaboration with the Department of Education Sciences of the University of Bologna started in July 1993. The areas covered by the programme in the field of vocational training curriculum are: vocational training systems in the Member States of the European Community; international organizations involved in vocational training in Europe; determination of the training needs of a region; components of a regional vocational training system; vocational training and programmes integrated into the regional socio-economic development; teacher training within a regional vocational training system; regional planning for vocational training. Courses will start in January 1995.

Source: Isfol

NL The qualification structure for secondary vocational education

At present the Ministry of Education and Science and a working group are jointly formulating a new qualification structure for secondary vocational training. This requires scrutiny of every aspect of the structure and levels of the training model.

This will then be adopted by the Minister following consultations with the Inspector-

ate and the Education Council at the beginning of 1994. Then the National Body for the Apprenticeship System (COLO) will draw up a "plan of approach" to develop this framework.

This will involve a reassessment of senior secondary vocational education (MBO) and apprenticeship training on offer within this framework. A total of 3 million guilders have been allocated to this end.

The qualification structure for senior secondary vocational training requires a lucid and comprehensive picture of qualifications and sub-qualifications based on attainment targets and which can be distinguished within senior secondary vocational training and the apprenticeship system. The qualification structure is broadly based and includes both qualifications funded by the Ministry of Education and Science and other qualifications required by specific sectors of industry.

The qualification structure has three main elements:

- the format: classifications for setting attainment targets,
- the framework: qualifications, sub-qualifications, diplomas and certificates,
- the attainment targets: this is the basis describing what the individual should master.

The main aims of the qualification structure are:

- greater transparency of training, diplomas and certificates,
- greater coherence between the apprenticeship system and the MBO,
- to create a feasible basis for the development of programmes and training; to combat dropping out of the school system without qualifications,
- to facilitate transition between adult education and junior secondary vocational training,

■ to shorten learning routes where possible through avoiding repetition and overlaps.

P Second opportunity training in cumulative training units

This training method is targeted at pupils of 15 years and more who wish to follow the last 3 years of basic education and have completed the 6th class or equivalent (those failing to do so must take an evaluation test). This training path is the result of negotiation between the school, in the form of the educational coordinator, and the pupil.

The length of the course depends on the speed of learning but a period of three years is envisaged. Course attendance is by area of study and there is no compulsory sequence of study. The curriculum for each subject is a sequence of units with progression from one unit to another. Weekly school hours increase by one hour to help students in self-study. Assessment takes the form of written examinations for each unit.

Source: DSICT/MESS

UK Curriculum changes

The final report on the national curriculum and its assessment has now been published. The government has accepted in full the main recommendations, including increasing flexibility available to schools to allow the development of a range of vocational and further academic options for 14-16 year olds. These options will be developed by the National Council for Vocational Qualifications (NCVQ) and the School Curriculum and Assessment Authority (SCAA) and will be designed to facilitate progression to vocational courses post-16.

"National Curriculum and its Assessment": final report (December 1993) available from: SCAA, Newcombe House, 45 Notting Hill Gate, GB-London, W11 3JB.

Source: BACIE

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RESTENA
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Catalogue number:
HX-AC-94-001-EN-C