

Letter from the Director

In the first issue of CEDEFOP INFO, to which, I am happy to say, there was a very positive response, I reported on the process of transferring CEDEFOP to Thessaloniki. Since that time our energies have been concerned with developing a framework for CEDEFOP's activities during the period up to the year 2000. A brainstorming session was held with high-ranking external experts in October 1995 and this was followed by two seminars, one for researchers and one for policy makers, held in Thessaloniki in early December. In these meetings, participants were asked to express their views on what they expected from CEDEFOP. A large number of very useful ideas emanated from these meetings, particularly the one involving researchers.

As a result of these meetings and further internal discussion, I was able to circulate a draft document entitled "The re-vitalization of CEDEFOP" to a large number of CEDEFOP's actual and potential clients, as well as Management Board members. I would like to take this opportunity of thanking the many organisations and individuals who provided valuable comments on this paper. Following amendment it was duly accepted by the Management Board at its meeting in March 1996. At the time of that meeting, we were very honoured that the Commissioner responsible for Education, Vocational Training and Youth, Mme. Edith Cresson, addressed a seminar in which Management Board and staff members participated. In her contribution she confirmed the orientation indicated in the "Re-vitalization Paper" (see also pages 18 and 19).

The March meeting of the Board also confirmed CEDEFOP's 1996 Work Programme and approved the outlines of the 1995 Annual Report. The Work Programme is available directly from CEDEFOP in English, French and German, but it is also summarised in an article on pages 19 and 20 of this issue of CEDEFOP INFO. The 1995 Annual Report is available in all the EU official languages free of charge, also from CEDEFOP.

We have also been working on a paper outlining mid-term priorities, covering the years 1997 to 2000. The Bureau has already had its first discussion on this and I hope the Management Board will approve it at its November meeting.

The premises we will be occupying until the new building is ready (this is scheduled for mid-1999) are now fully equipped and occupied. While working on the definition of mid-term priorities, we are trying to improve our internal and external communications and information systems. In spite of some initial infrastructural problems we have placed some information concerning CEDEFOP and its activities on the Euroserver on Internet (for details see notice on page 14) and we hope to have a good deal more information on the system shortly. We will also use electronic mail for corresponding regularly with our partner organisations and contacts.

We have been pleased to welcome new staff members, many of them serving as officials detached from national administrations. They include

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IN CEDEFOP

about Vocational Training in the European Union



Fotos: Peter Seifert

EU Commissioner Edith Cresson discussed the new orientations of CEDEFOP with the social partners and experts in vocational training ● The European Year for Lifelong Learning provides a framework for this renewal. On the basis of the motto "do less, but do it better", the present work programme concentrates on three main points: improving the quality of vocational training systems, developing their European dimension and intensifying European cooperation. ● The leading organizations in German industry take a critical look at the European Commission's White Paper "Education and Training - Towards a Learning Society". ● Knowledge of foreign languages is essential for employers in Europe and beyond. It is for this reason that internationally-involved companies seek employees who have foreign languages and who are prepared to work abroad. What does this look like in practice? This was the question posed by the Federal Administration of Vocational Training (BIBB) jointly with the Institute for Labour Market and Occupational Research (IAB) to 34 000 employees. ● Reports and results in Dossier, pages 17 to 20.

Europe

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Page 1 CEDEFOP; Letter from the Director; **Page 2** Prix CEDEFOP – 1995 EU Television Award; CEDEFOP: European Research Directory - second edition; **Page 3** Bi- and multilateral cooperation: German-Greek language project; German pilot project to train managers for central and eastern Europe; New Nordic Council of Ministers R&D programme; Dutch programme to improve German language tuition; **Contacts**: Engineering contacts sought by Berlin college; **Page 4** Selected bibliography.

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Practice

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Page 9 New training organizations and programmes: FI and AT: New advanced level vocational training institutions (AMK and Fachhochschulen) prove popular; F: Centres of skills monitoring; D: New media training; **Page 10** B: Commission for professions and qualifications in the French Community; I: The Social Partners create a bilateral training organization; IRL: Getting certification organized?; F: Certification institute for training professionals; D: Training for European economists; **Page 11** E: Developing "Work Centre Training" modules; P: New training programmes for school leavers; **Continuing education and training**: IRL: Results of a survey on company training; **Training the trainer**: D: Trade Unions warn on recognition of trainers; **Page 12** IRL: Cluster programme for SMEs; F: Learning enterprises and new technologies; D: Companies and distance learning; **Post qualification**: D: Qualifications for unskilled workers; Impressum.

Practice

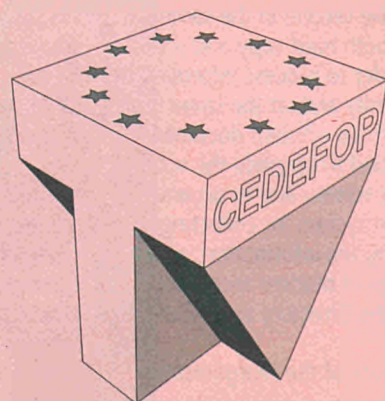
13-16

Page 13 Quality: B: Checking on competence; IRL: "Excellence through people"; UK: Standards set, but not always met; **Page 14** UK: Ten sectors under the microscope; S: Learning and education for industry in transition; **Page 15** Financing: DK: 60 MECU more for vocational schools; D: Promoting career advancement should encourage enterprise; F: Reorganizing the funding of apprenticeship; D: The dual system pays off; B: Correction; **Page 16** Events: Conferences, Seminars, Exhibitions; Sources.

Dossier

17-20

Page 17 EU Commissioner Edith Cresson on new guidelines for CEDEFOP; **Page 19** CEDEFOP's 1996 work programme; **Page 20** D: employer criticism of the European Commission's White Paper; D: Language competencies - a magic formula?



Prix CEDEFOP – the EU-1995 prize for television programmes on vocational training has been awarded to YEL - the Finnish Broadcasting Company for the language course "Working English", a cooperative production by eight European television companies (see page 2).

Mme. Marie-Jeanne Maurage from France who is managing the Study Visit Programme, Herr Alexander Kohler from Austria who will be working on the financing of training, M. Robert Roose from France, who is running our computer department and Mr. Carlos da Cruz from Portugal who is providing computer expertise within the library and documentation service. On 1 September Dr. Manfred Tessaring from Germany joined us to work on the preparation of the VET

report together with Mr. Steve Bainbridge from the United Kingdom, at present working at DG XXII, who will join us as a seconded national expert. The problems of staff members who were not able to transfer from Berlin have not yet all been solved, but we are pleased that several colleagues have been able to transfer to permanent posts within the Community institutions.

It has also been a pleasure for me to welcome visitors from two different Committees of the European Parliament - Mr. Edward Kellet Bowman of the Budgetary Control Committee and Mr. Michael Tappin of the Budgetary Committee. Their visits provided an opportunity for the directorate to discuss CEDEFOP's work programme and to demonstrate the degree to which CEDEFOP is already

fully functioning in Thessaloniki, and for the staff committee to raise outstanding personnel issues.

A further priority in the first semester of this year has been to clarify how CEDEFOP should work with European non-Member States. Agreements which will enable Iceland and Norway to participate fully in the work programme are now being finalized, and we expect also to develop contacts with Malta and Cyprus in view of their accession. A number of meetings have been held with the Director (Mr. de Rooij) and his colleagues in the European Training Foundation, based in Turin, to establish how, through the Foundation, the countries of Central and Eastern Europe could have access to the results of CEDEFOP's research work and its information networks. A framework of

cooperation has been established and one of the first results of this will be a joint issue of the European Journal of Vocational Training entitled "The vocational training systems of countries in Central and Eastern Europe", planned for 1997.

Amongst the projects which have resulted in products in recent months are those concerned with the European Research directory and the Prix CEDEFOP. More information on these are provided below, while on page 8 we provide information concerning the monographs describing the vocational training systems - a total of 48 volumes have now been published. The network on trends in occupations and qualifications (CIRETOQ - Circle for research cooperation in occupations and qualifications), established following a CEDEFOP initiative in

1995 (see CEDEFOP INFO 0/1995), produced the first issue of a newsletter and an information leaflet on its activities. The Study Visit Programme for experts in vocational training is developing well and this year around 700 experts will participate. The links with other activities in the work programme are being strengthened. CEDEFOP staff have continued to be involved in providing technical assistance to the Commission in particular in relation to implementation of aspects of the Leonardo da Vinci programme and the European Year of Life Long Learning.

Johan van Rens
Director
Thessaloniki
June 1996

Prix CEDEFOP - 1995 EU Television Award for programmes on vocational training goes to Finnish television

CEDEFOP awarded the Prix CEDEFOP for the last time in Barcelona on 25.4.1996. This award was inaugurated in 1989 to motivate television companies to provide more and better information on vocational training in Europe.

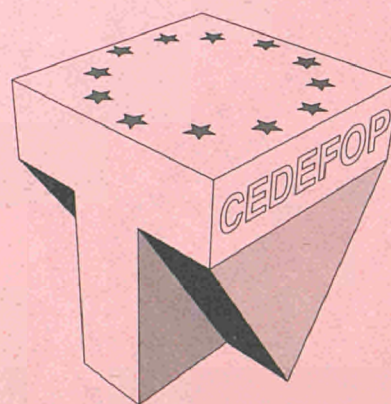
The European Broadcasting Union, the largest umbrella organisation of television stations in Europe, has also participated in the award since 1991 and, as part of the competition, has presented a special award for the best television programme. Some 400 television organizations in Europe were invited to participate in the contest. An international jury composed of those involved in educational television and in vocational

training selected the 1996 winner in April from among the entries.

First prize (ECU 5 000) went to Finnish Television (YEL - Finnish Broadcasting Company) for the language course "Working English", a joint production of eight European television companies. The 12-part series was directed mainly at adult viewers who needed English at work. The production had a special educational concept. English

was not taught in the traditional way but as the "lingua franca" in the real life working situation. There is audio-visual and documentary material to accompany the series.

The jury also awarded two second prizes (each to the value of ECU 2 500); one to Danish Television (TV2) for a careers information magazine aimed at young people, "What Can I Be?", and one to the



British Broadcasting Corporation, Bristol, for its production, "Thank you and Goodbye". This programme shows in a very sensitive manner the experiences of workers who unexpectedly become redundant after many years and they are told "Thank you and Goodbye". The programme was also awarded the special prize of the European Broadcasting Union for quality and artistic conception.

In addition to the three main prizes, Dutch Television (RVU) was given a special mention for its programme "Gate Watchers", a lively report on the normal working day of a border guard at Schiphol airport.

After seven years of awarding the Prix CEDEFOP, the Centre is now concentrating on other priority work areas and will no longer take an active part in organising this contest. This will be done in future by the Generalitat de Catalunya which intends to give the award a permanent home in Barcelona and to organise future contests from there.

CEDEFOP Project co-ordinator: Norbert Wollschlaeger,
Tel. 30-31+490 129

CEDEFOP/NW

European Research Directory - Second Edition The Directory is growing...

The European Research Directory is designed to provide vocational training policy-makers and researchers with information on research activities in all the Member States, to offer them an opportunity to publicize on a broader scale the research they themselves are undertaking and to encourage transnational cooperation, both at institutional and Member State level.

Approximately 1800 copies of the first (pilot) edition of the Directory were distributed to public and private organisations whose interest in research is related to vocational training policy development and implementation. It was also distributed to research and documentation centres in the Member States and to the relevant bodies of the European Union. CEDEFOP received many positive and encouraging comments on its usefulness.

The second edition of the Directory contains approximately 500 project records, each providing information on the content and purpose of the research, the methods employed and the expected products.

The Directory also provides information on the commissioning bodies and institutions carrying out the research, and the name of persons who may be contacted for further information. The research projects are sorted by country, including a new section on those stimulated by, or forming part of a European research initiative and which involve transnational research ventures.

The scope of this second edition is - as in the first edition - limited to research projects commissioned by public authorities (ministries, state and semi-state institutions) and related in one form or another to vocational training policy-making.

Given the positive response received by the first edition of the Directory in hard copy, it was decided to produce the second in the same manner, i.e. to keep both hard copy and diskette. However, in order to process information received more efficiently and, at the same time, provide the users with an efficient documentation tool, it was decided to upgrade the software used in the first edition and to organize and implement a new system for collecting, storing and processing the information, which would take advantage of modern technologies and would improve the Directory as a whole.

The main characteristics of the reorganization of the production are:

- ☐ replacement of word processing by database publishing;
- ☐ enhancement of the documentary value of the Directory, through the re-indexation of all projects using a controlled vocabulary of terms based on the CEDEFOP Thesaurus;
- ☐ integration of the index in CEDEFOP's plans for information dissemination;

- ☐ unification of all EU-languages in the same database;
- ☐ support for an unlimited number of languages, in view of new countries joining the Union;
- ☐ provision for putting the Directory on the World Wide Web (WWW).

It is planned to update the Directory at regular intervals. Those research projects which have been terminated and for which reports have been published, have been entered in a "historical file". In order to encourage and facilitate research cooperation, CEDEFOP will monitor the progress made in the different projects and will assist in organising workshops or promoting studies on specific research items which are of Community-wide interest.

Copies of the Directory (Cat.-No.: HX-93-95-605-EN/FR-C) in EN/FR, can be obtained at a price of ECU 25 from the Office for Official Publications of the EC (EUR-OP) and its Sales Agents or through the CEDEFOP project coordinator Mara Brugia, e-mail: mb@cedefop.gr, who will be pleased to provide information on arrangements for future editions.

Source: CEDEFOP/MB

Germany:

German-Greek language project for trainees

A binational project for those undergoing training with a knowledge of the Greek language is being offered by the "Frankfurter Bildungswerk der Hessischen Wirtschaft". This has been sponsored since 1988 by the Federal Ministry for Labour and Social Affairs and by the Greek labour office, OAED.

The aim is to support bilingual young people in the dual training system, to increase their mobility and to facilitate their transition to working life.

Participants in the project, who must have a training contract either in a commercial or technical occupation, receive specialized tuition during the whole training period in Greek. In addition, the training and economic systems of both countries and topics related to the European Union are included in the course. The specialized tuition prepares the young people for a 5-week stay in Greece. In Athens, Thessaloniki or Volos, the par-

ticipants have a four-week practical experience in a company and take part in a one-week course.

To date some 600 young people have taken part in the project and 150 of these have attained the aim of a bilingual certificate. Young people who are interested in this project should contact the "Bildungswerk der Hessischen Wirtschaft e.V.", Marlene Schultz, Postfach 550251, D-60401 Frankfurt am Main, Telephone 49-69+58090951, Fax 49-69+58090958.

Source: Bildungswerk der Hessischen Wirtschaft/CEDEFOP/SK

Germany:

ZAV pilot project to coach new management for Central, Eastern and South-eastern Europe

The central agency for work placement (ZAV) in Germany has started a one-year pilot project to train new management for Central, Eastern and South-eastern Europe. The aim is to cover companies' needs and at the same time to provide those who are unemployed or whose jobs are at risk and who have commercial training and a knowledge of languages with the opportunity of a new job.

25 participants are enrolled in each of the first two courses which began in November 1995 and February 1996.

Every year the ZAV receives some 300 000 offers looking for skilled workers and management from companies wishing to be involved in Central, Eastern and South-eastern Europe or which are already represented there. To date, placement of ten failed on account of the lack of

qualified candidates. The new courses aim to change the situation. The courses cover in the first six months economics and industrial, economics, law and taxation, management methods and tuition in East European languages. During the second phase, participants spend a practical 6-month period in the companies which have registered needs for staffing for East European activities. This improves the placement chances of the applicants and makes recruit-

ment decisions easier for the company.

If the courses are a success they will be repeated. Anyone interested in such courses and companies which can offer placement should contact ZAV, Foreign Department, Feuerbachstraße 42-46, D-60325 Frankfurt am Main, Tel: 49-69+71110.

Source: Press Information of the Federal Office for Labour/CEDEFOP/SK

Denmark:

New Nordic Council of Ministers' R+D programme

A characteristic feature of the Nordic educational tradition is the belief that state investment in, and support of, local experimentation at the schools and colleges and among groups of teachers are the most promising ways to develop teaching and learning. The main emphasis is on nurturing many pilot projects and local R & D activities. The "grass-root" tradition is strongest in Denmark, but is important also in Finland, Iceland, Norway and Sweden.

The Nordic Council of Ministers has launched a new programme to promote transnational pedagogical R & D activities in the vocational education and training field in the period 1995-98. It is modelled on the concept of the Leonardo da Vinci programme, and it can partly be seen as a way to promote international Nor-

dic networking as a pre-runner of, and a supplement to, participation in European Leonardo da Vinci projects.

The new programme has defined as its target group Nordic vocational teacher training institutions which also undertake R & D activities. Five "anchor institutions" (one from each

country) run the programme, and a Nordic secretariat has now been established in DEL (The National Institute for Educational Training of Vocational Teachers - Denmark's Erhvervspædagogiske Læreruddannelse), Copenhagen. Six network projects have been authorized for 1995-96 - and some of these will probably eventually form the core of broader Leonardo da Vinci applications.

As part of this new initiative a survey of the major Nordic vocational R & D landscape has been produced, "Kortlægning af nordiske yrkespædagogiske FoU-miljøer" (TemaNord 1994:659), which can be obtained from Nordisk Ministerråd, Store Strandstræde 18, DK-1255 København K.

Source: DEL, Copenhagen

Netherlands:

The Netherlands is to improve German tuition in vocational training

A "Germany programme" for tertiary education in the Netherlands should help to improve knowledge of the German language and culture. The Dutch government regards this as an important element of improving relationships with Germany.

A new educational know-how centre at the University of Utrecht should help to improve vocational tertiary education in the German language. The new programme also envisages the subject of "German Studies" at the University of Amsterdam which will have a strong political and historical bias. In cooperation with the University of Münster, the University of Nijmegen has set up the field of

study "cultural area research" in order to make comparative studies of historical, social and cultural phenomena in the Netherlands and in the German Federal States (Länder) of Northrhine-Westphalia, Lower Saxony and Bremen. In addition, Nijmegen and Münster should also carry out academic pioneer work for cooperation in Northwest Europe.

Source: Ministry of Education, Culture and Employment/CEDEFOP/SK

Contacts

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 info** 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.

Berlin Technical College is seeking contacts throughout Europe

The State Technical College in Berlin offers courses in electrical engineering, industrial engineering, heating, ventilation and refrigeration technology, environmental technology and computing science for economics (European training levels 3 and 4). The college trains skilled workers and commercial white-collar workers over 4 semesters (full time) or 8 semesters (part time) to become technical engineers or business economists.

The College is seeking contacts with similar institutions in the Benelux countries, France, UK, Denmark, Sweden and Austria.

Interested colleges and specialised universities in these countries should contact the following address:

Staatliche Technikerschule Berlin, Bochumer Strasse 8 B, D-10555 Berlin Tel. 49-30+3900060, Fax 49-30+39000682, Herr Teichs



□ **Green Paper on innovation**
European Commission
in: Bulletin of the European Union,
Supplement 5/95,
Luxembourg, 107 p.
ISBN 92-827-6084-7 (en)
DA, DE, EL, EN, ES, FR, FI, IT, NL, PT,
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□ **Youth policies in the European Union : Structures and training**
European Commission
Luxembourg, Office for official publications of the EC, 1995, 137 p.
(Studies, n° 7)
ISBN 92-827-0113-1 (en)
DA, DE, EN, ES, FR, IT, NL, PT

□ **Development of vocational training systems**
European Commission - DG XXII
Luxembourg, Office for Official Publications of the EC, 1995, 29 p.
ISBN 92-827-4931-2
EN

□ **Human resource development and training strategies: the experience and results of the EUROTECNET programme: four priority fields of focus**
European Commission - DG XXII
Luxembourg, Office for Official Publications of the EC, 1995, 62 p.
ISBN 92-827-4851-0
EN

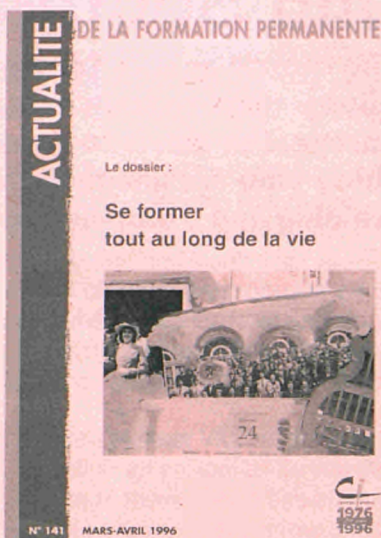
The documents mentioned above may be obtained from EU national sales offices or the Office for Official Publications of the European Communities:
2, rue Mercier, L-2985 Luxembourg
Tel.: 352+499281
Fax.: 352+490003

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F-75775 Paris Cedex 16

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NL-3502 GH Utrecht

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Leirman, W.; Feinstein, O.
Université catholique de Louvain (UCL)
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B - 1348 Louvain-La-Neuve

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P.O. Box 380,
FI-00531 Helsinki



Assessing and Certifying Occupational Skills and Competences in Vocational Education and Training
Organisation for Economic Co-operation and Development (OECD)
Paris, OECD, 1996, 220 p.
ISBN 92-64-14690-3 (en)
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F-75775 Paris Cedex 16

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Athens, Lychnos, 1995, 112 p.
ISBN 960-7097-41-6
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Lychnos Ltd Publishing, Theatrou Square 24, GR-10552 Athens

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in: L'orientation scolaire et professionnelle, Paris, n° 24,
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ISSN 0249-6739
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41 rue Gay-Lussac,
F-75005 Paris

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Union of Industrial and Employers' Confederations of Europe (UNICE)
Bruxelles, UNICE, 1996, 152 p.
DE, EN, ES, FR (in one volume)
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B-1040 Bruxelles

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National Institute of Economic and Social Research (NIESR)
Cambridge, Cambridge University Press, 1995, 138 p.
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ISBN 0-5215-5667-8
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NIESR, 2 Dean Trench Street,
Smith Square, UK-Londin SW1P 3HE

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Paris, 1995
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101, rue de Valois,
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Collins, J R.; Verreck, W A.; Zirkoczy, P I, eds.
Heerlen, Inderscience Enterprises Ltd, 1996, 490 p.
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Inderscience Enterprises Ltd,
World Trade Centre Building,
Case Postale 306,
CH-1215 Geneva-Airport

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in: Les Cahiers d'Etudes du CUEEP, Lille, n° 32-33, 1996, 285 p.
FR
Les Cahiers d'études du CUEEP,
9, rue Auguste Angellier,
F-59046 Lille Cedex

The quest for quality: towards joint European quality norms
Bartholomeus, Y.; Brongers, E.; Kristensen, S.
Leeuwarden, LDC, 1995, 128 p.
ISBN 90-73-754-66-6
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LDC, Lange Warkstraat 14,
NL-8901 CD Leeuwarden

Vocational Training in Iceland
Jonsdottir, I.; Arnason, G.
Icelandic Leonardo Centre
Reykjavik, 1996, 22 p.
EN
Icelandic Leonardo Centre,
Technology Court,
Dunhagi 5, 107 Reykjavik, Iceland

Key data on education in the European Union

The European Commission (DG XXII: Education, Training and Youth) has just published the second edition of *Key data on education in the European Union*. This edition is simultaneously a continuation, an updating and an extension of the information contained in the 1994 publication. Data on the three new Member States (Austria, Finland and Sweden) are included, the statistics refer to 1993.

The report is in two parts, of which the first presents a panoramic view of the various levels of education

(see example below) while the second contains a very full dossier on the teaching profession.

The addition of time series helps to place the systems in their historical context and to make trends and developments more comprehensible.

New indicators have been added, for example:

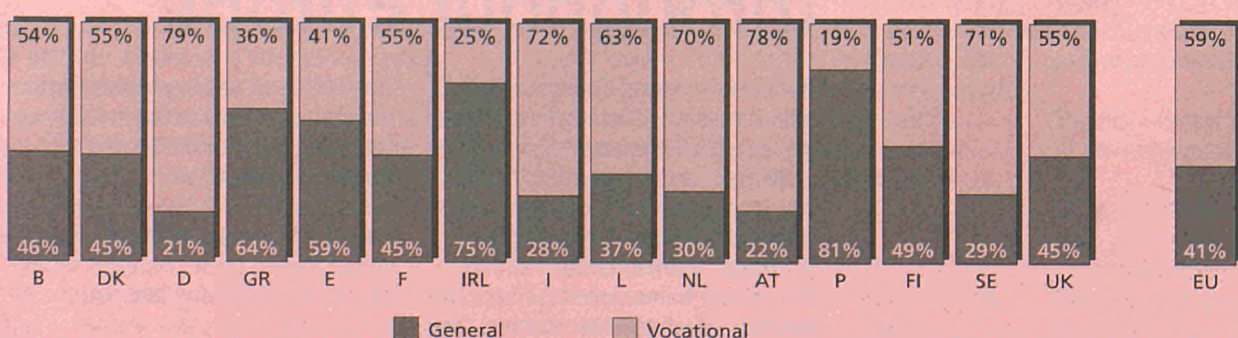
- those on youth unemployment (chapter A),
- levels of decision-taking in relation to the allocation of budgets and their use at school level,

- a comparison of the rates of attendance of three-year-olds at nursery institutions with the percentages of mothers in paid work (chapter C).

Key data on education in the European Union 95, (ISBN 92-827-5591-6), was prepared by EURYDICE - the network for information on education in the European Union. It will be published in all the official languages of the EU and is available (Price ECU 25) from the Office for Official Publications of the European Communities in Luxembourg or through its Sales Agents in the Member States.

Source: Eurydice/CEDEFOP

Percentage of pupils in general and vocational upper secondary education 1992/3



SELECTED BIBLIOGRAPHY



Page 5 D: DGB "shopping list"; P: Government proposes employment and training measures; **Page 6** I: Decentralization; UK: Key data on training; UK: Training at the crossroads; AT: Apprenticeship in crisis; **Page 7** Vocational training in Sweden; **Seite 8** DK: Denmark goes its own way; CEDEFOP publications.

Vocational training policy – initial training

Germany:

The executive committee of the DGB publishes a list of demands to consolidate and modernize vocational training

Knowledge and education are increasingly becoming the key to success in the race between industrial locations. Against this backdrop the Executive Committee of the German Trade Union Confederation (DGB) is launching an educational initiative based on life-long learning and combining general and vocational education in a useful way. The world of work which is undergoing rapid change requires adaptable training structures in order to face these new challenges. The German Trade Union Executive Board has looked closely at consolidating and modernizing vocational training and has drawn up a list of proposals and demands.

It is the belief of the executive board that young people must have a choice of training places from a broad offer of qualifications and thus be free to choose their career paths. There can be no interference with the employers' responsibility for providing such a training offer.

Solidarity for funding training necessary

Trade unions' works councils had in recent years launched campaigns and reached agreement in order to counter the substantial reductions in training places. The situation will deteriorate still further in future as the number of school leavers rises. What is imperative at present is to create a sufficient number of training places. The DGB sees the unjust allocation of costs as a decisive obstacle which

can be overcome through a redistribution between the training and non-training companies. A working group set up within the DGB's executive committee ("contribution funding") has already formulated basic data for a federal law which should ensure a solid basis for funding training. This will be discussed with employers, the federal government and the German Parliament.

In the new federal states, responsibility for the offer of training places is completely unclear according to the trade unions. This requires regulation as soon as possible before publicly financed extra-company training as a matter of necessity becomes the norm. If public money is to be spent, then it should go to those companies which are prepared to create training

places. In newly-established, small companies offering training places one could contemplate, for example, financing an initial extra-company training year or assuming costs for trainers to work there. The federal government, the states and localities in Germany are also called upon to make efforts. They could provide contracts and financial support primarily to enterprises offering training as a supportive measure.

Promote group and network training schemes

The DGB also wants to see support going to training schemes for groups and networks of companies. In the new federal states ("Länder") there is still a need for specialized vocational schools and colleges. Here recognition of a one-year school-based

vocational training foundation year should become obligatory. The DGB Executive Committee also finds it a good idea to involve higher education colleges in the dual system if the qualifications can be used in a variety of ways.

Quality of vocational schools

The DGB calls upon the federal states to ensure an improvement in the quality of vocational schools and the recruitment of a sufficient number of staff at the correct time. The tuition itself should undergo reform without detriment to quality. The DGB Executive Committee is of the opinion that apart from the usual part-time tuition other courses with varying time sequences in the framework of a fixed number of hours could also be used. The content of tuition must be ori-

ented towards the learning needs of young people. And here a differentiated approach must be taken. There must be additional tuition opportunities for gifted as well as for weaker students. Foreign language tuition should be extended and cooperation between training companies and vocational schools should be improved. For disadvantaged young people a limited or shortened training course is a step in the wrong direction. On the contrary, such young people need targeted help and more time to learn.

General and vocational education must be put on par

It is the view of the DGB Executive Committee that general and vocational education must be put on par. Those who have completed the dual training system should also have access to universities. In this respect transparent paths should lead to further training qualifications and to academic careers. A federal framework law could form a solid basis for continuing education and training.

Source: Gewerkschaftliche Bildungspolitik (Trade union training policy) 4-96/CEDEFOP/SK

Portugal:

New employment and training measures proposed by government

The following is a summary of the main objectives of the government constituted in late 1995 in Portugal:

Employment policy:

- in connection with vocational education and training policies, raising the level of qualification of the existing and potential labour force with emphasis on the improvement of labour market performance;
- the improvement of working conditions, e.g. remuneration, social protection and vocational training;
- the fight against unemployment, particularly long term unemployment, by

improving the process of entry into working life and through vocational readaptation programmes for adult workers;

- the promotion of equal opportunities for men and women in terms of employment and vocational training;
- the social and economic integration of disadvantaged groups.

Vocational training

The progressive construction of a training system aiming at lifelong education thus contributing to the professional and cultural development of the population with a view to:

- enabling the achievement of new standards of competitiveness based on a better exploitation of new technologies and on organizational models with more flexibility, autonomy and responsibility;
- reabsorbing the unemployed, fighting against social exclusion and sustaining employment through a policy of labour market and human resource management, increasingly oriented towards the future;
- improving the conditions of participation of the different social actors and of citizens in general, and renewing the role played by public authorities;

- ensuring training leading to a qualification and entry into working life for all young people by giving priority to technological and vocational education;
- providing training opportunities similar to those existing in the rest of Europe for further training or refresher training, giving special attention to more vulnerable groups in order to combat social exclusion.

In order to achieve a strengthening of the vocational training system the following measures should be taken:

- a review of the public management of the system of vocational training

with a view to greater efficiency and co-responsibility at the design, organization, management, financing and evaluation stages;

- creation of conditions to provide good, flexible and personalized training solutions;
- rationalization, and optimization of the potential, of training networks.

Source: SICT - Ministério para a qualificação e o emprego

Italy:

Decentralisation in the field of vocational training

The Ministry of Labour has recently set up a working group (the Varesi Group), with the aim of drawing up guidelines for a new national framework law on vocational training.

Significant innovations have also been introduced in relation to the recent transfer of economic and managerial powers to the regions.

In April 1996, two Decrees, n° 180 and n° 181, were issued, which respectively deal with urgent provisions:

□ in the field of socially useful work, income support schemes, and in the welfare sector,

□ regarding job-finding and agricultural work, in addition to employment prevention measures.

Article 6 of Decree 181 in particular, provides for the implementation of work-experience and career guidance traineeships, through first hand knowledge of the labour market, and the introduction of "stages", in business.

Source: ISFOL

United Kingdom:

Key data on training

The Department for Education and Employment published¹ an update of its training statistics in December 1995. Key information published includes:

□ Seasonally adjusted, 2.8 million employees of working age had received training related to a current or future job in the four weeks prior to interview during Spring 1995.

□ Young people aged between 16 and 19 were more likely to receive job related training in the four weeks prior to interview than people in other age groups.

□ Off-the-job training remains the most common method of training among employees.

□ Four fifths of all medium to large establishments provide off-the-job training for at least some of their employees.

□ Over a third of 18-19 year olds in England and Wales gained a vocational qualification since reaching minimum school leaving age.

□ Over two thirds of year 11 pupils leaving secondary schools in England and Wales continue full-time education.

□ 40 % of the employed workforce are qualified to at least National Vocational Qualification level 3 or equivalent.

¹) Department for Education and Employment: "Training Statistics 1995", ISBN: 0112709192, UKE 15.95

Source: IPD

United Kingdom:

Training at the crossroads - the UK is faced with a choice

It is generally recognised that a prime influence on the well-being of the UK's economy, and therefore on the quality of life that we all expect to enjoy, is the skill of the workforce. To acquire and maintain these skills demands substantial investment in training and development.

There is evidence that investment in training is increasing. Recent Labour Force Surveys have shown that, while 8 % of employees in 1984 had reported receiving training in the past four weeks, this figure had risen to 14 % by 1995. However, skills gaps are reappearing with economic recovery.

The most recent *World Competitiveness Report¹* by the World Economic Forum says that the UK's global competitiveness slipped from fourteenth in 1994 to eighteenth last year.

Several important bodies, particularly Labour, the Liberal Democrats and the Trades Union Congress (TUC) argue employers should be compelled to provide training.

One of the options concerns the re-introduction of a training levy. The UK had a training levy and grant system between 1964 and 1982. The Labour party does not favour the re-introduction of a training levy. It prefers a national scheme of portable learning accounts, linked to a National Learning Bank to which government, employers and individuals would contribute. The TUC prefers a

levy. It would be collected centrally through employers' social security contributions of 1 - 2 %.

The National Commission on Education declares that all employees, regardless of age should be entitled to five days' leave each year for recognised off-the-job education or training, imitating the arrangements for school teachers' training.

Labour is seriously considering this proposal. The TUC now advocates this too. Labour would establish a 'University of industry' using the internet.

A recent survey by the Confederation of British Industry (CBI) found that its members are strongly opposed to a new national training levy. A survey of National Council of Industry Training Organisations (NCITO) members found only one ITO in favour of such a levy. There is a fear that excellent voluntary initiatives, such as *Investors in People*, couldnt operate alongside compulsory training. Indeed, a national levy, statutory training days or compulsory learning accounts could, they calculate, act as a tax on jobs. Further central govern-

ment intervention could distort investment by favouring arbitrary training categories. Training could be driven by the company accountant. Moreover, experience abroad generally suggests that compulsory training is increasingly being questioned. Proposals in recent years for levies in Ireland, New Zealand and Sweden have not been taken up, France's payroll tax to support "*formation professionnelle continue*" is under review because of financial inefficiency, and Australia's training guarantee scheme has been suspended. Compulsory arrangements might ignore modern learning methods that make training increasingly independent of the training centre and would be likely to give insufficient recognition to the value of training undertaken as part of organisational and individual development, often under *Investors in People* standards.

So, in the UK employers, employees and trade unions await with interest which way the training train will go - down the voluntary route or on the government track.

¹) World Competitiveness Report by the World Economic Forum - published by the Institute of Management Development, Geneva, ISBN: 2881490166

Source: IPD

Austria:

Apprentice training is facing a crisis

There has been a substantial fall in the numbers of apprenticeships and the willingness of companies to train apprentices. Now a system, which abroad is the envy of all, is threatened with extinction.

Since the beginning of the 80's the number of those commencing apprenticeship has fallen from 48% to 41% a year. At the same time the number of training places offered by companies has been sinking. Particularly hard hit by the lack of training places are Vienna and Steiermark. Throughout the various sectors, the reason for this massive reduction in training places are the high training costs, which companies can no longer afford in times of economic recession, and an excess of labour and youth protection laws.

The Austrian Chamber of Commerce is calling for incentives for training

companies in order to increase the number of training places. One important demand is for greater support for apprentice training from the state. Spending on a pupil is five times that of an apprenticeship. In this connection industry is calling for tax incentives in the form of tax reductions for training companies in order to ease the cost burden.

The Austrian Trade Union Federation is also calling for non-training companies to bear part of the costs of apprentice training and for a rise in quality. Tax reductions alone would not lead to greater quality.

Source: abf-austria

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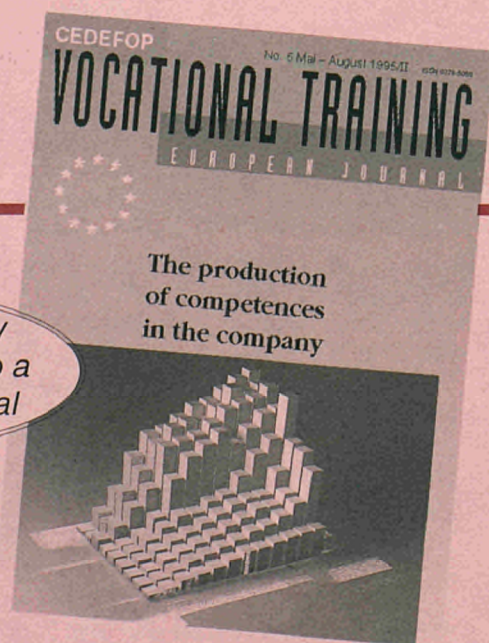
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Vocational Education and Training in Sweden

The Swedish Parliament took a decision in 1991 on reforming the upper secondary school system. State control was replaced by a decentralised system providing significantly greater scope for decision making and responsibility at the local level.

Reformed initial vocational education and training

As a result of the decision by Parliament in 1991, upper secondary education is organised in 16 nationally determined three year programmes - two theoretical and 14 vocational. Vocational education forms an integrated part of the upper secondary school and includes an increased number of general subjects. It also gives a broader and more general knowledge of vocational subjects.

This vocational education will be built up on the basis of co-operation between the school and industry. At least 15 % of the students' total time will be spent at a workplace. Schools are responsible for the procurement of training opportunities and for supervision of students during their workplace training. During this part of their education the students will have a purely student status.

Vocational education will to a greater extent than hitherto provide a broad basic education within a vocational area. The education will be oriented towards providing knowledge that is fundamental and generally relevant. The proportion of general subjects increases and the responsibility for obtaining specialist competence is undertaken externally

by the companies. Teachers remain responsible for awarding grades. With the introduction of education located at the work-place, supervisors from the company will, however, play an important role in evaluating the performance of students.

By tradition, the social partners play an important role in creating and planning vocational education and training. This is not laid down in laws and ordinances, but exists as a result of common agreements.

Current issues – from the Government's point of view

Swedish vocational education should provide a sound foundation for vocational activities or further studies. The State, municipalities and industry, all have a common responsibility for the contents of vocational education. With the new upper secondary school having a greater proportion of vocational training taking place externally in companies, it will be necessary to develop even more contacts between the school and industry.

Subjects and courses must be developed in such a way that account is taken of the changing requirements of the work place without disregarding the elements necessary in equipping the student with a general education.

As a result of rapid structural changes of the labour market, many of the occupations that are expanding most today were not known of some decades ago. Likewise, today's upper secondary school must educate for professions, of which we still know very little. This fact requires upper secondary education to establish an efficient system of information where the responsibility is shared between school, working life and the social partners.

It is important to eliminate the boundaries that have traditionally separated vocational and academic studies. These boundaries of the upper secondary school are vanishing in working life and replaced by another organisation of working structures where we simply talk about a staff of fellow-workers or colleagues.

It is therefore necessary to give vocational education and training the same status as the theoretical upper secondary school education. This is done by integrating vocational education into the ordinary upper secondary school and by increasing the number of general subjects in vocational education. This is necessary in order to prepare pupils for both academic studies and the labour market with its increased qualification demands.

Both men and women should be encouraged to choose education and training opportunities which break with the traditional labour market pattern and focus on equal training opportunities for men and women.

A school for all is a basic principle in the Government's policy. All pupils should have access to education and training. Disadvantaged young people compose a high priority group. Measures will be taken to facilitate their participation in initial vocational education and training on a national as well as transnational level.

The changes of the labour market, together with the rapid technological development, lead to new demands on vocational teachers. It is no longer possible to have all the skills and knowledge within the education in question. Teachers of both vocational and theoretical subjects must, to a much greater extent than today, be prepared to collaborate with each other. The vocational teacher must also take responsibility for the coordination of the education within a section. This means that he or she must be "a manager" of a team of teachers and specialists from working life.

The task of giving teachers adequate competence for teaching young people who face particular difficulties in initial vocational education must be observed at an early stage. The vocational teacher should be well prepared for the important issue of giving

young people their social competence. In order to be able to give support and to transfer new competence to the pupils, it is essential that the vocational teacher has an up-to-date knowledge in his/her own profession. This can only be obtained through "out of school work" for shorter or longer periods.

The recruitment problem

Since the beginning of the eighties young people have shown little interest in vocational education programmes in the industrial and technical sector. The programmes have had few applicants.

This lack of interest is partly a result of an ignorance of working conditions in modern industry. It is therefore important to give young people up to date information. The responsibility for giving this information is shared by the school, the enterprises and the social partners.

The concept of lifelong learning

Increasingly rapid technological development means that knowledge must be renewed and reviewed within many different areas. Education and training will be transformed from being solely an introduction for young people to working life, into a life-long process of learning where the traditional system of education becomes responsible for just a part of life-long learning.

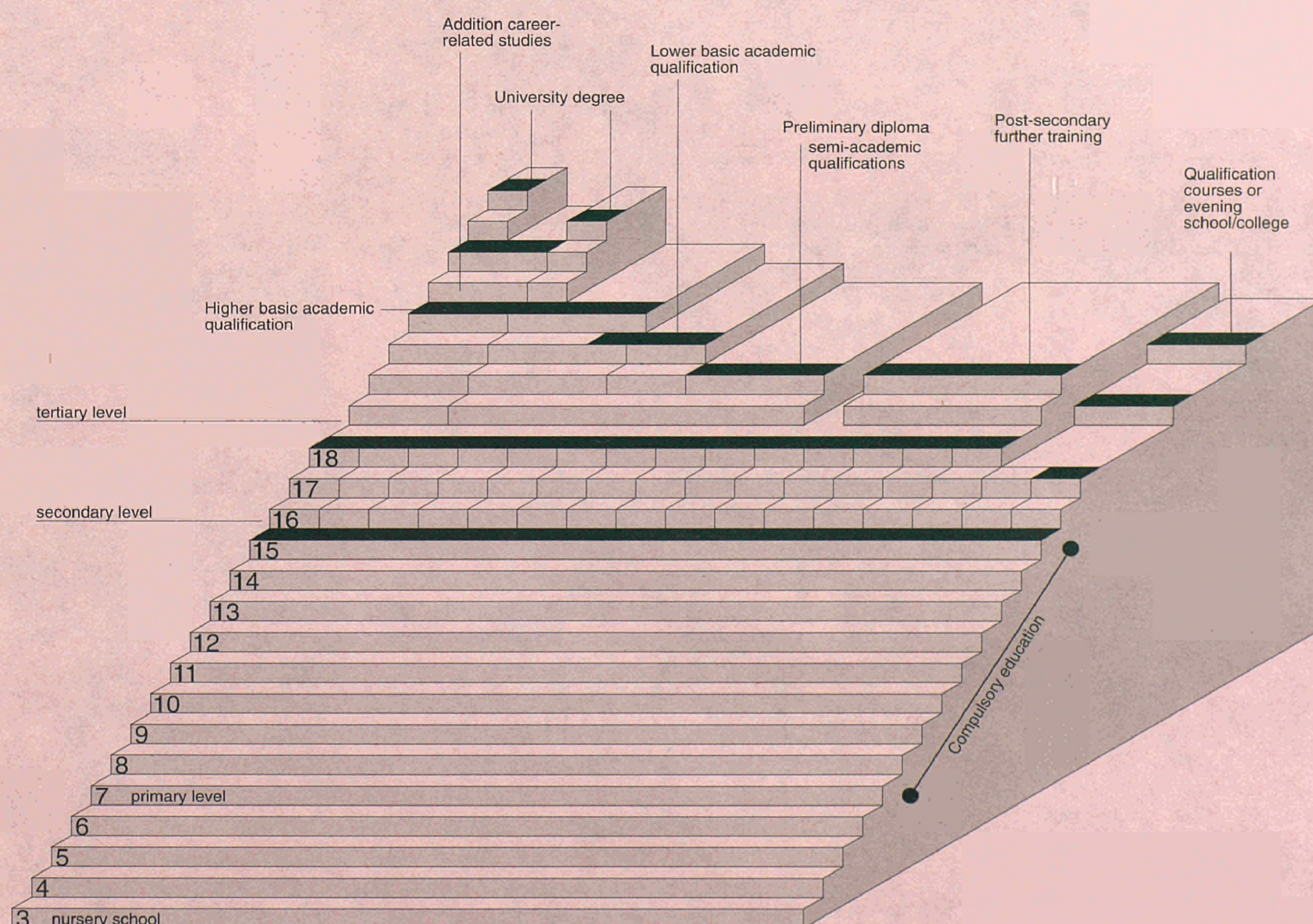
The feasibility of forecasting the demands for different vocational categories becomes increasingly unrealistic. This fact underlines the importance of flexibility and the ability to change. This requires knowledge which has a permanent value quite irrespective of future professions and jobs. It becomes increasingly important to "learn to learn" in order to create the opportunities for continuously renewing and supplementing competence.

The reorganisation of vocational education and training from being industry-based to being integrated in the general school system is a reflection of how the state has perceived its role in relation to the upgrading of the qualification of the work force and the supply of skilled workers. The state has engaged itself in a number of forms of continuous vocational education (CVT) in the public education system.

There is a general awareness in the political debate that the amount of CVT in working life is too small compared to the demands of the labour market of tomorrow. Statistics points out a situation where well educated people receive a lot more CVT than people with less education do.

Source: SEP

The vocational training system in Sweden



Graphics: Rudolf J. Schmitt; Technical production: Axel Hunstock, Berlin; Consultation commissioned by CEDEFOP: Pekka Kämäräinen

Training legislation: Denmark takes a different approach from other Nordic countries

It is an interesting phenomenon that the Nordic countries have found different solutions to comparable problems in vocational education and training. When one takes a closer look at the position of VET within the overall configuration of the education system, Denmark tends to be the odd man out compared to the other Nordic countries. While the other Nordic countries, to some extent, have already established a common 12-year school programme for everyone - the "Videregående Skole" in Norway, "Gymnasieskolan" in Sweden (see monographs by Skinnerud, T. And Hjorth, S.; published as part of the CEDEFOP "Coherence" project and article on previous page) - educational diversification in Denmark is now being systematized.

Through new legislation in the 90's, added flexibility and individualization of schemes are currently being introduced, e.g. the "Bridge-building" initiative and the "Education for All" strategy by the Danish Ministry of Education. Young people can now, after leaving compulsory school, choose between a number of school forms

and traditions, and combinations with a large number of options. They can to a surprisingly high degree vary the time spent on education.

The government has just presented its new legislative programme for 1996. Among the initiatives the following are of interest:

□ The Act on Vocational Basic Course (EGU) will be changed so that it will only last 18 months for those aged 19;

□ A new act will allow vocational colleges to offer short, school-based courses for young people of up to 18 months, not leading to a recognized

qualification, but created as introductory education and guidance courses;

□ The Act on Vocational Education and Training will be changed so that the Minister will be allowed to appoint "ad hoc" committees which can replace the national, sectoral trade committees (social partners) which are charged with the creation and renewal of training courses. The aim, among other things is, to make it easier for the Ministry of Education to establish new, non-traditional and cross-sectoral vocational courses of a "hybrid qualification" nature.

As a general comment on the initiatives of the last couple of years, it can be argued that the flexibilization and individualization of education and training is a reflection of the

change of political focus: the individual is now at the centre of interest - and the systems must give in, and adapt to, individual needs.

This new philosophy is not without pitfalls. The potential weakening of the role of the social partners might endanger the hitherto all-important labour market recognition of qualifications produced in the VET system, and the many new types of courses - not leading to either skilled workers' status or any other known recognised qualification - might turn out to be hard to match with the needs of the companies. But there is a clear dilemma here: how to strike the right balance between the qualification interest of highly efficient companies and the socio-political values of a democratic society?

Source: DEL, Copenhagen

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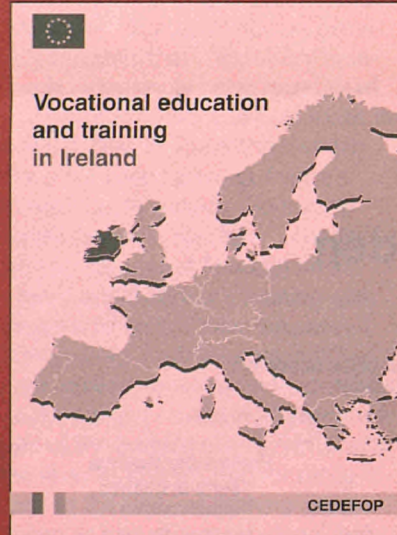
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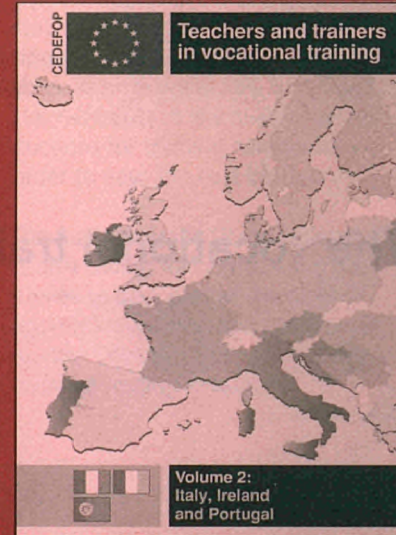


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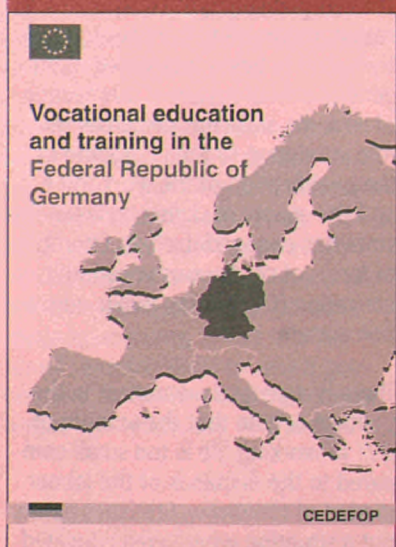
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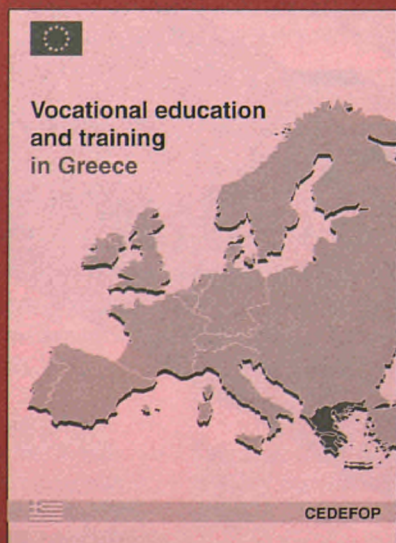
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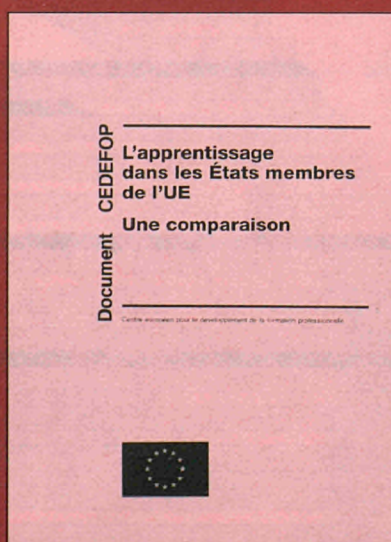
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Page 10 B: Commission for professions and qualifications in the French Community; I: The Social Partners create a bilateral training organization; IRL: Getting certification organized?; F: Certification institute for training professionals; D: Training for European economists; **Page 11** E: Developing "Work Centre Training" modules; P: New training programmes for school leavers; IRL: Results of a survey on company training; D: Trade Unions warn on recognition of trainers; **Page 12** IRL: Cluster programme for SMEs; F: Learning enterprises and new technologies; D: Companies and distance learning; D: Qualifications for unskilled workers; Impressum.

New training organizations and programmes/ Training the trainer/ Continuing education and training/ Post qualification

Finland:

AMK institutions take Finnish education into the EU era

In recent years, many countries, especially OECD Member States, have taken systematic measures to make education and training available to an increasing number of different student groups. The establishment of AMK institutions (polytechnics) has created a non-university vocational higher education system in Finland.

The AMK experiment was launched in 1991 when the first AMK institutions started their work on an experimental basis. Since spring 1995, nine AMK institutions have worked on a permanent basis; nineteen other institutions will continue on an experimental basis. The Act of Parliament concerning permanent AMK institutions came into force on 8 March 1995.

In an AMK institution, one or more colleges or high level establishments merge to form an administratively unified institution. The constituent units may be situated in different towns. AMK institutions are maintained by local authorities and private organisations.

The entry requirement to an AMK institution is a matriculation certificate, a vocational diploma or corresponding studies abroad. Selection is based on school attainment, work experience and in some cases, entrance examinations.

AMK studies are characterised by their practical orientation and freedom of choice; there are nearly 200 specialisations to choose from. AMK degree programmes take from 3 to 4 years. They consist of compulsory, elective and voluntary studies. Students can also choose courses from other fields and from the provision of other institutions in Finland or abroad.

Source: National Board of Education (NBE), Helsinki

Austria:

"Fachhochschulen" are becoming increasingly important

The establishment of the first Fachhochschulen (post-secondary, subject specific colleges) in the year 1994 represented one of the major innovations in the Austrian educational system. In contrast to universities, where students are provided with an initial academic vocational training, Fachhochschulen (FH) offer an application-oriented full vocational training.

The main admission requirement for enrolling in the various Fachhochschule programmes is that students have passed either the Matura (secondary school leaving examination) or a university entry examination for the field in question. Programmes can, however, also be attended if applicants can give proof of a subject-related vocational qualification. In most cases, the duration of the study programmes is eight semesters, of which one must be done as practical work in a company. In general, industry welcomes the current developments in the Fachhochschule sector, since its creation has led to education and training in Austria that is oriented towards the labour market and companies' needs and requirements. In 1995 the number of those interested in enrolling far exceeded the capacities of Fachhochschule programmes.

The Fachhochschulen which have to be approved by the council responsible for them (Fachhochschulrat) present alternatives to university education. 20 FH colleges have been established, and in October 1996 more will follow. The Austrian Central Statistical Office recently presented a detailed evaluation on the outcome of the first year. According to this, the FH tend to offer mainly engineering education and, furthermore, most of the students are male.

In the ten Fachhochschulen established in the first year, 50 % of the 700 students were registered in the engineering colleges, but only 7 % were female. In the business colleges, women accounted for 42 % of students, and in the two Tourismus-FH (tourism colleges) up to 61 %. In total women represented 23 % of students in Fachhochschulen during the first year.

Source: abf-austria

France:

Centres of skills monitoring: the initiation of a trade union chamber

The Trade Union Chamber for Centres of Skills Monitoring has just been set up by a small group of practitioners and those responsible for the monitoring centre. The first inter-institutional centres (centres interinstitutionnels de bilan de compétences - CIBC) were created ten years ago on an experimental basis. These number 114 today, although only 700 are counted as monitoring operations.

Private centres, bodies responsible for collecting training funds, independent practitioners, organizations of human resource professionals. The originality of the French skills-monitoring (bilan de compétence) centre is that it is carried out on the initiative of the individual who is anxious to manage his own career in line with his qualifications and his aspirations. Confidentiality is guaranteed vis-à-vis the employer although the latter indirectly finances this service pursuant to the Law of 31 December 1991. This law envisages that the worker can ask for paid leave for skills monitoring analogous to the paid training leave (Congé individuel de formation - CIF). The monitoring service is funded by the body collect-

ing the contribution which the firms make to the CIF (i.e. 0.2% of the total payroll).

The main aim of the Trade Union Chamber of the Centres for Skills Monitoring is to act in making proposals and launching activities with regard to ethics, deontology and quality, and to develop and defend the profession. Total business turnover in this profession currently amounts to 224 million FF. The main task to which the trade union chamber is devoted is that of creating a code of ethics and defining deontological roles. It also gives consideration to quality standards, professional terminology and practice. The monitoring aims to ensure en-

hanced coherence between individual needs and overall requirements. The largest overall customer is the state (72% of 128 000 monitoring operations in 1994) which helps young people searching to integrate and job seekers, mainly the long term unemployed. For the unemployed, funding takes the form of coupons allowing the recipient to choose among monitoring centres. 16 000 coupons have been distributed since 1994.

Contact:
Chambre syndicale des centres de bilans de compétences,
Président: Brigitte Carnelle,
9, rue Fondary, F-75015 Paris.
Fax: 33 1 45 79 91 81

Source: Centre INFFO, INFFO-Flash Nos. 441 and 442

Germany:

A newcomer in media occupations

Since August 1996 there is a new training occupation in media in Germany: film and video editor. This modern dual training course for film and electronic production has been set up on the initiative of German industry. In addition to media producer in picture and sound, this is a second newcomer to the media careers. The three-year course, which is officially recognized, comprises the areas of traditional film production, electronic

processing and cutting. It replaces the course of cutting assistant which was not recognized by the state. The new course places emphasis on design aspects but also gives tuition in technical and organizational skills. The training is done on the cutting tables, electronic and digital cutting systems and on video mixing equipment.

Source: News Service of the Federal Association of the German Employers Associations/CEDEFOP/SK

Belgium:

Establishment of the Commission for Professions and Qualifications

The aim of this commission recently created in the French-speaking community is to remodel the technical and vocational secondary education programmes of the past two years in order to bring them better into line with current professional needs. The Commission's task is to define the minimum level of knowledge a pupil must have achieved at the end of his studies in order to be able to integrate successfully into the employment market.

The *Commission communautaire des professions et des qualifications - CCPQ* includes representatives of secondary education, of employers' organizations, of professional and inter-professional trade union organizations, of the General Council for the coordination of secondary education, experts of the IBFFP (Brussels Francophone Institute for Vocational Training), of FOREM and of social advancement education (*Enseignement de Promotion sociale*).

The Commission's legal assignment will be to define training profiles matching available school options, to

fix their numbers and to review training contents.

Various specialized sub-commissions (general industry, construction, hotel trade, garment industry, applied arts, applied sciences) chaired by employers from these sectors will define working methods based on specifications defining training profiles. These sub-commissions will be called upon to specify in order of priority the list of profiles to be studied, then to define for each of them the minimum knowledge expected by employers and finally, to match these expectations to the actual contents of the various options.

Source: Dynamisme wallon, September 1995 / ICODOC-CIDOC

France:

Creation of a certification institute for training professionals

An institute for the certification of training professionals (ICPF) has just been set up in France. On the basis of statements made by training professionals, a certification committee had the task of verifying through evaluation all declarations in order to make the relationship between customer and supplier more transparent.

The certification committee is a joint one and is nominated pursuant to French provisions on the certification of individuals. It is comprised of members nominated by the trade unions and by the trade unions of training bodies, training users, members of the trade unions, ministries, public bodies, regional councils and experts, as well as prominent personalities

who have done work or written publications in this area. The applications are evaluated on a number of criteria including seniority in the profession, the personal commitment to a quality approach pursuant to ISO 9000, deontology, and a documented list of 10 customer services.

Contact: Institut de certification des professionnels de la formation - ICPF, 50 rue de Paradis, F-75010 Paris, Fax: 33 1+44 83 02 26

Source: Centre INFFO

Italy:

Social partners establish a new organisation to promote training

In order to manage vocational training efficiently, the Italian employers' organisation Confindustria, and the trade unions have created a national bilateral training organisation in the form of a limited liability consortium, with the specific aim of promoting the improvement of the vocational training, guidance and re-training systems.

The consortium will represent the various parties, which are now brought together for the first time in a structure with legal status. The aim of the new organisation is to assure a balance between labour supply and demand, through reviewing existing legislation and the development of more flexible and efficient tools. The new body's first task will be to monitor training requirements nationally

as the first of a series of steps to be taken to promote a true match between the demands of business and the supply of skills.

According to Confindustria "a survey of this type is the most effective tool to guarantee a real correspondence between training system supply and the needs of enterprises". The analysis of training requirements should

permit the creation of a national data bank and indicate the directions in which to move if courses are to be programmed in such a way as to be in synergy with the real needs of the labour market.

The new organisation will also take steps to ensure that all the financial support made available by the European Union, state and regions, can be utilised.

Source: ISFOL

Ireland:

Getting certification organised?

TEASTAS-the Irish National Certification Board with overall responsibility for certifying third level courses outside the universities, and for further and continuing education, has been launched by the Minister for Education. The need for a "comprehensive integrated system of certification" has long been advocated and its impending arrival was heralded in the recent government White Paper on Education.

Apart from the wide-ranging remit noted above, the authority will also have responsibility for:-

- the existing certifying bodies, the National Council for Educational Awards (NCEA) and the National Council for Vocational Awards (NCVA), which will be reconstituted as sub-boards of TEASTAS.

- the functions envisaged for the proposed National Training Certification Board (NTCB)

- the establishment, direction, supervision and regulation of a national qualifications framework for ensuring international recognition for all the qualifications under its remit.

The 14-member agency is placed under the authority of the Minister for Education.

As part of its terms of reference TEASTAS will be expected to make arrangements for the establishment of clear routes of progression for individuals from foundation awards to higher degrees through a standard system of graded qualifications. These qualifications could be acquired through full-time and part-time courses and should include provision both for accumulation of credits and for recognition of experiential and work-based learning.

Reference is also made to the importance of improved linkages between

business and industry and programme providers in the development of education and training programmes. Their co-operation will ensure these programmes are relevant to the needs of today, and open to new and evolving practices. The importance of lifelong learning is emphasised and it is hoped that TEASTAS will have a key role to play in ensuring that the structures necessary to facilitate lifelong learning are in place.

Contact:
Teastas - the Irish National Certification Authority,
Marino Institute of Education,
Griffith Avenue, IRL-Dublin 9,
Tel.: 3531+837 6969, Fax: 3531+837 6301

Source: FAS - Training & Employment Authority

Germany:

Further training to become a European economist

Starting in October 1995 the Walter Eucken School, which is sponsored by the city of Karlsruhe and specializes in commercial occupations, is offering further training to qualify as a state-certified European economist. This three-year part-time course caters to the needs of the single European market and focuses on language tuition.

Participants learn, among other things, to confer in German, French and Spanish with foreign trading partners. They also receive tuition in foreign trade, economics and management, European economic or commercial law and data processing. As a test, participants spend 3 one-month periods in France or Spain. This aims to give the on-going European economists the opportunity to practise their foreign language capabilities in schools and enterprises and with foreign trading partners. The

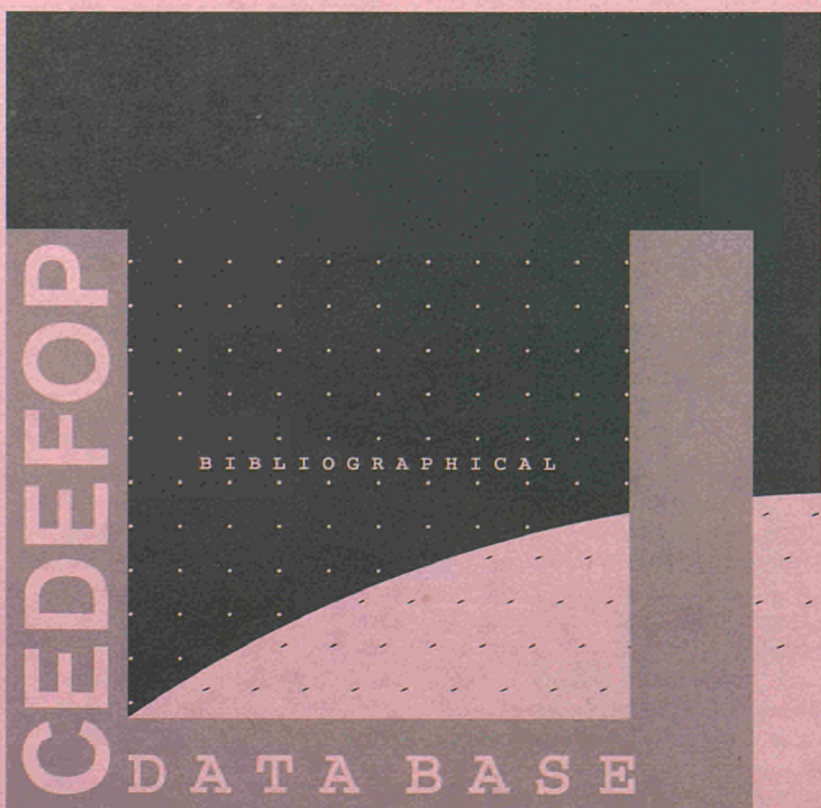
course culminates with a written and oral examination in which candidates must display their knowledge in two foreign languages as well as a good grasp of European law, and European foreign trade theory, particularly in marketing.

The continuing training course is conceived in such a way that it involves 22 hours of tuition per week in the afternoon and on two evenings thus allowing those in employment to take part. Candidates for one of the

30 places must have their intermediate examination (mittlere Reife) and have completed a commercial training and have at least two years employment experience. Those resuming employment following an interruption are also free to apply.

Further information can be obtained from the Secretariat of the Walter-Eucken-Schule, Ernst-Frey-Str., D-76135 Karlsruhe, Telephone 49-721+1333427.

Source: Walter-Eucken-Schule/CEDEFOP/SK



Spain:

Developing "Work Centre Training" modules

In the present academic year more than 26,000 students have enrolled for the different courses in the new vocational training provided by the Ministry of Education and Science. The largest enrollment figure, from the more than one hundred new professional titles approved to date, is to be found in the courses on "Administration and information technology in management", "Electricity and Electronics", "Health" and "Maintenance of motor vehicles".

One of the most important aspects of the reform of vocational training is the "Work Centre Training" (Formación en los Centros de Trabajo - FCT) module which has the aim of completing the skills and know-how the students have acquired in the educational centres, focusing on the most relevant aspects of the competences required in employment, and acquiring knowledge of work organization.

The "Work Centre Training" module is undertaken after the academic stage in the institute has been completed; its duration ranges from 300 to 400 hours of school instruction and it consists of a series of activities arranged in such a way as to include the period to be spent in an enterprise. During this educational proc-

ess, the students are guided and advised by persons responsible for the follow-up and evaluation of these training activities.

The relationship between the student and the work centre is one of employment, which means that the student cannot receive any remuneration and the enterprise cannot fill its posts, not even temporarily, with these student-workers.

In order to implement this measure, the vocational training institutes and the enterprises have to sign a specific collaboration agreement and the Ministry of Education keeps the labour administration permanently informed of the students who are undergoing this "work centre training" in enterprises and institutions.

Source: INEM, Comunidad Escolar

Portugal:

New training programmes for school leavers

Decree no. 1272/95 of 25th October 1995 provides for the creation, organization and development of new education and vocational training courses for young people who have finished the 9th school year in the 3rd cycle of basic education as well as for dropouts of compulsory education.

The creation of these education and vocational training courses is intended to:

- promote new employment opportunities for young people based on the development of their competences, attitudes and personal occupational behaviour;
- contribute to the effective achievement of compulsory education leaving standards by those who have dropped out of the normal educational system;
- promote the reinforcement and improvement of human resource qualification required by the modernization of the productive fabric;
- develop, in an integrated way, the components of a social and cultural, technological and practical

training, so as to contribute to a qualified transition to working life;

- enhance the importance of the enterprise as a training framework.

Those who may apply for these courses are:

- fifteen year olds who have not concluded the 9th school year provided that they have the 6th school year diploma or equivalent;
- young people who have the 9th school year diploma or equivalent and who do not have any occupational qualification and do not want at the moment to proceed with secondary education.

The courses aim to prompt entry into the labour market and allow access to EU training levels I and II.

At this stage the promotion of education and vocational training courses falls upon the educational establishments, public and semi-public vocational training centres and, whenever necessary, upon employment centres.

Such training is provided in one of the following ways:

- vocational training provided within the work context;
- alternating training, that is, 50 % in a training and 50 % in a work context;
- alternating training where there is flexible alternance throughout the training process between the training and the work context;

The courses will have a total duration of one year, corresponding to a minimum duration of 44 weeks or 1,200 training hours. There will be an evaluation system allowing for evaluation of each module. When the vocational training has been concluded successfully, the trainee is entitled to a vocational training certificate and a certificate of occupational aptitude.

Source: MQE/SICT

Continuing education and training

Ireland:

Results of a survey on company training

A recent FORCE study based on a survey of Irish companies undertaken in 1993, Company Training in Ireland* provides comprehensive information on continuing training in Ireland. The survey covered companies employing more than ten people in manufacturing industry, construction and private services and the results provide estimates on training provision in 7,600 companies.

The study found that a large majority (77%) of companies carried out some training in 1993. Virtually all (92%) larger companies - employing more than 50 people - carried out training. Training was most prevalent in manufacturing and financial services companies, whereas construction,

retail and hotel/restaurant companies were least likely to train.

43% of employees attended (off-the-job) training courses. On-the-job training was provided for 175,000 workers. Some employees undertook both types of training in a year. On

average, employees spent 1.7 days on training courses. Males and females were equally likely to attend training courses. Technician and associate professionals were most likely to participate in training courses (62%); over half of managers and professionals attended such

courses; only a third of craft workers attended training courses in 1993, the lowest rate of participation of all occupations.

Training course provision was relatively equally split between company-specific (44%) and general (48%) training. The company-specific courses included areas such as new technology, quality and world class manufacturing. Important areas of "general" training were marketing, customer services, safety and general management.

In terms of training course days, public education and training agencies (FAS - Training and Employment Authority, CERT - State Tourism Training Agency, schools and third level colleges), provided nearly a third of the external provision used by companies. Another third was sourced by companies from private training providers.

A large majority of companies (81%) assessed the skill and training needs of their workers. 75% undertook some form of manpower planning. Just over half of companies, however, had developed a training plan and 29% has assigned a specific company budget for training.

Companies spent IRE110.5 million (ca. ECU 134.4 million) on training in 1993 - a sum equivalent to 1.5% of their labour costs in this year. The largest component of this training expenditure (IRE47 million ca. ECU 57.2 million) was the cost of the wages of employees while training.

The fees paid to external trainers (IRE 35 million ca. ECU 42.5 million) were the other major cost of training.

About half of companies expected that the amount of training they would undertake would increase in the future. This applied both to training courses and to on-the-job training. Most of the remaining companies expected no change in the level of training they would undertake. Only a very few companies expected to reduce their training commitment in the future.

Nearly a quarter of companies undertook no training in 1993. These were asked why this was the case. The most common answer was that they considered their employees' skills to be adequate for their needs, while a small number referred to the problems of making time for training and the cost of training.

The survey shows that most Irish companies provide training for many of their employees. These companies also have systems in place to assess their training needs. There are, however, a significant number of smaller companies who do not provide any training. Whether the amount of training undertaken in Ireland is adequate by international standards is not yet known. The results of the EU-wide survey will provide companies, education and training organisations, and policy makers with the information they need to address this crucial question.

* R. Fox, Company Training in Ireland, published by FAS, 1995

Source: FAS - Training & Employment Authority

Training the trainer

Germany:

The DGB warns against changing the provisions relating to the recognition of trainers

The German Trade Union Confederation (DGB) fears a reduction in the quality of in-company training in view of plans by the federal education minister Jürgen Rüttgers, to make new provisions with regard to legislation relating to the suitability of trainers.

By eliminating the examination for trainers or by approving further exceptions to these provisions no one is being rendered a service in the words of the Regina Görner, member of the DGB executive committee. Today one in ten of those undergoing training

do not pass the final examination at the first attempt as they have often not been trained in line with the guidelines in force. The trade unions have stressed that if the quality of training continues to deteriorate, the number of young people who have

completed training but have not received a qualification will increase. The high level of in-company training in Germany depends on the qualifications of trainers and here no compromises can be made.

Source: Press release of the DGB/CEDEFOP/SK

Ireland:

Cluster programme for SMEs

An initiative in the area of training for small firms is being undertaken on a pilot basis in Ireland. The programme known as the **Company Development Cluster Programme** and administered by FAS-Training and Employment Authority is being undertaken in response to the conclusion of the Task Force on Small Business (March 1994)* that "more specialised training should be provided by clustering in groups of around ten for programmes designed to tackle common problems and deficiencies".

The aim of the programme is to assist small businesses to develop their competitive advantage by strengthening their capabilities in management-related areas.

It aims to:

- provide an in-depth analysis of the company's business strategy indicating best policies for growth and the avoidance of foreseeable difficulties
- plan and organise management functions in line with the specific needs of each company
- develop a training plan for growth specific to each company

Ten companies within the same region are selected for clustering. These companies would be drawn both from the manufacturing and services sectors, be in the early stages of development (1-3 years), have under 50 employees and have a turnover of less than IRE3 million. A panel of specialists in the areas of finance, marketing, production and quality control is made available to the cluster of ten companies. Each company has a total of 19 days access to the panel over a one year period. Monitoring of individual company developments on a monthly basis is undertaken by the panel of specialists/trainers and FAS co-ordinators. All training is delivered in-house, on a one-to-one basis and is specific to the individual firm or manager. It takes into account the learning ability and the work load of the individual manager.

A formal evaluation of the programme has been commissioned and initial indications are very favourable. Although opinions differ on several aspects of its implementation, they differ little regarding the value and benefit of the overall programme. A number of factors affecting small businesses in their development are already apparent:

- the very individualistic nature of the small business sector does suggest that a tailored solution is one of the most effective ways of enabling small firms to develop.

- the need for the owner/manager, which is often a very "isolated" position, to have some support, through a network of people, or on an individual basis with a facilitator/trainer
- learning and development should be very much activity, project or workplace-based.

* Task Force on Small Business Report: Stationery Office, 1994, ISBN 0-7076-0354-6

Source: FAS - Training & Employment Authority

France:

Learning enterprises: the use of new training technologies

It is the aim of the vocational training committee (Ministry of Labour) to provide support for companies in using new training technologies.

A call for proposals entitled Learning Companies was launched in April 1995.

Out of a total of 146 applications, 21 projects were selected. They will be subsidized to the amount of 9.8 million FF while the total amount for projects amounts to 65.5 million FF. It will involve some 15 000 employees.

The projects include the installation in a chain of stores of multi-media

self-service training measures for sales people, shelving staff and heads of departments. The support chosen is CD-ROM with a programme for each product line. Three large companies, (Electricité de France, France Telecom and Renault) have decided on structuring employees into small working groups which excludes them from the usual training offer. To remedy this a distance tutorial system will be installed.

Source: Centre INFFO, INFFO-Flash No. 441

Germany:

An increasing number of companies are discovering the advantages of distance learning

Learning is possible from a distance without constant direct contact with the teacher and is thus less cost intensive than traditional tuition. It is for this reason that distance learning institutions are becoming popular with companies.

According to an internal study of the Deutscher Fernschulverband e. V. (DFV) the numbers in distance learning institutions have risen by some 20% since 1993. These institutes are providing tuition for some 2 500 companies, which are having a total of 30 000 employees trained through distance learning. Distance learning

is becoming an increasingly popular element in company training plans. In cooperation with the specific institute an increasing number of firms are receiving tailor-made courses. Only developmental costs accrue for such a curriculum. The employees for whom the courses are tailor made learn to a large extent independently

and at their own pace. Exercises and correspondence courses monitor progress and additional seminars are offered. The quality of the courses is subjected to state control. Further information can be obtained from: Deutscher Fernschulverband e. V., Ostendstraße 3, D-64319 Pfungstadt.

Source: The Press Service of the DFV, October 1995/CEDEFOP/SK

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Post qualification

Unskilled workers should be able to acquire a vocational training qualification at the work place at a later date

Unskilled workers should be able to acquire a recognized vocational qualification while in employment. This is the view of the Main Committee of the Federal Institute for Vocational Training - BIBB (which is a quadripartite organization composed of representatives of the employer organizations, the trade unions, the federal and the state governments).

The further training offer contained in the labour promotion law did not suffice to cope with the varied problems of this target group. The Main Committee also criticized the lack of cooperation between those involved. The number of support programmes with varying qualification aims, for which it was difficult to develop a feasible funding concept, gave rise to confusion.

In its recommendation the Main Committee of the BIBB also called for

an examination of support opportunities to identify scope for interlinking work and acquiring qualifications at a later date. The employers, the trade unions and the labour administrations are all asked to urge firms with a high proportion of unskilled workers to introduce qualification measures. The work place could be an important area of learning if employees who are willing to learn were given tasks which they must master in order to pass the final examination. Whoever fails the ex-

amination or drops out should receive at least a qualification certificate of the skills they had acquired to date.

It is the view of the Main Committee of the BIBB that an ongoing exchange of experience between all institutions involved in catching up with qualifications is important. There is a need to examine how the experiences gathered in other Member States with similar approaches could be used.

Source: BIBB/CEDEFOP/SK



Page 13 B: Checking on competence; IRL: "Excellence through people"; UK: Standards set, but not always met; **Page 14** UK: Ten sectors under the microscope; S: Learning and education for industry in transition; **Page 15** DK: 60 MECU more for vocational schools; D: Promoting career advancement should encourage enterprise; F: Reorganizing the funding of apprenticeship; D: The dual system pays off; B: Correction; **Page 16** Events; Sources.

Quality / Financing / Events

Belgium:

Checking on competence

The Flemish Foundation for Technology Assessment recently developed a checklist as an instrument to assess training possibilities offered within work organizations.

On-the-job learning opportunities constitute the basis of a qualification and training policy oriented towards learning. These opportunities are also of crucial importance for work quality. The theoretical framework of the analysis is based on the Dutch approach of socio-technical systems and on the cognitive behaviourist approach.

The list contains 12 checkpoints based on three groups of related criteria, namely:

- a) professional knowledge and technical skills
- b) general aptitudes
- c) inhibiting factors.

Examples of the twelve checkpoints included in these three categories are:

- a) ability to solve problems; autonomy in working methods
- b) organizational abilities; communication skills
- c) work stress; lack of information and feedback.

This checklist can be applied to all types of functions. The framework of the analysis consists of an inventory of 40 main tasks in the production process involving the functions.

The list is not intended as an instrument for individual testing of learning

(a self-test instrument), but rather a tool allowing training managers and employers to create optimum conditions for learning during vocational activity.

With the help of this checklist, the Flemish Foundation for Technology Assessment hopes to stimulate discussion on on-the-job learning possibilities as well as on possibilities linked to a specific work organization.

Contact: Ms Gert Verdonck, Flemish Foundation for Technology Assessment, Josef II-straat 12-16, B-1040 Brussels, Tel.: 32+2217 07 45, Fax: 32+ 2217 70 08.

Source: ICODOC/CIDOC

United Kingdom:

Standards set, but not always met

Just as the Management Charter Initiative¹, the independent organisation set up to increase standards in British management, hoists a set of revised vocational standards, the Office for Standards in Education reports² uneven standards in careers education and guidance.

The new management standards follow a consultative process begun early in 1995. The standards will be piloted until June 1996 and launched fully in October 1996 alongside the associated vocational qualifications. The revision is intended to simplify the plethora of standards and increase their relevance. They will define a wider range of management functions and give a strengthened role to personal competency.

On the other hand, the report on careers education and guidance in schools published in December 1995 points to a very uneven picture. A third of the schools inspected were providing good or very good careers education and guidance (CEG) for their pupils, but in another third standards were poor. The report is based on the findings from 117 inspections by independent teams and on specialist evidence gathered by school government inspectors in a further 72 schools. It focuses on schools in the first ten local authority areas to be served by independent careers service providers.

Among the many encouraging features of careers work identified by the inspections are:

- ☐ the success of work experience;

- ☐ effective links between schools and the careers service;
- ☐ sound careers guidance for students at times when they need to make important decisions;
- ☐ well-planned programmes which give students insight into the world of work and help them focus on academic and career goals.

Identifying a number of weaknesses, the report recommends ways to improve careers education and guidance:

- ☐ schools should aim for a coherent programme of CEG spanning key years;
- ☐ students need a better understanding of the changing nature of work;
- ☐ senior managers in schools need to be more directly involved in planning and monitoring CEG to ensure that it has a secure place in the curriculum and links with local careers services;
- ☐ schools should be helped to understand and benefit from various government initiatives.

1) MCI (Management Charter Initiative), Contact: Tel.: 44-171-872 9000

2) OFSTED (Office for Standards in Education), "A survey of Careers Education and Guidance in Schools", ISBN: 0113500742, UKE 3.95

Source: IPD

Ireland:

Excellence through people

A new standard of quality for training has been introduced in Ireland. The excellence through people standard will be awarded by FAS-Training and Employment Authority. Its objective is to encourage organisations to strive for excellence through the training, development and involvement of their employees.

Current Quality System Certification like ISO 9000 and the Quality Mark give recognition to the systems operating within organisations which ensure the provision of quality products and services for their customers. The training of staff is one element of such systems and it is in recognition of the importance of the human resources area, that it merits a National Standard and Certification in its own right.

In response to the importance of World Class Business approaches and practices, Irish business will need to develop appropriate approaches to training. A significant investment in human resources is required. The new standard recognises that effective training needs to

- ☐ be linked to organisational objectives,

- ☐ relate to the needs of individuals and
- ☐ be carried out in a planned and systematic manner.

In order to help organisations to achieve this, FAS has reviewed best practice in the training and development of staff and the involvement and participation of staff within organisations. The end result is the design of an Irish Standard whose purpose is to encourage organisations to develop the full potential of their employees in order to maximise their contribution to the specific needs of the organisation, and to show recognition for organisations which have achieved this standard.

All types of organisations will be eligible to apply for the Standard including manufacturing, services, the

voluntary sector and the public sector. Before applying for the award, an organisation has to submit a self-assessment of its training and development plans and, following acceptance by FAS, is examined under the following headings:

- ☐ review of organisational plan and objectives
- ☐ review of training plans
- ☐ review of way the organisation evaluates its training plan
- ☐ implementation of training
- ☐ training and development records
- ☐ employee communication and involvement

The achievement of the Quality Mark ISO 9000 together with the Excellence Through People Standard will provide a good foundation upon which organisations can develop an application for the European Quality Award.

Source: FAS - Training & Employment Authority

Qualifications in ten sectors under the microscope

The National Advisory Council for Education and Training Targets (NACETT) is carrying out a year long assessment of management and skill levels in ten industrial sectors¹. The Government will provide funding of UK£ 500,000, matching money spent by industry. Some 30 industries competed to take part in the challenge.

The ten successful bidders covering a diverse range of major industries represent over 25 % of the UK workforce. The 10 industries represented by their industrial training organisations are; bus and coach, chemicals, clothing, con-

struction, engineering, glass, hotel and catering, motor industry, road haulage and security.

The aim of the National Targets is to improve the UK's international competitiveness by rais-

ing standards and attainment levels in education and training to world class levels by ensuring that:

- ❑ All employers invest in employee development to achieve business success;
- ❑ All individuals have access to education and training opportunities, leading to recognised qualifications, which meet their needs and aspirations;
- ❑ All education and training develops self-

reliance, flexibility and breadth, in particular through fostering competence in core skills.

There are rigorous targets for 2000, covering foundation and life long learning. The ten sectors chosen will look at the present state of their sectors, assess the skills gaps and training needs, consider such issues as European and global trends and set new targets for their sectors.

1) NACETT (National Advisory Council for Education and Training Targets), press release on sector targets; Challenge; Contact: Tel.: 44-181+5662908

Source: IPD

Learning and education for industry in transition

The project "Learning and education for industry in transition" was accomplished in cooperation with the local social partners in the western region of Sweden. The background is the ongoing debate on a national strategy for competence development and the driving forces of productivity and welfare in Sweden. The aim of this study was to investigate a small number of companies in order to understand their strategies for human resource development.

A case study approach was used to examine and analyse (a) the educational needs and professional development of manual and ancillary workers and (b) the capacity of individual compa-

nies, to formulate their requirements as to education procedures.

Five enterprises were investigated: three middle-sized and two bigger ones. The companies were restricted

to three industrial sectors: manufacturing industry, wholesale grocery trading, and the grocery retail trade.

The approach was action-oriented. Several actions were launched on the

basis of interview studies in each of the five companies. Examples of actions were the development of methods for analysis of gaps in education and competences, basic educational programmes for all employees, educational actions connected to ISO 9000 and evaluation of an elimination-of-waste programme.

Among other things the five case studies show that single companies, especially SMEs, need to develop new kinds of "in-service trainers" as a natural part of flat work organisa-

tions. Different types of learning functions emerge and competencies to manage learning processes connected to industrial transition must be focused on, in order to satisfy both short and long term educational needs. These questions have not been sufficiently considered in national public investigations in Sweden.

Source: SEP



Denmark:

60 million ECU more for vocational schools

Vocational schools will now have a stronger position in the education market in Denmark. The budget has allocated an extra DKK 430 (ECU 60 million) to the vocational schools for 1996 as compared to 1995. The extra resources will be spent on improvements in the following areas:

- ❑ Pupils in the 9th or 10th year are now offered an introductory course at commercial and welfare and health schools to find out whether they want to go there. Such courses have been offered at the technical schools and the agricultural schools for some years.
- ❑ An expanded effort is made to integrate young people, including young people on maintenance allowance, at the vocational schools.
- ❑ The schools will get extra money to cover capacity costs.
- ❑ The state allocation to the schools per student (the so-called taximeters) will be increased for initial vocational education and training courses, for the higher commercial examination courses and for the market economists' courses. The increase

is aimed at a higher level of continuing training of teachers as well as more investment in equipment.

- ❑ Pilot projects to create a better school environment will be supported.
- ❑ Extra money is being made available to facilitate the use of new information technology. The aim is to further the integration of IT in education and to establish a modernized library service at the individual school.
- ❑ As part of the increased effort to secure education for all young people, a special programme for the young unemployed (costing ECU 20 million) will be offered at vocational schools, including a new totally school-based course lasting 18 months.

Source: Undervisningsministeriets Nyhedsbrev, Nr. 21, 1995/DEL

France:

Apprenticeship: Reorganizing the funding system

Since 200 000 new apprentices are expected in the autumn of 1996, the Ministry of Labour is preparing a draft law on apprenticeship. This contains the main guidelines following a round table made up of public officials, social partners, representatives of the regions and advisory bodies.

Faced with the rising cost of apprenticeship, there is a need to ensure funding for the apprenticeship training centres (CFA) and to simplify measures for motivating the training of young people through apprenticeship.

The draft law envisages a reform of the apprenticeship tax. It should be stressed that this, in spite of its name, is used more for funding initial vocational training at tertiary level than apprenticeships themselves. Of the 0.5% total payroll allotted, only 0.1% goes to funding the CFA. There are plans to raise this to 2%. In addition, the state wishes to encourage companies to recruit apprentices by payment of incentives. This bonus would replace the four current

incentives: the recruitment incentive, the incentive for tradesmen, exoneration from apprenticeship tax and the tax incentive.

Source: INFFO-Flash No. 442

Germany:

Promoting career advancement should encourage enterprise

"Meister" undergoing training and participants in career advancement courses in Germany can now receive state support. What is termed "Meister-BAföG" has been set up for tradesmen, technicians and skilled workers who want to acquire further qualifications to become meister, skilled commercial clerks or economists.

The continuing training advancement promotion law (AFBG) which came into force at the beginning of this year and was approved by the German Parliament on 1 March 1996 links the funding for full-time courses to income and public status. (See chart).

Participants in continuing training courses receive a monthly subsidy up to 373 DM, the remainder as an interest-free or interest-reduced loan.

In addition, there is a loan of up to 20 000 DM to cover tuition and examination costs.

The federal government sees in this law a contribution to promoting individual enterprise and to securing Germany as an industrial location. Participants who, upon successful completion of the course set up a business and after one year employ two members of staff for at least two months, also receive additional

subsidies. The half of the loan for the tuition and examination costs need not be repaid.

The interest-free loan is for a maximum of 4 years and, following this period, it must be repaid within 10 years with a minimum monthly installment of 250 DM. The maximum period of support for full time courses is 24 months and for part-time courses 48 months.

Source: Press Information of the Federal Ministry for Education, Science, Research and Technology/CEDEFOP/SK

"Meister-BAföG"

Skilled workers taking part in measures for vocational career advancement (e.g. in master courses), receive state subsidies and low-interest loans

Maximum monthly support* (full-time course up to 24 months)

Unmarried

1045 DM
550 ECU

Married

1465 DM
775 ECU

Married, one child

1715 DM
905 ECU

Married, 2 children

1965 DM
1040 ECU

* depending on income to a maximum of 373 DM (ca. 185 ECU)

❑ For each further child the participant receives an additional 250 DM

❑ Single parent families receive a subsidy for child care costs up to 200 DM

❑ After the first 2 years the loan must usually be paid back with a monthly minimum of 250 DM within a 10-year period

Source: Bundesministerium für Bildung, Wissenschaft Forschung und Technologie (Federal Ministry for Education, Science, Research and Technology)

Germany:

The dual system is paying off for the training company

There is renewed discussion in Germany over the dual training system. Recession and an economic structural change with increasing demand for training places and a reduction in the number of places on offer has resulted in a situation where the question of funding has again become topical.

There are a number of ideas in the request for a more just allocation of costs, ranging from the demand for reduction in training costs, through giving a taxation incentive or a levy on companies not offering training,

up to direct subsidizing. However the Federal Institute for Vocational Training (BIBB) has confirmed that in the discussion the results of current scientific surveys are being neglected. The institute shows through a repre-

sentative survey that the dual vocational training system is paying off for the training company in terms of efficiency. In an international comparison the advantages of the dual system are that it is in a position to train

in theoretical and practical skills at the training place and to tailor these to the changes in the needs for qualifications. This results in a smooth transition from training to employment. Most of the training companies recruit the apprentices following the examination. A new funding concept could scarcely improve this decisive advantage. On the contrary, direct subsidizing could have the effect of distorting the offer of company training places. With few exceptions, therefore, the funding responsibilities of the individual companies is fundamentally the best solution.

Source: BIBB 1996/CEDEFOP/SK

Correction

In Belgium the plan to support the unemployed (PAC) is maintained in 1996

In the 0/1995 issue of CEDEFOP INFO an error appeared in the table with details of the interprofessional agreement concluded in Belgium for 1995 and 1996. According to this agreement,

0.30% of the total payroll is allotted to federal employment policy. The article stated that 0.05% of the payroll was allotted to this (previous support programme for the unemployed).

This support plan, which is the product of an agreement between the federal authorities and the regions and communities, was retained by a new cooperation agreement dated

5 April 1995 (Moniteur belge of 7.7.1995) and by the law of 3 April 1995 initiating measures for developing employment (Moniteur belge of 22.4.1995).

Thus, 0.05% of the total payroll will continue to be allocated exclusively to the new support programme for the unemployed in 1996.

Source: Ministry of Employment and Labour - December 1995.

CONFERENCES – SEMINARS – EXHIBITIONS

16-18 October 1996

Berlin/D

Internationales Congress Centrum (ICC)
3. Fachkongreß des BIBB
"Berufliche Bildung - Kontinuität und Innovation"
Herausforderungen, Perspektiven und Möglichkeiten beim Start ins nächste Jahrhundert
Information:
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D-10707 Berlin
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Fax: 49-30+86 43 26 06

21-22 October 1996

Brussels/B

Palais des Congrès
Labour Market 2000
for people with disabilities
Two-day congress on future labour and social policy
Information:
ICSA Conferences
1 Rue Defacqz
B-1000 Brüssel
Tel.: 32-2+537 46 08
Fax: 32-2+537 48 00

23/24 October 1996

Paris/F

Tout au long de sa vie: le droit à la formation et à la qualification
Rencontre nationale des comités d'entreprise et des commissions
Formation et emploi
Information:
CELIC
35, rue Compans
F-75019 Paris
Maryvonne Garin
Tel.: 33-1+40 18 75 75
Fax: 33-1+40 40 08 34

23-25 October 1996

Harrogate/UK

IPD National Conference & Exhibitions
Information:
IPD
IPD House
35 Camp Road
UK-London SW19 4UX
Fax: 44-181+263 33 33

23-25 October 1996

Hannover/D

Messegelände
9. Hochschultage "Berufliche Bildung 1996"
Information:
Geschäftsstelle der HT '96
Silvia Bechtel
c/o BBS 6 Hannover
Goetheplatz 7
D-30169 Hannover
Tel./Fax: 49-511+44 84 69

23-25 October 1996

Elsinore/DK

"Learning for the Future"
Employment and self-dependence in an enterprise society.
A symposium on partnership between education and business
Information:
Finn Lindhard
Fredriksborg Amt
Education & Industry & Culture
Amtsgaarden
Kongens Vænge 2
DK-3400 Hillerød

17-18 November 1996

Berlin/D

Hotel Intercontinental
The Berlin Workshop
International Workshop for Educational Advisors, Referral and Travel Agents
Information:
ICEF
International Conferences, Exhibitions & Fairs
Am Hofgarten 18
D-53113 Bonn
Tel.: 49-228+22 30 86
Fax: 49-228+21 19 44
E-mail: icef@pm.bn.eunet.de
CompuServe: 100727,2616

28-30 November 1996

Dresden/D

Technische Universität Dresden (Sachsen)
"Lebenslanges Lernen in Europa"
Neue Optionen für die Integration von Leben, Lernen und Arbeiten
Information:
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5-7 December 1996

Budapest/H

Eighth annual EAIE
(European Association for International Education)
Conference on Equal Terms: new partners in international education
Information:
ICEF (International Conferences, Exhibitions and Fairs)
Niebuhrstr. 69a
D-10629 Berlin
Tel.: 49-30+324 99 49
Fax: 49-30+324 98 33

16-19 December 1996

Hong Kong

International Conference on Construction Training
Information:
International Conference on Construction Training 1996
c/o 2403, Tung Wai Commercial Building
109-111 Gloucester Road, Wanchai
Hong Kong
Tel.: +852-25 18 30 83
Fax: +852-25 19 80 72

28-30 January 1997

Karlsruhe/D

LEARNTEC 97
5th European Congress and Trade Fair for Learning and Information Technologies
Information:
Karlsruher Kongreß- und Ausstellungs-GmbH
Edith Herzog / Manfred Kiminus
Festplatz
D-76137 Karlsruhe
Tel.: 49-721+3720-137
Tel.: 49-721+3720-190

17-21 February 1997

Düsseldorf/D

didacta 97 international
The Education and Training Show
Vorschule - Schule - Ausbildung
private und berufliche Weiterbildung
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Page 17 EU Commissioner Edith Cresson on new guidelines for CEDEFOP; **Page 19** CEDEFOP's 1996 work programme; **Page 20** D: employer criticism of the European Commission's White Paper; D: Language competencies - a magic formula?

A changing environment determines a new approach EU Commissioner Edith Cresson on the new orientation of CEDEFOP.

"Towards revitalization of the European Centre for the Development of Vocational Training" was the title of a seminar organized by the CEDEFOP Management Board on 21 March 1996 in Thessaloniki. It was attended by members of the Management Board and by its Chairman and Director General of DG XXII in the European Commission, Tom O'Dwyer. The Management Board is made up of a representative from the government, the trade unions and the employer organizations from each EU Member State in addition to three representatives of the European Commission. Edith Cresson, EU Commissioner for Education, Training and Youth gave a basic introduction to the topic. There were also contributions from Professor David Raffae, a vocational training research expert at Edinburgh University, Siegfried Bleicher from Frankfurt/Main, a member of the Federal Executive of IG-Metall, the largest single trade union in Europe and by Rolf E. Lindholm from Stockholm, a member of the Executive of the Swedish Employers' Association.



For a number of reasons there is a need to redefine CEDEFOP's contribution to the development of European vocational training:

1. The legal basis for the development of EU vocational training policy has changed with ratification of the Maastricht Treaty and the addition of Article 126 (education) and 127 (vocational training).

2. The Social Charter and the Additional Social Protocol have significant influence on CEDEFOP's tasks. This is also the case for increased cooperation with the social partners at European level within the Social Dialogue.

3. The EU programme, Leonardo da Vinci, for the promotion of vocational training in Europe, needs support from CEDEFOP particularly in projects with a European dimension.

4. An assessment and evaluation of CEDEFOP's work in the recent past shows a number of deficits in its mode of operation and the priorities set.

5. The decision of the heads of state and government of October 1993 to move the Centre from Berlin to Thessaloniki and the insecurity this gave rise to prompts debate on a revitalization of CEDEFOP.

With the move of the Centre being completed in September 1995 and the resumption of its full operational ability, this discussion can now be concluded so that mid-term priorities and the annual work programme can be formulated on a new basis as from the beginning of 1997.

In her speech, Ms Edith Cresson stressed that the tasks contained in the CEDEFOP Founding Regulation of 1975 remain unchanged. It was a matter of adapting the aims of CEDEFOP on the basis of these tasks. The Commission in 1996, she stated, is considering submitting a Communication to the Council and European Parliament on the role and tasks of CEDEFOP with regard to its technical and academic support for the European Commission and other partners. Commissioner Cresson stressed that the organization and administration of the Centre must improve and, in this, made reference to the reports of the Court of Auditors and the expertise report drawn up in 1993 at the request of the European Parliament.

She called upon the Management Board to force on the necessary changes and assured them of the support of the European Commission.

CEDEFOP should act as the EU platform for the joint exchange of experience, analysis and ideas and on which the European Commission could rely when making proposals to the Council. The Centre should also promote the Social Dialogue at EU level.

Ms Cresson went on to state that the environment around CEDEFOP had changed fundamentally since its foundation. A lack of training or too low a level of training of previous school leavers and job seekers were favouring unemployment, the risk of job loss and exclusion. Ms Cresson documented these inter-relationships with some relevant data: unemployment among young Europeans up to the age of 25 is double that for older employees. Of particular concern is the increasing duration of unemployment. 43% of unemployed young people today have been without employment for longer than one year. This testified not only to insufficient initial training but also the need to promote further training. Less than 7% of all workers in 1994 used continuing training and a third of all adults had insufficient knowledge of mathematics.

The globalization of commerce and the development of the information society are concomitant with major changes to employment and work organization. Ms Cresson went on to state "... there is a need to realize that if the European economy were to instantly create 10 million jobs, it would have great difficulty in finding qualified candidates to occupy the posts immediately, although there are 18 million unemployed in Europe". Of decisive importance for the future is not only improved initial training but also improved continuing training.

The Commissioner deduced CEDEFOP's tasks from the Commission's White Paper on Education and Training.

She stressed the importance of the contribution CEDEFOP had made for more than 10 years to issues relating to transparency, evaluation and recognition of skills. The wealth of experience gathered by the Centre and its contribution to promoting new knowledge and new forms of validation to which the White Paper attributes the greatest priority, would also be needed in the future.

Another topic in her estimation, is adapting qualifications to the needs of new information technologies and promoting new training and employment areas. Here CEDEFOP could also contribute. Traditional career profiles would have to be renewed and workers would require support in reorientating.

The third topic was the involvement of industry in training, particularly in the huge costs of training and further training. In this respect she recalled the proposal of the European Commission to put company investment in training on a par with material

the guide on the vocational training systems, as well as dissemination of quantitative and qualitative data relating to trends. Finally, there was a need to deepen debate in the European Journal "Vocational Training" in which research workers and those bearing political responsibility expressed their opinions on basic issues.

The **Study Visits' Programme** should in future specialize in selective topics. Research centres should be actively involved in the organization of the programme.

As the academic focal point for implementing Community vocational training policy, the Centre should promote the **networking of those research centres** involved in the Leonardo da Vinci Programme. In addition, the Centre should research new forms of **certification and validation of competencies**, design possibilities for monitoring innovative practices and developments in competencies and qualifications and should produce overviews on specific topics, particularly on **financing training**.

Ms Cresson admitted that this was a very ambitious programme. The enormous importance of vo-

ca-
system. This means that throughout Europe, all young people must have access to recognized vocational and continuing training. In this, the training offer must take into account the varying levels of education. Certificates must be at least transparent.

All contributors stressed as an important task for CEDEFOP the promotion of transnational cooperation in all educational areas in order to find joint solutions.

CEDEFOP/BS+JVR+SK

investment as far as taxation was concerned.

Ms Cresson proposed four working areas for CEDEFOP:

- collecting information on the basis of available data in the Member States or produced by studies carried out within the Community programmes and Commission services, in particular DG XII (Science, Research and Development), DG XXII (Education, Training and Youth) and EUROSTAT;
- the analysis of this basic information and summary of the results of research carried out at Member State level and in Community programmes;
- responding to the Commission's requests;
- the strengthening of its role as a platform for encounter through dissemination of information and coordination of the analysis carried out by research workers. This role should be in the interest of the CEDEFOP Management Board, public decision-makers and the social partners.

Here it would be important to concentrate on four aims:

- CEDEFOP should be a central point for producing joint **analysis of vocational training systems and their development**. The Centre should support joint information policy through a wealth of publication analysis and synthesis reports, monographs on the description of the vocational training systems in the EU Member States, and updating of

tional
training for European industry did, however, justify such high aims. In conclusion, she remarked that in achieving this, she relied on the commitment and good work of the Centre.

Siegfried Bleicher, David Raffé and Rolf E. Lindholm underlined the need for the support provided by CEDEFOP. Since the transfer of the Centre from Berlin to Thessaloniki the **need for advice** had continued to increase. The ongoing structural change in work created new demands. In such a situation, the Commission's White Paper is an important point towards the future. CEDEFOP has a key role in realizing the vision of a knowledge society. Headlines cannot grasp structural change. It must be described more tangibly to make it socially compatible and to cope with it.

The Centre should investigate the current system of "knowledge production" in a number of steps and from this deduce important innovative approaches. Such an approach would also produce the criteria for the correct advice on the further development of vocational training. Developing qualifications and competencies throughout Europe is the strategic goal of vocational training policy. But as Mr Bleicher prophesied "its ability to master the future will also depend on the extent to which there is successful coordination of vocational training with social policy, labour policy and industrial policy".

For Europe to remain competitive, it needs an efficient vocational training

CEDEFOP sets itself new priority areas 1996 Work Programme charts the path for the European employment market

The "European Year of Life-Long Learning" in 1996 is shaping into a year of renewal for CEDEFOP. According to the motto "less, but better", the current Work Programme is concentrating primarily on three key aspects: improvement of the quality of vocational training systems, promotion of the European dimension and intensification of European cooperation with the aim of making sure vocational training signposts the right course for the European employment market.

CEDEFOP therefore wants to offer more than basic information on na-

tional vocational training systems. We also want to develop specialist skills among trainers and planners and provide them with research results for the continued development of vocational training. In addition to the traditional medium of printed material, CEDEFOP will now also be making increased use of the information superhighway. With its entry into Internet and the World Wide Web, the Centre has moved a major step nearer to its aim of becoming a first-class service centre for all decision-makers in vocational education.

(continued on page 20)

CEDEFOP sets itself new priority areas, as the 1996 work programme charts the path for the European labour market

CEDEFOP this year is conducting four projects on teachers and trainers in close cooperation with the Statistical Office of the European Communities (Eurostat) and the European Commission.

The justification of specific training fields should provide insight into the existing training offer, the use being made of it and the qualifications this leads to. A clear distinction between those supplying training and training brokers should make this area more transparent.

There is also a need for cooperation in research in vocational training policy. The updated and extended European Research Directory forms a

basis for a European research network, extended to cover qualifications and the quality of those offering training and the quality of the training offer and trainers. The directory will soon be accessible by internet on the CEDEFOP Website.

A project which already commenced in 1995 is on quality assurance in initial vocational training and culminates in formulating European quality standards. This year CEDEFOP is examining the motor vehicle trade in greater detail. In a number of Member States training experts are surveying the interrelationships in small companies between work organization, training and on-job learning.

The Centre has been examining European trends in the development of occupations and qualifications since 1995. A number of working groups and research teams will present the results of a one-year survey to a conference at the end of this year. The specialists have already identified one trend: there is a general tendency towards longer training and an increase in the level of training throughout the Member States. A specific research project looks at this issue in six countries and how this trend has implications for the labour market. Shortcomings in the training, particularly of young people from difficult social backgrounds, make integration into working life difficult. This year in an-

other project the Centre is formulating corporation plans and modules to facilitate integration into working life for young people at local level. Careers in the environmental sector require totally new qualifications. Case studies in nine Member States are clarifying developments in this sector.

Does the use of information technologies change the competencies of the users? This question forms a point of departure in a comparative study in three countries which focuses both on telecommunications and administration.

In spite of the wide spectrum of project work this year, direct dia-

logue on vocational training issues with social partners has been far from neglected. The 1996 Work Programme offered study visits in 17 countries for over 700 individuals on the topics "training for young people" and "adult training". CEDEFOP is also organizing five workshops for political decision makers and specialists.

The full work programme is available in French, German and English and can be requested free of charge from CEDEFOP.

CEDEFOP/SK

Leading organizations in German industry take a critical look at the EU-Commission's White Paper

Smaller enterprises should in future be more closely involved in initial and further training as well as in employment and in remaining competitive. This was the view expressed by the Board of German Industry for Vocational Training (Kuratorium der Deutschen Wirtschaft für Berufsbildung). The Board has made a critical analysis of the aims of the White Paper "Education and Training - Towards a Learning Society"¹.

In order to acquire new knowledge the surrounding conditions for vocational training must be structured in such a way that this opportunity is afforded to all young people interested in gaining recognized vocational training. In this, not only modern and flexible training courses are required. Companies and vocational training schools should cooperate more closely in order to guarantee a thorough, practice-related initial training. This should be supplemented by decentralized further training courses in tune with training needs. Especially in initial training there is a lack of transnational recognition of qualifications particularly with regard to initial training. Companies which want to recruit those completing training need transparent and explicit evidence of qualifications. The aims stated in the white paper of promoting new alternative

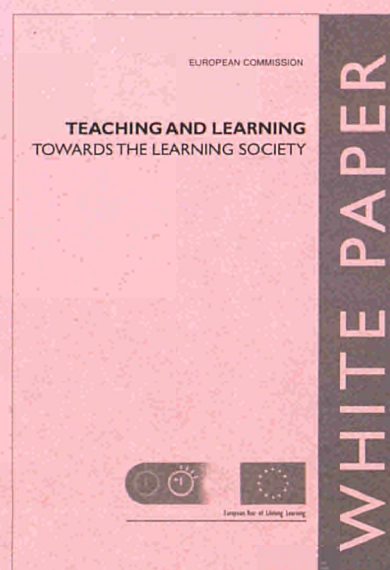
forms of training in the Member States is also advocated by the Kuratorium. Support should also be given to qualification courses, in particular for those setting up businesses. Skill acquisition and the labour process should be coordinated more closely. The main organizations of German industry are of the opinion that flexible, individual forms of vocational training closely related to the work place are the key to the future.

The mobility programme for apprentices needs its own clear profile beyond the student programme ERASMUS and should take into consideration the various systems in the Member States. The Kuratorium considers it difficult to formulate binding provisions for the introduction of an apprentice statute in order to eliminate obstacles to mobility. Medium-

sized companies are often not in a position to take on foreign apprentices. Economic, organizational and language barriers make this difficult. Promoting mobility is thus a topic for specialized skilled workers.

Exclusion can only be combatted to a limited degree by "Second Chance Schooling". This can not replace other means of integrating the disadvantaged into normal training. It was the opinion of the Kuratorium that obstacles to accessing training or certain educational qualifications, which is still the case outside the German speaking area, must be eliminated. There is a need for training which is practice-related, which has little similarity with schooling and which is given the necessary support.

The Kuratorium finds the aim of providing each European from an early



age with two foreign languages to be "very ambitious and not in general implementable". Language tuition as a part of vocational training is only useful when the foreign languages are indispensable for that particular occupation. If they are simply desirable, the vocational training school could offer them as a non-obligatory subject.

The Kuratorium does not agree with the Commission's proposal to treat investment in vocational training as far as taxation is concerned similarly to material investment. In Germany this type of equal treatment could lead to a greater tax burden for the

training expenses of companies. It is for this reason that the leading authorities associations reject this proposal.

The Kuratorium also does not advocate an individualization of the overall education system. Companies are prepared to play their part in training and further training. The public authorities, however, should maintain a responsibility for education and play their part in school education.

There is a need for a critical examination of the cost/benefit factors of setting up centres for knowledge and resources and observatories for innovation and needs for vocational training. This, they believe, is a task for existing organizations, in particular CEDEFOP.

Proposals which would find consensus could be implemented as a part of existing programmes following the necessary discussion in the Member States. The Kuratorium stresses "the Commission can however not oblige the Member States to adopt measures entailing expenditure."

¹) Office for Official Publications of the European Community, 1995, (Cat.-No.: 2-93-95-511-EN-C) available in all EU-languages

Source: Kuratorium der Deutschen Wirtschaft für Berufsbildung/CEDEFOP/SK

Language competencies - a magic formula in the eyes of the employer

Knowledge of foreign languages is the be-all and end-all for economic activity in Europe and beyond. It is for this reason that international companies seek employees who have foreign languages and who are prepared to work abroad. What does this look like in practice?

Do companies actually use these skills which they demand? This was the question posed by the Federal Institute of Vocational Training (BIBB) jointly with the Institute for Labour Market and Occupational Research (IAB) to 34 000 employees.

The survey showed that only 4% of all employees questioned had

worked for an elected period abroad. At the workplace in Germany only 1 in 8 needs a foreign language.

The need is smallest among male and female skilled workers. Even construction workers can function, in their own estimation, with little knowledge of the language. The story is very different for specialized white

collar workers with a larger area of responsibility. For them a good knowledge of language is important and in some cases indispensable. 22% of those involved in the transportation sector stated that foreign languages were indispensable as did 38% of those working in the hotel and catering industry. 32% of those employed in precision engineering

and opticians stated that they needed a foreign language. University graduates believe that there is a need for foreign languages and 45% of the males surveyed and 39% of females need a foreign language at the workplace.

In particular young workers require continuing training in foreign lan-

guages. The higher the qualifications they possess the greater the demand. Among skilled workers only 2% valued continuing training in foreign languages, among skilled white collar workers 6%, and among university graduates 17%. One in 3 speak English, one in 15 of those surveyed speak French. The survey shows that knowledge of other languages does not play a very important role. The language ability rises in proportion to the level of training.

Source: Press Information of the BIBB/CEDEFOP/SK

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