

Letter from the Director

CEDEFOP has been asked to react to the European Commission's Communication "Towards a Europe of Knowledge", which sets out guidelines for the development of European policies for education, training and youth. In this connection the Centre developed ideas to support the Commission and to envisage actions, which can contribute to the development of vocational training in the period 2000-2006.

The Community study visits programme managed by CEDEFOP already makes, and will continue to make a contribution to "physical mobility". So will our project and network on transparency of qualifications which has recently resulted in a publication "Recognition and transparency of vocational qualifications: The way forward". A summary of this report which also contains proposals for a future strategy is presented on page 3.

One of the important activities in CEDEFOP's priorities for the period 2000-2006 will be the systematic dissemination of research results, facts and figures, arguments and conclusions of analyses. Here I refer to significant results in 1997 such as the production of "Key data in Vocational Training" in partnership with the Commission (DG XXII) and Eurostat, which contributes to the priority action advanced in the above mentioned Communication under the heading "The Community as a source of reference".

In addition, there are the European Research Directory, now available on CD-ROM (see details on page 2.) and the report "Training for a changing society" (see page 1 and 3) on research and development in Europe, which was the subject of a conference in Thessaloniki in November 1997 and has received positive feedback from the Management Board. This document gives an overview of the state of the art in European VET research.

Continued on page 2



CEDEFOP

about Vocational Training in the European Union

"Training for a changing society" offers

First report on European Vocational Training Research provides orientation in an array of scientific knowledge

"Training for a changing society" is the title of the first report on European Vocational Training Research which CEDEFOP will publish in 1998. The report provides an overview on the current state of vocational training research in Europe. It incorporates theoretical and methodological

bases, results and research gaps and draws conclusions for policy and practice. It also documents the vast array of research activities on the role of training in European societies.

The topics include economic, sociological and political research ap-

proaches in addition to pedagogical and psychological aspects. It takes as point of departure the institutional and legal framework of European vocational training systems. Prominence is given to questions relating to control and adjustment. This requires the co-operation of

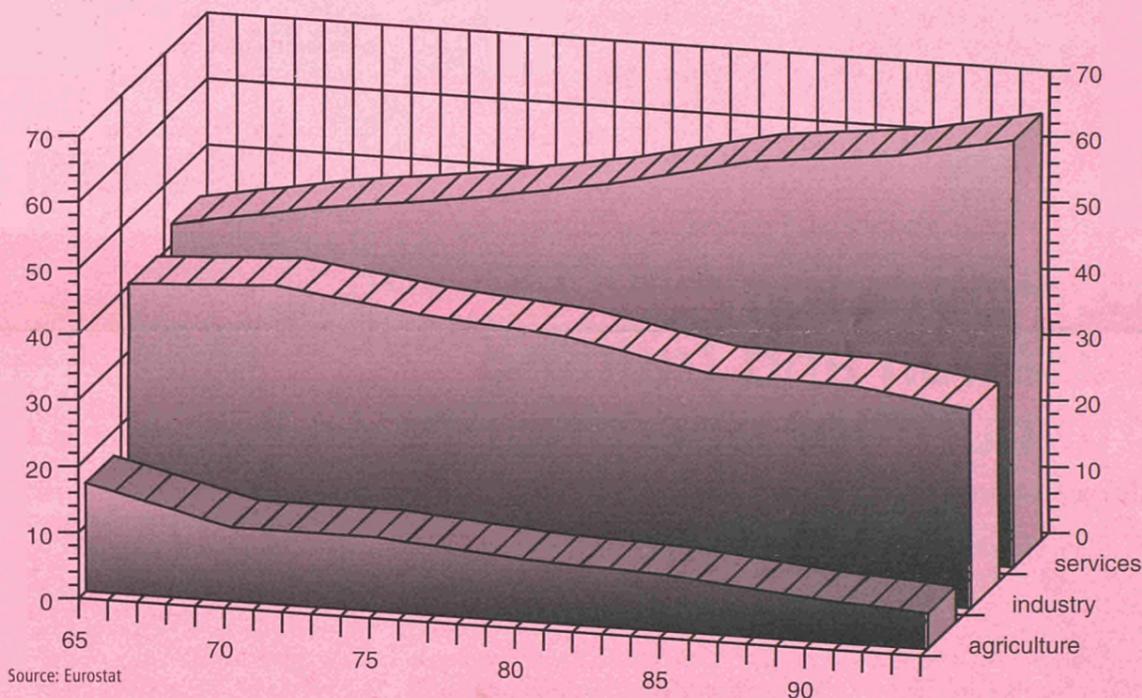
various actors in making available and funding sufficient training provision and in ensuring the quality of training. Key terms are "decentralisation", "regionalisation" and "convergence". The report also analyses the efficiency of various training systems.

A second chapter takes a detailed look at the effects of demographic developments and the changing labour market conditions on vocational training. It takes a critical look at the ageing of European societies, changes in training and occupational behaviour and rapidly changing skill needs as a result of structural change, globalisation, new technologies and changing forms of work organisation. This raises the question of how training can contribute to economic growth and employment and what is the cost/benefit ratio. The chapter also examines future issues such as the role of training in creating new jobs and combating unemployment. The chapter finishes with scientific forecasts and visions of the future of work and skill requirements.

The third part of the report looks at the training processes from guidance and career choice to the transition from training to employment.

Continued on page 3

Sectoral employment trends 1965-94 (%)



Source: Eurostat

Contents

Belgium 5, 6, 11, 14; **Denmark** 7, 11, 13, 15, 16; **Germany** 2, 5, 15, 16; **Finland** 14, 16; **France** 7, 9, 10, 15, 16; **Ireland** 9, 14; **Italy** 7, 10, 11; **The Netherlands** 7; **Austria** 1, 5, 7; **Portugal** 7, 15; **Spain** 9, 16; **United Kingdom** 10, 11, 13.

CEDEFOP

1-4

Page 1 Letter from the Director; "Training for a changing society"; AT: Development of vocational qualifications and competences; **Page 2** The European Research Directory; D: comparative vocational education and training research: number one priority; **Page 3** "Training for a changing society"; Recognition and transparency; **Page 4** CEDEFOP 1998 Work Programme; CEDEFOP Publications.

Europe

5-8

Page 5 Europe D: New programmes require a clear strategy; AT: Development of vocational qualifications and competences; B: European Vocational Training Association; **Page 6 Bi- and multilateral cooperation** Russia/B: Development of modular training programmes; B: Créatelle; B: A school for entrepreneurs; **Page 7** AT: Vocational training system used as model; F: NVQs cross the Channel; NL: NETREF; NL/DK/I: Learning English with the Internet; P: Training of young people abroad; Impressum; **Page 8** Conferences - Seminars - Exhibitions; Sources.

Policy

9-12

Page 9 Policy E: New Regulation on the General Council; F: Training and employment: general policy and budgets; IRL: Revised education reform bill published; **Page 10 Labour market policy** F: Youth employment; UK: Welfare to Work strategy; I: "Treu Package"; **Page 11** B: Motivating the unemployed to take up VET **Initial training and vocational training systems** DK: Fewer young dropouts from education and vocational training; I: New statute for the school attached to the Central Restoration Institute; UK: Investing in young people; **Page 12** Selected bibliography.

Practice

13-16

Page 13 Continuing education and training DK: Removing barriers against adult participation; UK: Why employers train; UK: Adult core skills; **Page 14 Training of trainers** FIN: Boost for teacher education; **New training organizations and programmes** B: Personal vocational training in schools and enterprises; B: Labour market integration and training in the construction sector; IRL: Traineeship programme reviewed; **Page 15** D: More Language Teaching; F: In-company placements for university students; **Qualification and certification** P: National vocational certification system - for trainers as well; DK: A new qualification system for adult education; E: More vocational training qualifications approved; **Page 16** FIN: Transparency of vocational qualifications; D: Enter the New Professions; D: BIBB Secretary General Hermann Schmidt Retires; **Contacts** DK/D/F: TransNet helps find training places.

Austria

Development of vocational qualifications and competences at the top of the agenda in Vienna

Ministry of Education intends to set educational priorities in the EU Council of Ministers during Austria's Presidency

On 1 July 1998 Austria assumes the presidency in the EU Council of Ministers. The Ministry of Education wants to use Austria's turn at the head of the Council to shake things up in the area of education. The focus of these activities is the revision of the Socrates and Leonardo da Vinci programmes. The Ministry of Education wants to implement the proposals of the European Commission in the reworking of the programmes in time for their new edition to be adopted before the end of 1999 if possible. Another item

on the agenda is the successor to the Tempus programme for Central and Eastern European countries which are not yet in line for accession.

From the outset of its presidency the Austrian Federal Minister of Education and Cultural Affairs intends to place the subject of "Development of vocational qualifications and competences" on the agenda. To get the ball rolling early, a conference is planned for 3 and 4 July in the Vienna Hofburg, which CEDEFOP will also be attending.

Continued on page 5

Innovation and innovation transfer is another priority action. With the work started in 1997, CEDEFOP will continue to give its technical and scientific support to the Commission's objective of setting up a system on observing innovation. Topics on which conceptual work in the

identification of innovative practice has been delivered by CEDEFOP's networks include the assessment/validation/accreditation of competences, new technologies in training, analysis of competence needs and training, work organisation and development of competences, the impact and results of transnational co-operation and the transferability of innovative practice. These, together with CEDEFOP's other infrastructural and thematic networks, contribute to the realisation of a pool of European excellence and expertise.

CEDEFOP also contributes to the work of the EU Presidencies. On the occasion of the Austrian presidency, a conference in Vienna on 3 and 4 July on "The development of vocational qualifications and competences" will benefit from CEDEFOP's work in the field of key qualifications, curriculum development and trends in occupations and qualifications (see also page 1 and 5). CEDEFOP is exploring ways of supporting the UK presidency particularly in the areas of transparency of qualifications and in lifelong learning, which will be the subject of a

major conference. Furthermore, the Centre will contribute to informing the informal meeting of Directors-General for Vocational Training at the end of April in Windsor with an overview of the most important developments and a contribution towards a more structured approach on the transparency of recent qualifications. CEDEFOP is happy to be in the middle of policy support to the European Commission and the presidencies.

In CEDEFOP Info's first 1998 issue, it is normal that we pay special attention to our 1998 Work

Programme and this is fully presented in the article on page 4.

CEDEFOP in its role as a platform of exchange of experience has already started the year successfully with a conference, organised in co-operation with the Deutsches Institut für Internationale Pädagogische Forschung, in Bonn on 15 and 16 January on "Comparative research in vocational training in Europe" (see page 2)

Johan van Rens
Director

The European Research Directory on CD-ROM

The European Research Directory is designed to provide vocational training policy-makers and researchers with information on research activities in Member States and to offer them an opportunity to disseminate information on their own activities on a broader scale. Its aim is to encourage co-operation in vocational training research between institutions and Member States and to stimulate transparency and collective self-assessment within VET research cultures.

This third edition of the Directory contains approximately 1000 project records, each providing information on the content and purpose of the research, the methods employed, the expected products and the realised outcomes. 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, but there is also a section on those stimulated by, or forming part of, a European or transnational research initiative.

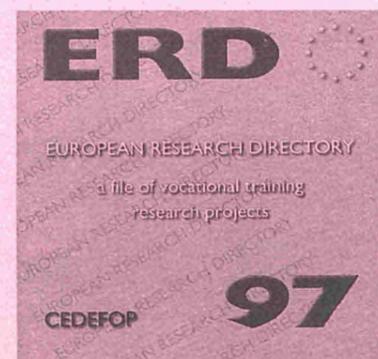
The third edition is - like its predecessors - limited to research projects commissioned by public authorities (ministries, state and quasi-state institutions) and related in one form or another to vocational train-

ing policy-making. It is published for the first time on CD-ROM. The paper version will, for both practical and financial reasons, no longer be published. This first solely electronic edition of the ERD constitutes a significant step towards its on-line dissemination on the Internet planned for later this year.

The software used and the ERD now have a number of new features:

- a totally new user interface with multiple windows: many projects cards can be opened simultaneously,
- adaptable sized windows let users take advantage of larger monitors,
- a totally new search engine that allows three logical operators (AND, OR, NOT) to be used in combining successive search results,
- a new arrangement of the descriptors: the indexing vocabulary has taken another step towards incorporating the CEDEFOP Thesaurus. Although the ERD does not yet offer a thesaurus, all its descriptors are drawn from the CEDEFOP Thesaurus,
- a database of institutions, created from institutions which either commissioned or carried out research projects,
- a better organised on-line help,
- the separation of the two main languages (EN and FR) : the user will choose the language he/she prefers and the software will adjust to the preferred language.

Challenged by the fast growth of the Directory, the ERD team has re-engineered the production process and the latest communication technologies have been deployed in its preparation. Network members formed a virtual workgroup which tele-cooperated using the Internet. Information was submitted at any time of the day to the ERD's central



A copy of the "European Research Directory - 1997 edition/Répertoire européen de recherche - édition 1997" on CD-ROM in English and French, catalogue n° HX-09-97-519-2A-Z, can be obtained, at a price of ECU 25, from the EU Sales Offices. Contact: Mara Brugia, CEDEFOP project co-ordinator tel.: 30-31+490 125; fax: 30-31+490 117 e-mail: mb@cedefop.gr.

facility in Thessaloniki, where the administrator supervised the submissions on-line and contacted network members using electronic mail to provide explanations and technical support. The network members and the project co-ordinator thus became a team working almost as if they were in the same room. Each member's progress was monitored constantly and problems were identified immediately and discussed via e-mail. Telecooperation is a substitute for meetings and some very positive side effects have already been experienced (e.g. speedy integration of new members and cuts in administrative overheads).

Source: CEDEFOP/MB+JMA

Experts see comparative vocational education and training research as the number one priority

Experts confer in Bonn - CEDEFOP plans special research network

More than 100 researchers and vocational education and training specialists met in Bonn on 15 and 16 January to discuss "Comparative Vocational Education and Training Research in Europe". CEDEFOP and the German Institute for International Educational Research (DIPF) organized the meeting in conjunction with the German Ministry of Education and the European Training Foundation (ETF). The experts unanimously agreed that comparative studies are of inestimable value for the further development of vocational education and training in Europe.

Opening the conference, CEDEFOP Director Johan van Rens stated that he was especially pleased that the commitment of the European Training Foundation had made it possible for researchers from most Central and Eastern European countries to attend the meeting. He underscored the growing importance of vocational education and training research as a result of internationalization and technological and social development in Europe as well as concurrent labour market strains. Van Rens promised that CEDEFOP would increase its efforts to coordinate and mediate in comparative vocational education and training research and be a contact address, providing as much support as possible for EU and Member State institutions. He said that a network of researchers dedicated exclusively to

comparative vocational education and training studies is being considered. The forum would provide a steady flow of information and should supply vocational training policy makers and practitioners with up-to-date inputs.

Ulrich Haase, speaking on behalf of the German Federal Ministry of Education, stated that there is an urgent need for the diversified education systems of the European Union to acquire European and international features. He stressed that conformity is not at all the goal but that each country should learn from the others so that the best solutions could be rapidly applied. Haase maintained that comparative VET research can facilitate this sharing process.

Sergio Corti, of Directorate-General XXII, spoke for the European Commission at the conference. He made a resolute appeal for closer cooperation between the European Commission, CEDEFOP and ETF. Corti announced that the European Commission would give a deservedly high profile to vocational education and training research in the new edition of the Leonardo da Vinci Programme. The Commission delegate stressed that VET plays an outstanding role in the renewal of initial and continuing training. Erhart Schulte seconded Corti on behalf of Directorate-General XII in his talk on the 4th Framework Programme of Research. He promised that the 5th Programme,

probably concentrating on aspects of the information society, would give adequate attention to VET.

A podium discussion gave employee and employer representatives on the CEDEFOP Management Board an opportunity to state their ideas on what the contribution of vocational education and training research could be in Europe. The social partners fundamentally agreed that harmonization is not the primary objective. Instead they saw system adaptation as a response to social, economic and competition policy changes. The speakers placed the focus on ways to facilitate VET access for the unemployed and less qualified in particular, and on quality assurance and financing.

A summary of conference findings can be retrieved from the Internet at www.cedefop.gr.

A conference report will be published, tentatively in mid-1998, in DE, EN and FR.

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Source: CEDEFOP/SK



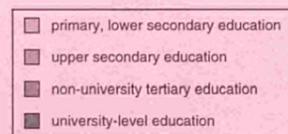
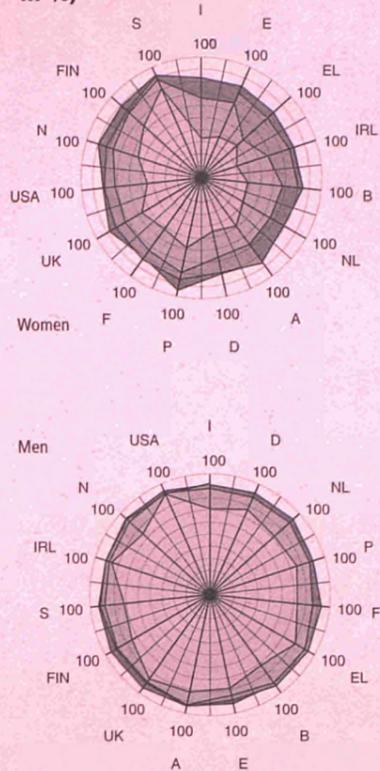
"Training for a changing society" offers guidance

Continued from page 1

A large number of academics are researching this complex issue. They are attempting to elucidate the processes in order to offer training, labour market and guidance support. The report looks in depth at this issue taking as an example apprenticeship and further training. Are apprentices being trained in future-oriented, innovative jobs and sectors? Is further training the joint goal of all involved and are societies sufficiently prepared for the challenges of the future? This focuses also on workers with little prospects on the labour market such as those who have few skills, are long-term unemployed, handicapped or re-entering employment after a break. Their situation is becoming increasingly critical. There has been little research into niches in the labour market, training programmes have not always been effective, suited to the target group nor have they offered unlimited access. Prevention, guidance, promoting access and creating tailor-made curricula for disadvantaged groups are the most important means of ensuring integration in the labour market.

A fourth chapter looks at the content of training. In addition to the structure of the curricula, key qualifications play a vital role as a "survival concept" in an increasingly complex and rapidly changing environment. From the research perspective, the report examines the opportunities and the dangers of new forms of learning, for example, learning as-

Labour force participation rates 1994 by educational level and gender (population 25-64 years; in %)



Countries sorted by total level of labour force participation; source: OECD 1996

Unemployment rates by level of educational attainment¹, EU 1994 (%)

country	ISCED ² 0-2*	ISCED ² 3**	ISCED ² 5-7***
B	12,5	7,5	3,7
DK	12,6	8,3	4,6
D	14,8	8,9	5,3
EL	6,2	8,3	5,3
E	22,4	20,0	15,1
F	14,8	9,7	6,6
IRL	21,0	9,1	5,3
I	9,3	7,4	8,1
L	3,7	1,9	2,4
NL	12,6	7,7	5,5
P	6,1	6,4	2,4
UK	11,2	7,9	4,1
EUR 12	13,2	8,8	6,1

Source: Eurostat 1995
 1) 25-59 years old;
 2) ISCED: International Standard Classification of Education
 *) 0-2: Pre-school education, primary education, lower secondary education;
 **) 3: General or vocational education
 ***) 5-7: Tertiary education

Willingness to move abroad to another EU country, EU 1994 (%)

	Yes	No	no answer
EUR	44	52	4
B	34	62	4
DK	52	47	4
D	31	69	
EL	28	72	
E	48	38	14
F	50	49	2
IRL	41	56	4
I	49	47	4
NL	45	55	1
P	56	43	1
UK	57	37	6

EUR 12 without Luxembourg;
 Source: Hoffmann 1995
 (ad hoc Labour Force Survey 1994)

Unemployment rates by educational attainment 1995, EUR 15 (%)

ISCED ²	25 - 30 years old			30 - 59 years old		
	total	men	women	total	men	women
ISCED ² 0-2*	22,2	20,5	24,7	11,4	10,3	12,9
ISCED ² 3**	14,1	12,4	16,1	7,6	6,2	9,4
ISCED ² 5-7***	-	-	-	4,7	4,2	5,5

Source: Eurostat (key data)

sisted by new information and communication technologies. It discusses concepts relating to the recognition of qualifications not acquired through formal means but at the workplace or during leisure time.

The final part of the report examines transnational aspects. The differing

European training systems cannot be compared through descriptions of the content or through comparing statistical data. The differing cultural, social and political contexts must be taken into consideration. The report also focuses on the concept of mobility. Today there can be no real talk of a migration of work-

ers in spite of successful exchange programmes for pupils and trainees. This is only evident in multinational companies or in frontier regions. A statistical analysis shows the characteristics of migrant workers, for example, their level of training and form of employment. The report closes with a retrospective of activities at a European level with regard to the recognition and transparency of qualifications.

In future CEDEFOP will publish the Vocational Training Research Report every two years. It is addressed to academics, practitioners, those holding political responsibility at all levels and the interested layman.

The first report "Training for a Changing Society", is due to be published in English in early 1998 and in German, Spanish and French in mid-1998

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Source: MT/CEDEFOP/ISK

CEDEFOP panorama

Recognition and transparency of vocational qualifications: the way forward.

CEDEFOP recently published the above report in its Panorama Series (No. 5073 - EN/FR/DE). Its purpose was to contribute to an analysis of the current situation in the field of transparency and recognition of vocational qualifications and to indicate possible strategies and initiatives within this area.

The problem

An individual applying for education, training or work on the basis of what we may term "foreign" vocational qualifications, cannot take for granted that his or her qualifications will be recognised in an appropriate way. Educational institutions, unions and employers often lack the information and support to enable them to translate and interpret these qualifications. This is the core of the problem. We have not been able to create systems, structures, or mutual agreements that support those individuals who want to use their right, accorded by the treaty of Rome, to move freely between the Member States of the Union.

Three questions seem to be of central importance if we want to confront this situation in a constructive way:

- how can the exchange of information on vocational qualifications be improved?
- how can the interpretation (between languages administrative systems and cultures) be improved?
- how can the mechanisms, supporting the exchange of information and its interpretation, be strengthened?

Today's situation

Today's initiatives are very decentralised and "bottom up" in their approach. The Leonardo da Vinci programme is the most important in-

strument for implementing a European strategy in this field, but also projects from programmes such as ADAPT, FORCE, EUROTECNET are/ have been making contributions. The report describes the multitude of projects addressing various aspects of the transparency complex. A major division is between projects focusing on the transparency and recognition of formal qualifications and those focusing on the transparency and recognition of non formal qualifications/learning. Another division is that between projects working on a sectorial level and projects working on a bi-/ multi-lateral/European level.

The strength of the "bottom up approach" is easy to identify. Today's situation is characterised by a multitude of interesting projects, committed participants, a growing amount of valuable information and experience on a national as well as on a European level. Its weakness is as easy to identify as its strength. The individuals applying for education or employment on the basis of "foreign" qualifications are not met by these interesting projects, committed experts etc. Today's initiatives are organised in projects, based on limited time scales, limited resources and limited linkages to permanent and regular organisations. A certain fragmentation may be observed - high quality in projects is not sufficient if the projects fail to be fitted into a context where this quality can be exploited. We may describe this

as a "mis-match" of levels; solutions have so far not filtered down to the individual in need of them.

A future strategy?

This analysis leads to the following critical questions:

- who is going to take initiatives and ideas one step further and transform them into permanent elements of the day-to-day business?
- how can the "bottom up approach", with its obvious strengths, be fitted into a context where the requisite overview, co-ordination and co-operation is provided and supported, results are being discussed and action being devised?

CEDEFOP is in a good, perhaps unique, position to contribute in a positive way to resolving the problems in this area. The strong links to the Member States, the social partners and the Commission gives CEDEFOP, at least in principle, an advantage.

The report suggests using this advantage, and the following actions:

Firstly, on an experimental basis, to establish a European "Interface" of information and expertise related to three central objectives.

- It should support the Member States, the Commission and the social partners in their efforts to establish permanent mechanisms for increasing transparency and recognition of vocational qualifications.
- It should contribute to a mutual understanding of certification systems within Europe, including those focusing on non formal learning.
- It should contribute to the establishment of coherence between community actions and specifically support and link the Leonardo da Vinci and other projects in this area.

The interface should not be the forerunner of a new institution. Rather, it should be a permanent forum where officials and experts have the possibility to present views representative and reliable information is provided national representatives, representatives of the social partners and representatives of the Commission have the opportunity to exchange information.

The interface should be as limited in size as possible. Participants should have strong links to the policy making processes and be aware of the objective of creating a regular and permanent meeting place/interface.

Secondly, the report asks whether the time has come to discuss a kind of general system covering vocational education and training. Some of the elements introduced in the UNESCO/Council of Europe Convention on Recognition of Qualifications concerning access to Higher Education (April 1997) could be used as a basis for such a general system. The EU "General Directives", concerning higher education* and vocational education and training** qualifications, would also be of relevance. Two basic principles should be discussed:

- the principle of mutual trust. This principle is (as an example) formulated in the UNESCO/Council of Europe Convention through the statement that "qualifications giving the holder access to higher education in one Party should give the same holder the same right in other Parties".
- the introduction of transparent and obligatory procedures for the assessment of existing differences between qualifications. Irrespective of the introduction of a principle of mutual trust, existing differences cannot be overlooked. It is therefore of basic importance to introduce procedures able to guide and structure the "handling" of these differences.

* OJ N° L 19 of 24.1.89
 ** OJ N° L 209 of 24.7.92

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NB: Readers should also refer to the items on this subject from France (page 7), Finland (page 16) and the Netherlands (page 7).

CEDEFOP 1998 Work Programme to concentrate on medium-term priorities

Welcome to the Agora Thessaloniki and electronic village



CEDEFOP's goal is to link research, policy and practice in such a manner that vocational training trends become clear and understandable for politicians and practitioners so they can make well-informed decisions on tasks to be dealt with. The Centre also seeks to encourage researchers to deal with trends and future issues which are relevant for political decision makers. The CEDEFOP annual budget totals ECU 13.1 million in 1998, compared to ECU 14.4 million in 1997.

Eleven projects geared to these priorities are designed to acquire new knowledge and produce findings. Three of the projects are dedicated to developing competences and lifelong learning. Anyone wishing to keep pace with the constant changes in the workplace must have **key qualifications and skills**. This applies to all European workers equally. However, the way of acquiring such qualifications and skills and how they are included in curricula varies from country to country within the EU. CEDEFOP examines the diverse approaches and concepts in a special project. How does the way specific **work is organized in a micro-enterprise** affect skill development? This question is investigated in another project, which takes a close look inside motor-vehicle garages and printing-houses with fewer than 10 employees. **Recognition of informally acquired knowledge**, for instance through

professional experience, is inseparably linked to an understanding of the methods of awarding credit. The third project surveys these methods and is intended to fuel the debate on the value of this knowledge.

Five 1998 CEDEFOP projects are concerned with development of vocational training in Member States. Centre experts are scrutinizing the **vocational training systems** in Sweden, Austria, the United Kingdom, Iceland and Norway. Their expertise is a resource for the European Commission in its efforts to **discover and spread innovative approaches** to vocational training. The Centre joins the European Commission and Eurostat to publish a special issue of **Key Data on Vocational Training in the EU**, which covers only **initial training**. The debate on **financing** vocational education and training features initiatives designed to secure counter-value for investment in vocational education and training. CEDEFOP is investigating these initiatives and at the same time sounding out which investment incentives might be sensible. One form of compensation for this investment, for example, is **vocational training quality**. For this reason, one project is dedicated to ways of measuring the quality of vocational education and training.

Three projects support mobility and exchange in Europe. Employers are not always able to obtain a clear

picture of the skills of applicants who submit certificates issued in another Member State. To overcome such hurdles through more mutual understanding and closer cooperation, CEDEFOP is conducting a project on **transparency of qualifications**. What has been said about the value of investment, goes for **mobility** as well. Its benefits must be made clear, primarily through the provision of information. A project addressed to **young people** attempts to accomplish both. Problems of the hour often blind us to overall European trends. CEDEFOP's elaboration of some **vocational training scenarios and strategies** should open many eyes to the big picture.

Two **thematic networks**, supporting all three medium-term priorities, complete the project line-up: **Trends in Occupations and Qualifications** and **Training of Trainers**.

Exchange and dialogue will be enhanced by the **1998 Study Visit Programme for Vocational Training Experts**, offering 775 placements in various Member States, and **Agora Thessaloniki**. This new initiative is designed as a forum for researchers and policy makers. They are due to meet three times this year in 'agoras' to discuss their various positions and approaches to vocational training. If researchers are familiar with the vocational training issues currently troubling politicians and the social

partners, they can address these questions in their research activities. And if policy-makers realize that they can obtain direct support in solving specific problems, they will see research in a different light. Some of the topics CEDEFOP proposes for these meetings are credit for informally acquired knowledge, models of financing in a changing labour market environment and access to educational opportunities. To enable as wide an audience as possible to profit from the outcome of these discussions, CEDEFOP plans to circulate the findings in hard copy and on the Internet.

The Centre intends to exploit the entire range of media resources intensively to make all important information as accessible as possible. The tools include publication of monographs and research reports and of the periodicals *European Journal of Vocational Training*, and *CEDEFOP Info*. Extracts from these publications can be retrieved via the Internet. To supplement existing library and documentation services, this year the Centre will establish an **Electronic Vocational Training Village**, where registered 'residents' can talk shop and exchange information.

The complete CEDEFOP 1998 Work Programme can be obtained free of charge in DE/EN/FR from CEDEFOP, Thessaloniki.

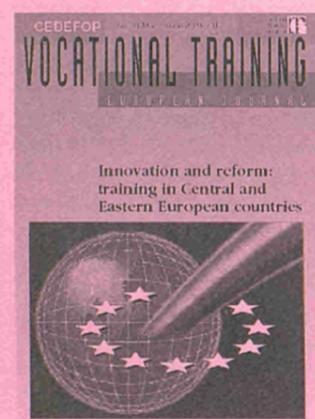
It is also available on the Internet (<http://www.cedefop.gr/1/A.3.2.html>) in DE, EN and FR.

Source: CEDEFOP/SK

The European Centre for the Development of Vocational Training (CEDEFOP) has its work cut out for it in 1998. The 1998 work programme is inspired by the three medium-term priorities which the CEDEFOP Management Board has selected as its central themes for 1997-2000.

- Developing skills and lifelong learning
- Monitoring trends in Member States
- Supporting mobility and exchange in Europe

CEDEFOP Publications



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Page 5 Europe D: New programmes require a clear strategy; **AT:** Development of vocational qualifications and competences at the top of the agenda in Vienna; **B:** European Vocational Training Association; **Page 6 Bi- and multilateral cooperation Russia/B:** Development of modular training programmes in St. Petersburg; **B:** Créatelle: women setting up their own businesses; **B:** A school for entrepreneurs in the Province of Luxembourg; **Page 7 AT:** Vocational training system used as model for Vermont/USA; **F:** NVQs cross the Channel; **NL:** NETREF: information exchange started up; **NL/DK/I:** Friends from far away: learning English with the Internet; **P:** Training of young people abroad; **Impressum;** **Page 8** Conferences – Seminars – Exhibitions; Sources.

Europe Bi- and multilateral cooperation

Foto: Vollmer



Europe/Germany

New programmes require a clear strategy

German federal government tables policy paper on future EU educational programmes

German vocational training experts want the coming generation of EU education development programmes to be clearer, more efficient and user-friendlier. Federal Education Minister Jürgen Rüttgers canvassed the opinions of major institutions involved in the subject in Germany about successors to the EU education programmes, Leonardo da Vinci and Socrates, which terminate at the end of 1999. While this poll was being conducted, the Standing Conference of *Land* Ministers of Education and Cultural Affairs elaborated guideline concepts for an extension of the programmes. After consultation with the social partners, the results of both procedures were used as inputs for a policy paper, which is Germany's contribution to the debate of the EU Council of Ministers on the future of EU education programmes.

A new seven-year programme period will begin in 2000. German planners want new editions to be guided by a clear, targeted strategy, a sharp focus on contents and a radical simplification of procedures. Two important structure-related tasks have already been prescribed by the central goal of "developing the European dimension in education": intensification of encounters and cooperation, and elaboration of common concepts and solutions.

German experts are of the opinion that future support should concentrate on three separate sectoral programmes - for higher education, vocational training and schools - as well as on a separate horizontal programme focused on exchange of information and transparency of educational qualifications. Activities should involve exchange of learners and teachers, multilateral pilot projects and exchange of information and stimulation projects. The

German educators urged that future exchange of information be made more systematic. They expressly stated that Cedefop should be involved as far as possible.

Concentration on the seven priorities - foreign languages, cultural diversity, quality assurance, multimedia, occupational orientation, cooperation between educational institutions and enterprises, and lifelong learning - is seen as a strong point in the outline agenda.

The policy statement favours the following distribution of support funds: 45% of the total should be reserved for exchanges which can only be related to these priorities to a limited extent: 35% should flow into multiple-year plans implementing the seven priorities; 10% should be set aside for any new priorities which may arise, and 10% allocated to overall support tasks, particularly the exchange of information.

The German position is that application and decision procedures should become more professional, less centralized, simpler and quicker and that they should be subjected to effective efficiency assessment and quality control. The policy paper proposes decentralized management of exchange and stimulation projects by the Member States but favours a single channel for pilot project applications. A coordinating body should receive applications from Member States to be evaluated on equal terms by the country involved and the EU. Procedures and stages for individual programmes should conform to common rules and annual reports should indicate what progress has been made.

The policy paper is available free of charge in DE and EN from:
Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie, Referat 122, Ms. Cornelia Schulz, Heinemannstraße 2, D-53175 Bonn.

Source: German Federal Ministry of Education, Science, Research and Technology/CEDEFOP/SK

Austria

Development of vocational qualifications and competences at the top of the agenda in Vienna

continued from page 1

Delegates to the conference will join Cedefop in setting the priorities for the development of vocational qualifications. The groundwork has been laid by the Centre in its project entitled "Key Qualifications and Curriculum Development in Vocational Education and Training". The CIRETOQ* network is investigating trends in occupations and qualifications. This work has already identified developments which will permit a more profound discussion of the subject. For instance, the increasing significance of additional qualifications has been identified. Wider-ranging forms of training enhance chances on the labour-market. Core qualifications like team skills and negotiating skills are in greater demand than ever. New work forms, like job sharing and teleworking, are on the rise.

The conference has the task of clarifying how new information technologies influence vocational education and training, which key skills must be incorporated into

curricula, what demand exists for workers with "intermediate" qualifications and how corporate strategies are related to access to continuing vocational training.

Salient conference findings will be distributed to all Member States, both as a tool for further development of their own systems and as a stepping stone to European cooperation.

Two other conferences are planned on the subjects of "Creativity and Cultural Education" and "South Eastern Europe - European Educational Cooperation for Peace, Stability and Democracy".

*The CIRETOQ Network, Circle for Research Cooperation on Trends in Occupations and Qualifications, was established in 1995. It links around 20 research institutions from all Member States which are conducting regular studies on trends in occupations and qualifications.

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Source: abf-austria/CEDEFOP/SK

Europe

European Vocational Training Association

A year ago, the European Vocational Training Association - Association Européenne de la Formation Professionnelle / Euro-qualification (EVTA-AEFP/EQ) was created.

The association, unites thirteen important institutions, and is responsible for the organisation of labour market oriented training and in some cases for the implementation of employment measures in their respective Member State or region.

The association's members are responsible for some thousand training centres. This has already led to the setting up of projects within the framework of the European Commu-

nity action programmes in the field of vocational training. The association's activities primarily concern training technology, vocational guidance, integration of disadvantaged groups on the labour market and validation of occupational qualifications.

EVTA-AEFP/EQ is presided over by Mr. Jacques Maesschalck (FOREM, Belgium). The daily management is effected by the secretary general Mr. Jean-François Mezières (AFPA, France).

For further information contact:
Ms. O. Moureaux or Ms. E. Demaere, EVTA-AEFP/EQ,
Rue du Viaduct 133, B - 1050 Brussels
tel: 32-2-6407139

Source: EVTA / ICODOC

Russia/Belgium

Development of modular training programmes in St. Petersburg

Russian vocational education and training was for a long time cut off from world practice. In conditions of strict state regulation the tasks of the vocational training system were relatively stable. Dynamic changes in society and the transition to a market economy revealed the gap between existing traditions in training and the requirements of the labour market.

Today vocational training specialists recognise the need to break with old pedagogical traditions and to discover new approaches. Now that world experience in this field is available, there is an opportunity to use its most effective models. One of these is modular training. Russian training specialists express a growing interest in modular training because it gives an opportunity to reorganise pedagogical activity and is very open and flexible.

In the light of this, a project "Development of modular skill training programmes" was launched in St. Petersburg in January, 1995. The International Labour Organisation is in charge of the project's implementation.

The innovative character of the project is defined in its objective - development and introduction of a flexible modular training system responsive to market economy requirements through the integration of a modular approach to training and retraining programmes.

The Technical Co-operation Team in Employment and Training (COTEF) of the International Labour Office (Geneva), the ILO International Training Centre (Turin) and the Belgian Flemish Service for Employment and Vocational Training (VDAB), which sponsors the project, are the foreign partners. The national partners are St. Petersburg's Committees for Employment and Education and several public organisations.

The first phase of project implementation (1995-1996), its objectives and results.

The objective of the project's first phase was to introduce a modular approach into existing programmes of vocational training and retraining in St. Petersburg and the Leningrad region for occupations in the administrative and commercial, catering and services sectors.

The following were the main outputs after the first phase :

- a system of computerised data processing, including the project's documentation centre. The system is capable of gathering, producing and disseminating technical data and information on modular training. It services vocational training institutions, enterprises, companies and training centres participating in the project's network;
- replenishment of the regional data bank of modular training materials. This work is implemented within the framework of the project's network of adult vocational training and retraining centres;
- regional network of key adult training and retraining institutions participating in the development and application of modular training materials. Co-operation agreements were concluded with fourteen vocational training institutions;

- a system of control and evaluation of training materials developed by the project's partner training centres;
- 401 training units for occupations in the service, catering and administrative-commercial sectors. Training materials were verified, printed and are ready for dissemination;
- 32 units of methodological material were translated, verified, edited and printed for the support of the project's training programmes;
- a group of eight specialists was formed to provide consultancy assistance to training institutions/centres and enterprises;
- 108 teachers and instructors were trained in the use of modular training and the development of training documentation on modular basis during the two-week training seminars of the project. The directors and managers from 42 training centres/institutions of adult vocational training from St. Petersburg and the region took part in a series of short-term programmes;
- three multimedia computer programmes were developed in cooperation with enterprises and training centres - for:
 - bank personnel;
 - building electricians;
 - public relations managers.

Implementation of the second phase (1997-1999).

Considering the positive results already achieved, the government of the Flemish community in Belgium made a decision to increase financing of the second phase which will be dedicated to the introduction of modular materials developed during the first phase into general practice. The experience of the Flemish Service for Employment and Vocational Training (VDAB) will also be used and adapted in this area.

A success story

The positive results of the project can be explained by the fact that local project staff were hired in St. Petersburg (7 specialists) and actively participated in the project design and implementation. Another important factor was the training of specialists in human resources at the start of the project.

It should also be mentioned that the different forms of co-operation involving the foreign partners played a very important role, e.g.:

- participation of VDAB specialists in training seminars in St. Petersburg;
- organisation of a study tour taking into account the professional interests of participants;
- strict adherence by all parties to the plan for the project implementation;
- participation by government organisations.

Source and further information: V. Markouchev, Project Manager, Leninsky pr., 101, 198262 Russia St. Petersburg, tel.: 7 812 1572433, fax: 7 812 1572455, e-mail: ilo@soft.lanck.ru, http://www.ilo-project.spb.ru.

Belgium

Créatelle: women setting up their own businesses

The Créatelle project, supported by the European Social Fund under the NOW programme, has recently come to an end. Its aim was to help women jobseekers to set up their own businesses through training and follow-up.

Launched by the Centre liégeois de Formation des Classes moyennes (the Liège training centre for small firms and traders) in cooperation with the Office de Création d'Entreprise (new enterprise board) and the Office communautaire et régional de la formation professionnelle et de l'emploi (FOREM - Language community and regional board for vocational training and employment), Créatelle set itself the aim of helping women who had been unemployed for at least 10 months, and who had a specific job-creation project in mind, to bring that project into being. The training programme was geared to the demands that arise in setting up a new enterprise, and included consultancy from experts in the field. This interesting experiment has made it possible for women - many in difficult circumstances - to get back onto an even keel.

Créatelle rapidly acquired a European dimension, in that the programme was set up in Liège, Brussels and Charleroi and has been developed with equal success in four other EU countries - The Netherlands, France, the UK and Spain. On the European level, 360 applicants took advantage of the programme

and 224 businesses have been or are being set up.

The Créatelle programme consisted of several phases: first of all a feasibility study on the project and guidance towards niche markets, then a tailor-made training programme, and lastly a phase of individual advice and assistance with setting up the business. The idea was to optimise the chances of success of the "business creators". It should be pointed out that Créatelle takes a broad view of "business creation", ranging from the launching of a retail business to the opening of a service bureau.

In view of the success of Créatelle, the Liège Centre is already working on another programme along the same lines under the 1998-99 NOW programme. This new project may be set up in the near future. It is to be called Eurofem and will be extended to cover the taking over of existing firms and the development of dormant projects as well as business creation proper.

Further information: Centre Liégeois de Formation permanente des Classes moyennes, Rue Château-Massart 70, B - 4000 Liège, tel. 32-4+252 31 21, fax: 32-41+252 40 60.

Source: La Wallonie/CIDOC



Belgium/France/Luxembourg

A school for entrepreneurs in the Province of Luxembourg

The Chambre de commerce et de l'industrie du Luxembourg belge (CCILB - the Belgian Province of Luxembourg Chamber of Commerce) has recently presented an original project, developed in close cooperation with the University of Liège School of Business Administration, to provide training and practical experience in setting up and taking over businesses. The project is supported by the Walloon Region and the European Commission, under the "Objective 4" and "ADAPT" programmes.

The project arises from a twofold observation: it is harder for the heads of Belgian SMEs to pass on their businesses than it is for their counterparts in other countries. One of the main difficulties is to identify competent, reliable and motivated people to take over, even though the talent exists. At the same time there is a general desire to embark on new enterprises and innovate.

The "School for Entrepreneurs", then, is basically a full programme designed to give the implementation of this desire every chance of success, through a one-year cycle of training and action for 15 to 20 carefully selected candidates. The programme concentrates exclusively on the acquisition and development of the qualities required for the management of a SME, albeit with

an added European dimension. With 8 hours of courses a day over a period of 9 months, followed by 3 months on a placement in a firm outside Belgium, candidates will receive a highly practical training - on strategy, commercial aspects, innovation, quality and the environment.

A striking feature of the School for Entrepreneurs is that courses will be given not by academics but by practitioners. The second feature is its international dimension. The project will be running simultaneously in three other countries: Germany, The Netherlands and the UK. This will mean that the course is organised as four three-month modules. Trainees from each country will "rotate" among the other three countries, including a placement in a firm. The

aim is for SMEs to become more international, promoting their future development.

The candidates, who will undergo rigorous selection procedure (with particular emphasis on their language skills), may be from Wallonia and the transfrontier triangle of the Grand Duchy of Luxembourg, Lorraine and the French Ardennes. The first training course will start at the beginning of the 1998/99 academic year. The training will be free of charge, as it is being financed by the European Social Fund, the Region of Wallonia and the Belgian French Community.

Further information: CCILB, Contact: Mr C. Mouzon, Training Counsellor Grand'Rue 1, B - 6800 Libramont, tel. 32-61+22 26 80, fax: 32-61+22 40 20 e-mail: cciluxembourg@cci.be

Source: L'Echo/CIDOC



Austria/USA

Vocational training system used as model for Vermont/USA

Under the reshuffle of its vocational training system, the US State of Vermont is taking Austria as its model. Courses in the future will follow the format of the Austrian system of vocational training

schools. Vermont wants to gear its training system more closely to the needs of the economy, looking for successful cooperation between public vocational training schools and the private sector. An agreement

was signed in Vermont in late 1997 on close cooperation on training questions. Austria was represented by the Ministry of Education, the Chamber of Economics and other education experts.

Source: abf-austria/CEDEFOP/SK

France/United Kingdom

NVQs cross the Channel

Several training agencies in Nord-Pas-de-Calais are offering their trainees validation under the British system of National Vocational Qualifications (NVQs).

Since 1996, the Valenciennes Chamber of Commerce and Industry has been cooperating with the Royal Society of Arts in the field of English language skills and sales. The reference material has been translated into French (with the help of the Youthstart programme) and internal assessors and auditors have been trained.

The Société de formation industrielle en productique (SOFIP) also issues NVQs in the field of NC machining and industrial maintenance, in liaison with the (UK) Engineering and Marine Training Authority (EMTA).

According to those engaged in the experiment, NVQs have several advantages over the qualifications

and diplomas that can be obtained in the French system:

- flexible access to partial validation, attested by practitioners
- the learning benefits of building up a portfolio of skills
- targeting on vocational skills rather than general competence
- the opportunity for young or adult job-seekers to acquire a vocational qualification more quickly.

Source: Centre INFFO

Netherlands

NETREF: information exchange started up

In the framework of the NETREF Leonardo da Vinci programme project (design of national reference structures), the project partners in Belgium, Finland, Germany, Greece, the Netherlands and the United Kingdom, in 1996 each designed their own national reference structure.

The co-ordinating partner is Colo, the Dutch association of national vocational training bodies. For a specific country, a national reference structure lists the organisations involved in the interpretation of qualifications obtained abroad, and describes the way in which these organisations are interrelated. The proposals were produced after a year of intensive preparation. The national reference structures differ widely from one another, because each is geared towards the situation in the country in question. On the basis of experience accumulated during this experiment, the proposed structures can now be adapted.

The experiment was initiated in April 1997, and is due to be concluded by October of this year. Within its framework, the partners are involved in exchanging information about vocational training systems, and specific vocational qualifications. This same information is also being interpreted in relation to national

vocational training provision and the labour market. The information exchange takes place according to case files of certificates with their accompanying lists of marks, as obtained in one of the other Member States participating in the project. An entirely new, and innovative method has been developed for the exchange and interpretation of the information.

In the framework of the experiment, each of the partners is dealing with eleven specific files. In other words, eleven certificates are being interpreted in relation to vocational training and the labour market. In order to ensure that the process runs smoothly, the members of the network are exchanging information about the relevant certificates, according to a specially designed request form.

More information from Helen Kreft at COLO, tel.: 31-79+352 30 00 or email: colo@colo.nl

Source: CINOP/Colo Compass

The Netherlands/Denmark/Italy

Friends from far away: learning English with the Internet

Communication by using the electronic highway is becoming increasingly important. When someone wants to make use of this form of electronic medium, he or she needs several skills: not only the ability to use the computer, e-mail or Internet, but also a basic knowledge of the English language.

About 80% of digital communication is done in English. The Leonardo da Vinci project "Friends from far away" involving the Netherlands, Italy and Denmark tries to integrate both aspects. The innovative element in this project is that students learn new digital skills and at the same time improve their knowledge of English.

The adult students who are all beginners, are all learning English as a second language at Regional Training Centres or community colleges. Students from the different countries send letters to each other on a specific subject via e-mail. The reason

for not involving 'native speakers' of English in this project is that their level of English would differ too much to maintain their interest. After an initial contact they would probably become too bored to continue the "penpal" relationship.

Although there were technical problems, the students have remained very motivated. It is an excellent way of putting into practice language and computer skills which they have learnt in the classroom. The language they use forms part of their English curriculum. The subjects on which they write are related to the subjects they are taught at school.

Apart from this project there are also initiatives to realise a European newspaper for prisoners, written by prisoners in English via Internet. Prisoners learning English as part of their educational programme will communicate with other prisoners in different countries via the Internet. In this way they will also contribute articles in English to the "Daily JailMail". As part of this project it is hoped that a European virtual classroom can be created in the near future.

An interview with Polly Perkins about the project can be found on the BBC World Service: http://www.bbc.co.uk/worldservice/BBC_English/network/interv02.htm.

For more information please contact Polly Perkins at CINOP, tel. 31-73+6800 797, email: pperkins@cinop.nl

Source: CINOP

Portugal

Training of young people abroad

Through the **Contact Programme**, the Portuguese Minister of the Economy is to allocate one billion Escudos (ECU 5.2 million) towards setting up a one-year international management course. The aim is to train 100 postgraduates in economics, management, engineering, law, international relations, marketing and advertising in other European Union countries and in Eastern Europe, the United States, Canada, Brazil, Japan, China, Southeast Asia and Africa.

The Contact Programme, which started in November 1997, is jointly administered by ICEP - Portuguese Investment, Commerce and Tourism (<http://www.icep.pt>) - and the Ministry for the Economy's special department for vocational training initiatives and follow-up. ICEP is a public body with administrative and financial autonomy, with the mission of promoting the internationalisation of

the Portuguese economy and enterprises. Contact Programme placements are for 18 months and are in ICEP's own installations.

The aims of the **Contact Programme** include:

- access to careers that promote the acquisition of knowledge and the adoption of attitudes and patterns of behaviour appropriate to international economic life;
- the acquisition of specific knowledge associated with exports and international company management;
- the gathering and systematic storage of data on international markets;
- the selective distribution of information on opportunities on the Portuguese market, to enhance the reputation of Portugal and to create conditions that will promote lasting relations with foreign enterprises and with senior managers and business owners of Portuguese origin.

Each trainee will be entitled to a grant, with travel costs also being paid by the Programme. Placements in countries where there is no ICEP delegation are also planned. In such cases, the arrangements for trainees will be made by a local Chamber of Commerce or employers association, or by a Portuguese Chamber of Commerce.

The **Contact programme** is jointly financed by the Portuguese Government and the European Union (ESF) under the Young People and Working Life Programme.

ICEP-Investimentos, Comércio e Turismo de Portugal, Avenida 5 de Outubro, 101, P-1050 Lisbon, tel. 351-1+793 01 03, fax: 351-1+793 50 28.

IEFP-Instituto do Emprego e Formação Profissional, Avenida José Malhoa, 11, P-1070 Lisbon, tel. 351-1+727 25 36/727 31 23, fax: 351-1+726 57 55.

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on vocational training in the European Union

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Page 9 Policy E: New Regulation on the General Council for Vocational Training; **F:** Training and employment: general policy and budgets; **IRL:** Revised education reform bill published; **Page 10 Labour market policy F:** Youth employment: a first practical step; **UK:** Welfare to Work strategy: The New Deal for 18-24 years olds; **I:** "Treu Package" Measures to promote employment in Italy; **Page 11 B:** Motivating the unemployed to take up VET **Initial training and vocational training systems** **DK:** Fewer young dropouts from education and vocational training; **I:** New statute for the school attached to the Central Restoration Institute; **UK:** Investing in young people; **Page 12** Selected bibliography.

Training policy/Labour market policy/ Initial training and vocational training systems

Spain

New Regulation on the General Council for Vocational Training

The Council of Ministers has, on the proposal of the Ministry of Education and Science and the Ministry of Labour and Social Affairs, approved the Regulation on the General Council for Vocational Training - Consejo General de Formación Profesional (Royal Decree 1684/97 of 7 November).

This new regulation

stipulates that the General Council for Vocational Training will be a body which ensures the institutional participation of the public administrations and advises the government on matters relating to vocational training. This concept covers regulated vocational training (formación reglada) organised by the education administration, occupational vocational training (formación ocupacional) run by the labour administration and continuing training run by the social partners.

The functions

of the Council include, inter alia, drawing up and submitting to the government for its approval the National Vocational Training Programme (Pro-

grama Nacional de Formación Profesional) within the framework of which the Autonomous Regions (Comunidades Autónomas) which have taken on responsibility for the administration of training, can take the measures necessary to take account of their specific characteristics; disseminating information on matters relating to vocational training which it has received from the public administrations responsible for vocational training; and making proposals and recommendations for the implementation of the National Vocational Training Programme.

The Council

now has an additional vice-president who represents the group of autonomous regions.

The composition

of the standing committee has also been changed and now consists of 20 members with five instead of four representatives from each group.

The composition

of the General Council for Vocational Training was previously modified by law on 9 June 1997 to include representatives of the 17 autonomous regions and the cities of Ceuta and Melilla as well as representatives of the central state administration, trade unions and employers' associations (see Info 1/97, page 5).

The new composition

of the Council required a new Regulation in order to incorporate the Autonomous Regions in this body.

Source: INEM

France

Training and employment: general policy and budgets

In the National Assembly debate on the budget for employment and training, the Minister for Employment and Solidarity, Martine Aubry, announced her intention to rethink the continuing training system, to develop tools for reducing the time taken for training, to work on building a more open system for the validation of vocational skills acquired and to provide real opportunities for job mobility.

To the existing collective right to continuing training the Minister hopes to add a personal right to vocational development.

The Assembly has now adopted the 1998 training and employment budget. It amounts to FF 156 bn (approx. ECU 23.6 bn), a 3.6% increase over the previous year.

The main budget chapters are:

- employment policy management

- support for the training and adaptation of the human resources of enterprises
- action to support priority target groups
- relief of employment costs.

The sum of FF 8.3 bn is being allocated towards jobs for young people (approximately ECU 1.255 billion).

Source: Centre INFFO/INFFO Flash, and Ministry for Employment and Solidarity

Ireland

Revised education reform bill published

A bill giving statutory framework to the Irish education system at primary and secondary level has been published.* It supersedes the Education Bill of January 1997 introduced by the previous government, and while retaining many of its original features, does incorporate some significant changes.

Its publication represents the culmination of a lengthy process of consultation between the Department of Education and what are referred to as "Partners in Education" - school patrons, teachers, parents and students - carried on since the publication of the Green Paper and, more recently, the White Paper on Education *Charting our Education Future* in 1995 (see CEDEFOP Info 0/95).

The bill acknowledges and strengthens the involvement of the Partners in Education - parents, students, teachers, together with the state. It "seeks to respect the traditions and diversity in the school system while introducing more contemporary concepts such as partnership, transparency and accountability" and to produce a responsive, effective, efficient education system for all

children including those with special educational needs.

For the most part, the bill's provisions relate to administrative matters. One significant feature is the placing of the National Council for Curriculum and Assessment (established in 1987 to advise on all matters relating to the curriculum and its assessment in first- and second-

level education) on a statutory basis. The Council will have increased powers in drawing up, and having input into, the implementation of the curriculum in primary and second level schools.

The central provision of the previous bill to establish regional education boards has been scrapped on the grounds of cost and over-bureaucratisation. The Education Bill has been generally welcomed by the education partners for its emphasis on consultation, its scrapping of the

regional education boards and its definition of the role of teachers. There has been some criticism, however, of what is seen as its failure to curb the centralisation of education.

* Government: Education (no.2) Bill 1997. ISBN 0-7076-5178-6. IRE3.20 (ca 4,10 ECU) Available: Government Publications, Postal Trade Section, 4-5 Harcourt Street, IRL-Dublin 2. Tel: 353-1+661 3111 ext 4040/4045 Fax: 353-1+475 2760

**The Council, which was established in 1987, advises on all matters relating to curriculum and its assessment in first- and second-level education

Source : FAS

Labour market policy

France

Youth employment: a first practical step

The law on the development of youth employment activities was passed on 16 October 1997. Its aim is to promote the vocational integration of young people aged 18 to 26 (in certain cases up to 30) through the creation of 350,000 jobs meeting emerging or unsatisfied requirements. This job creation will be staggered over a period of five years from the autumn of 1997.

During this period the jobs are to be funded by the State, which will contribute 80% of the minimum wage for each new job created, including social security contributions. The remainder is paid by the employer, which may be a local authority, a public-sector establishment or an association.

A report produced by a National Assembly committee has provided, for guidance, a list of possible job types in the following fields: the environment, rural space, solidarity, health, the family, the local and the urban community, culture, sport, leisure, tourism, education and employment.

Some of the jobs are new and may entail setting up systems of reference for those vocations, and in many cases they may require special training. For example, young people recruited by Prefects to help with security may be given two months' initial training. The first six national framework agreements have been

signed in the presence of the Minister of Employment and Solidarity, the Education Minister and the Minister for Youth, Sports and Tourism. These are agreements between a Ministry and the associations or federations in the sector concerned. The Education Ministry has also been the first to recruit what are essentially classroom assistants: 40 000 young people leaving school with their baccalaureate should start work by the end of the year and will be receiving training early in 1998.

The Justice Ministry is planning to create 3 500 jobs for young people in fields providing access to the law, support for work with prisoners, assistance to those dealing with problems in the criminal and family fields, support for the more vulnerable target groups, and accompanying young people during probation (helping with school and sports activities, vocational integration).

Source: Centre INFFO

United Kingdom

Welfare to Work strategy : The New Deal for 18-24 years olds

CEDEFOP Info 3/97 (page 15) reported the Labour government's proposals on Welfare to Work strategy. In October 1997, the government published its first initiative under the strategy. Entitled *New Deal for 18-24 years olds** it marks a sea change in the way in which the government will deliver employment-focused services to unemployed young people.

Gateway

An important part of the support measures to be given to young unemployed is the 'Gateway' process. Gateway is the stage at which plans tailored to each young person's needs and circumstances will be developed.

Gateway will aim

- to help those who are already well equipped to find jobs to do so
- to provide appropriate help for those who, with the necessary support could quickly improve their immediate job prospects, and then help them to find jobs
- for those who take up the New Deal options - to provide the support and help required to enable them to make appropriate choices and to

prepare them to gain the maximum benefit from the option chosen in terms of developing skills, employability and job prospects.

Gateway begins once a young person is identified as eligible for the New Deal and attends an interview with a personal adviser nominated by the Employment Service or, in Northern Ireland, the Training and Employment Agency.

Role of personal advisers

An important part of Gateway is early and intensive assistance by the personal advisers to get people into non-subsidised jobs, particularly for those who are 'job ready' - that is able to take up work without special help under the rest of the New Deal.

The government expects some 40% of eligible young people to find unsubsidised work during Gateway. The remainder will need more help to improve their employability. This will include:

- access to independent careers advice and guidance (mentors);
- access to measures to increase confidence, sharpen basic skills;
- help to prepare for New Deal options including short basic skill courses, 'tasters' of options via the Employment Service or one of its partner organisations;
- help from specialist agencies for people with exceptional problems;
- help in developing and updating action plans and advice packs which participants retain during the New Deal

Gateway can last for up to four months. However continued support will be provided by the Employment Service personal advisers throughout people's time on the New Deal so that they obtain the most from their chosen option and, as they come to the end of the six month option period, keep or obtain jobs.

Mentors

Ongoing career guidance and advice to people on the New Deal will also be provided by a national network of 'mentors' appointed by the Department for Education and Employment (DfEE) following a tendering process. These mentors will be independent, voluntary and unpaid and are expected to come from employees in industry, trade unions, people already working with young people in the voluntary/community sectors and retired teachers/trainers. Monitoring co-ordinators will be appointed in each New Deal region. They will recruit, train and assign mentors to participants.

Options

The four New Deal options (see CEDEFOP Info 3/97) are work or education related:

- Employment option
- Environmental task force option
- Voluntary sector option.

Participants in the employment, environmental task force and voluntary sector options are entitled to at least one day a week (or block of time equivalent) off the job training towards an approved qualification.

- The education related option lasts for up to fifty-two weeks and is designed to provide help for those young people without National Vocational Qualification (NVQ) level 2 or equivalent qualification, especially people who lack the qualities, basic skills and attitude for employment. All participants in this option are guaranteed access to an approved training organisation and work experience. Participants will receive an allowance and course fees will be funded by the government.

Source : ISFOL

There is no fifth option of not taking up any of these options and remaining on government benefit.

Monitoring Quality of New Deal Projects

Monitoring of the New Deal will include:

- Employment Service personal adviser monitoring visits
- contract and financial monitoring
- inspection by other government agencies

The New Deal began in 12 pathfinder areas and after this try-out will go national in April. The New Deal will end in April 2002.

Public sector

When first proposed the New Deal did not include the public sector in the employment option. However, following broad consultation with the social partners, it was decided that the scheme should mirror the national labour market as closely as possible.

With a buoyant economy employment prospects are growing in the private sector whilst the public sector is still under severe financial constraints. The public sector needs to be able to compete to attract people for its future development.

The extension of the New Deal to the public sector therefore does provide opportunities for young people who want a career in public service and for public sector organisations such as the Post Office, health authorities, the BBC, local authorities and other government agencies to participate.

Take up of the New Deal

The government expects over 100,000 work placements in the private sector for young people under the New Deal.

* Design of a New Deal for 18-24 years old, available free of charge from Barry Symonds, Employment Service, New Deal Co-ordinator, London and South East Region, 212-236 Grays Inn Road, London WC1 8XL, tel.: +44 171 211 4312, fax: +44 171 211 4183. Further information : Department for Education and Employment, Caxton House, 6-12 Tothill Street, London, SW1H 9NA, tel.: 44 171 273 3000, fax: 44 171 273 5024.

Source : IPD

Italy

"Treu Package" Measures to promote employment in Italy

Law 196 of 24 June 1997 known as the "Treu Package" from the name of the Minister of Labour sets out important measures to promote employment. These deal with temporary work, new regulations on socially useful work and delegation of public utility works in Southern Italy by providing work grants to help young unemployed people to gain a foothold in the working world.

The Law, which came fully into force in January 1998, with the enactment of ministerial decrees, also sets out major innovations in the area of vocational training.

Public authorities can enter into training and employment contracts; in some cases the employer can, moreover, pay a lower wage for a year, where permanent recruitment after the two-year contract period follows.

The minimum and maximum ages of apprentices are raised to 16 and 24

respectively (26 in employment crisis areas). Apprenticeship can last for 18 months to four years.

With a view to upgrading vocational training, the regulation encourages agreements between the regions and school establishments or private agencies. A Guarantee Fund for the sums paid by the European Union for training is also established.

The law promotes training and guidance periods with the assistance of local authorities and agreements between trade union and employers'

associations and private non-profit-making agencies.

Overall, these measures place the various institutional partners in a new position as regards the training system. This entails new agreements and new working methods among the partners which will have to be handled very carefully by central government and local authorities.

Source : ISFOL

Motivating the unemployed to take up VET

The Flemish Government, in a reaction to the recommendations made on the occasion of the recent European Employment Summit, will develop a plan to motivate the unemployed to engage in VET activities.

The aim is to have at least 20% of them in training - the current overall percentage is only 13.7%. For the long term unemployed and the

poorly qualified in this group, the figures are even more alarming - some 6%.

Discussion is continuing on how the main target group - young people who are still unemployed after 9 months - can be motivated or even obliged to take up VET. The Flemish Employment Minister is trying to mount a special 3-year plan. As far as finance is concerned, 0.28% of

the Flemish gross domestic product is normally spent on training for the unemployed. This amount may be raised with 1,500,000,000 BEF (ECU 37 Million) extra funding.

The Flemish Minister also added that VET should be viewed in a broader context. For many young people, gathering work experience still remains the best way of learning. Accordingly, the number of vacan-

cies in the first work experience plan in the public sector will be doubled (from 3 000 to 6 000). The commercial sector will be asked to create similar vacancies (i.e. work contracts for a limited period, e.g. 6 months, the cost of wages to the employer being reduced by the amount of unemployment benefit). Another initiative would be a raised bonus for people on a career break who take up training.

On the national level, policy-makers also agree on the necessity of introducing some measures to oblige the unemployed to take up training opportunities, but on the condition that accompanying actions be taken to guarantee employment opportunities on completion of training.

Sources: De Standaard, De Morgen, Gazet van Antwerpen/ICODOC

Initial training/vocational training systems

Denmark

Fewer young dropouts from education and vocational training

In 1993 the Danish Minister of Education launched a major action plan "Education for All Young People", with the specific aim that all young people should receive training after compulsory school.

The background was the critically high dropout rate among the 16-19 year olds. More than a quarter of a youth cohort did not complete their education, while approximately one third did not acquire a vocational qualification through the VET system.

During the last 5 years the dropout rates have markedly decreased as a consequence of the many initiatives taken in 1993. New figures from the Statistical Office of the Ministry of Education show that from 1990 to 1995 the dropout rate from initial vocational education and training (VET) programmes has been reduced from 18 to 12% of a youth cohort.

Dropping out from the VET system very often implies a total break with

the education system and is therefore seen as a serious problem. According to the figures presented, about 50% of young dropouts from initial VET programmes never start on an alternative competence conferring programme, but get a job or become unemployed. In comparison, a clear majority of those dropping out of upper secondary education start on a new programme, usually a VET education.

In total, the group of young people who do not obtain a qualification has dropped from 32% of a youth cohort in 1982 to 21% in 1995. It is estimated that this percentage has fallen a further couple of points since 1995.

Source: Undervisningsministeriets Nyhedsbrev, October 1997/DEL, Copenhagen

Italy

New statute for the school attached to the Central Restoration Institute

A recent Presidential decree, drafted by the Minister for Culture Mr Veltroni, has introduced new regulations for the school linked with the highly reputed Istituto Centrale del Restauro (ICR).

This decision is the first step towards a general restructuring of the protection of the artistic heritage in Italy, and in particular the vocational training that is such a crucial element in the special field of restoration.

The ICR school, which was founded at the same time as the Institute itself in 1939, is one of the world's leading schools of restoration, as evidenced by the fact that public competitive entry for its annual intake of 15 students, published in the Gazzetta Ufficiale (the latest in issue 82, special series, of 21 October 1997) and that one third of students must, according to its regulations, be of foreign nationality.

The international approach and the prestige earned by the school at

world level have not up to now been reflected by its academic recognition: the diploma awarded by the ICR, giving access to the profession of restorer, was placed on the same level as the "certificates of attendance" issued by other schools of restoration set up at regional level following Law 845/78 on vocational training.

This has meant that the Institute, which is very much a model for other schools throughout the world, has over the past few years been placed on a par with schools whose tradition and authority are on an altogether different level, despite the fundamental importance of the field of cultural assets in a country such as Italy.

Now, with the new measures on vocational training, the government intends to reorganise the work of the Institute and place it on a recognised formal footing, as part of the move towards an overall restructuring of the whole sector, as set out in the bill (2600/A) now before Parliament.

The new features introduced in the regulations include an entrance examination for the school, which can from now on be taken only by those holding a certificate of upper secondary education rather than lower secondary education as before, and the extension of the course from three to four years.

Further information:
Istituto Centrale per il Restauro, Segreteria dei Corsi,
Piazza San Francesco di Paola 9, I-00184 Rome,
tel. 39-6+48 89 61, fax: 39-6+48 15 704.

United Kingdom

Investing in young people

In December 1997 the Secretary of State for Education and Employment announced a consultation on National Targets for Education and Training and a 10 point action plan to raise participation and achievement for 16-19 year olds.

One of the key areas for consultation on the new National Targets is the need to raise the proportion of young people at 16 achieving level 2 qualifications: i.e. 5 or more GCSEs (the General Certificate of Secondary Education) at A-C level or the GNVQ (General National Vocational Qualification) or NVQ (National Vocational Qualification) equivalent. The government is consulting on a new target to address the needs of young people in this age group, and on a separate target to reduce the numbers who leave school with no GCSEs.

The Secretary of State said "we propose to set the targets at important stages of peoples lives: at 11 years old and at post 16; for all adults and employers".

The 10 keys measures are:

□ all schools to set targets for

improving attainment at age 16;

- widening the range of vocational options and the work relevance of the curriculum for 14-16 year olds;
- introducing a single school leaving date at the end of June each year, so that no child should be able to leave school, in the year they become 16, until they have had a chance to sit for GCSE or other external examinations;
- introducing measures to help young people plan and manage their own learning - including a new National Record of Achievement;
- introducing a Learning Card, promoting young people's entitlement to continue in learning post-16;
- refocusing the Careers Service to target support and guidance at those who need it most;
- developing the New Start strategy to re-engage young people from age 14 upwards in learning, where

they have already dropped out or are in danger of doing so;

- legislating to ensure that all young employees - with the support of their employer - can undertake education and training up to National Vocational Qualification (NVQ) level 2;
- introducing National Traineeships as the high quality work-based route to National Vocational Qualification (NVQ) Level 2, including key skills, while making an extra UK £10 million (ECU 15million) available in 1998/99 for Modern Apprenticeships;
- raising standards by improving the quality of all post-16 provision: setting targets, identifying success, spreading good practice and eliminating failure.

One of the key areas for consultation on the new National Targets is the need to raise the proportion of young people at 16 achieving Level 2 qualifications: (i.e. 5 or more GCSEs at A-C or the GNVQ or NVQ equivalent). The government is con-

sulting on a new target to address the needs of young people in this age group, and on a separate target to reduce the numbers who leave school with no GCSEs.

In November 1997, the Secretary of State announced the development of a National Skills Agenda, a Skills Task Force and a Skills Unit. The National Skills Agenda is expected to:

- reach consensus about key skills needs;
- set out the broad areas where skills need to be developed;
- ensure activity to meet skills needs is co-ordinated at local levels;
- ensure that education and training systems are responsive to the longer term skills needs of the economy.

The Skills Task Force is expected to provide the Government with advice on:

- the extent and nature of skills shortages and other recruitment difficulties facing employers and how these might develop

- practical measures which could be taken to ease recruitment difficulties and help raise the level of employment both in the short and longer term

- the likely changes in the longer term skill needs of the economy and the extent to which these needs are likely to be met

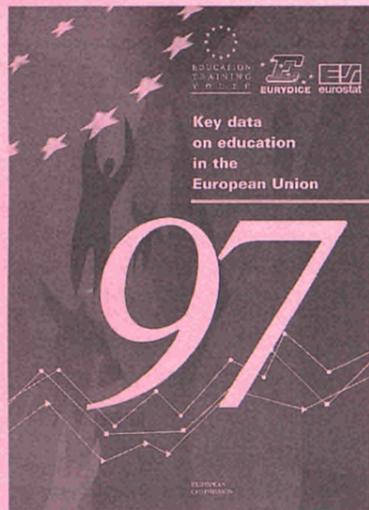
- how best to ensure that the education and training systems are suitably responsive to, and adequately prepared for, these longer term developments.

These measures are part of the government's strategy to improve the educational standards and skill levels of UK citizens so that the economy can become more competitive and sustainable in the future.

Enquiries:
Louise Robson or **Jane Lievesley**, (Targets Consultation) Department for Education and Employment, Zone East 6C, Moorfoot, Sheffield, S1 4PQ.
tel.: 44-114+259 3427,
Nicholas Brenton, (Investing in Young People), tel.: 44-171+925 5253
Department for Education and Employment, Sanctuary Building, Great Smith Street, Westminster, London, SW1P 3BT, tel.: 44-171+825 5000.

Source: IPD

Some recent publications in the field of VET, especially at European level, are selected below by CEDEFOP's Library and Documentation Service.



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European Commission - DG XXII;
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Statistical Office of the European Communities, EUROSTAT
Statistics in focus, population and social conditions (Luxembourg) 4, 1997, p. 1-4
ISSN 1024-4352, en
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European Commission - DG V
Luxembourg: EUR-OP, 1997, 123 p.
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ISSN 0254-1475, en;
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Luxembourg: EUR-OP, 1997, 30 p.
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European Commission
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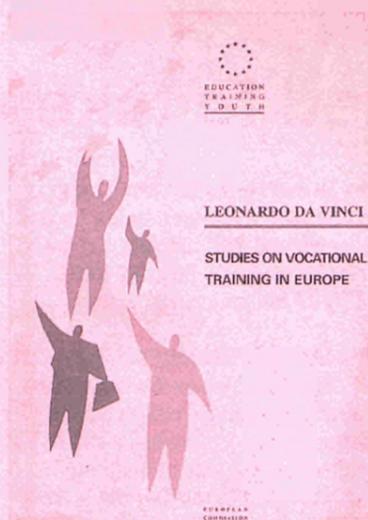
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200 rue de la Loi, B-1049 Brussels
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Luxembourg: EUR-OP, 1997; 11 p.
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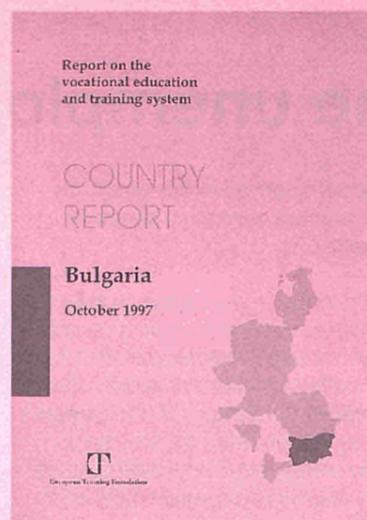
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EN FR DE
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Availability:
ETF, Villa Gualino, Viale Settimio
Severo 65, I-10133 Torino

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The European Education Information Network, EURYDICE
Brussels: EURYDICE, 1997, 141 p.
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Availability:
European Unit of EURYDICE,
rue d'Arlon 15, B-1050 Brussels,
Tel. 32-2-238-30-11,
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F-67006 Strasbourg cedex
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OECD, Head of publications,
2, rue André-Pascal,
F-75775 Paris cedex 16
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Paris: OECD, 1997, 394 p.
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IAB, Regensburgerstr. 104,
D-8500 Nürnberg
DE



Page 13 Continuing education and training DK: Removing barriers against adult participation in vocational education and training; UK: Why employers train - survey results; UK: Adult core skills; **Page 14 Training of trainers** FIN: Boost for teacher education; **New training organizations and programmes** B: Personal vocational training in schools and enterprises; B: Labour market integration and training in the construction sector; IRL: Traineeship programme reviewed; **Page 15 D:** More language teaching in vocational training schools; F: In-company placements for university students; **Qualification and certification** P: National vocational certification system - for trainers as well; DK: A new qualification system for adult education in Denmark; E: More vocational training qualifications approved; **Page 16** FIN: Finnish experience in the transparency of vocational qualifications; D: Enter the new professions; D: BIBB Secretary General Hermann Schmidt retires; **Contacts** DK/D/F: TransNet helps find training places.

Continuing education and training/ Training of trainers/New training or- ganizations and programmes/Quali- fication and certification/Contacts

Denmark

Removing barriers against adult participation in vocational education and training

Since 1992 adults in Denmark can follow a vocational education and training programme (VEUD) on equal terms with young people. It is possible for them to be exempted from parts of the programme, if they have fulfilled special educational or occupational requirements.

The decision, which is individual, lies with the trade committee responsible for each programme. Adults may in this way get credit for their participation in various courses or have previous relevant occupational experience replace practical training parts of a vocational education and training programme. The VET programme for adults is regulated by the *Act on Vocational Education and Training (Consolidation Act No 789 of 28 September 1996)*.

Since 1992 about 6,000 adults have started VEUD programmes, but the ambition is much higher. Many semi-skilled workers will find it difficult to keep their jobs without up-skilling. Continuing education and training is also necessary due to demographic

changes with a falling number of young people in the coming years.

In a report* from the Danish Ministry of Education, barriers to adult participation in VEUD have been analysed. One of the barriers, the lack of financial incentives, has already been removed. Through the national levy system (the AER institution) employers get a higher wage supplement for adult apprentices which makes it possible to pay them wages corresponding to the level of semi-skilled workers. All adults above 25 years now get this wage independent of their employment status.

Another barrier is the social environment at vocational schools. There is a pressing need to develop the

school environment so that adults will not meet an exclusively youth culture. New pedagogical principles based on a dialogue between teachers and adult students and the integration of the work experience of adults must also be developed.

Changed attitudes towards adult education and training are also needed. Better information and guidance measures are needed, directed at companies as well as employees, so that VEUD is seen in the perspective of a systematic human resources development policy at company level.

*Barrierer for voksenerhvervsuddannelse. Rapport fra arbejdsgruppe nedsat af undervisningsministeren. 1997. ISBN 87-603-1035-9. Undervisningsministeriets forlag, Frederiksholms Kanal 25F, DK 1220 København K. Source: DEL, Copenhagen

United Kingdom

Why employers train - survey results

Employers' attitudes to training are questioned in the findings of a recent survey of 450 organisations by the Confederation of British Industry (CBI). The survey found that far more employers (85% compared with 7%) are prepared to offer training in transferable skills than to restrict it to firm-specific areas.

Twice as many employers believe training actually decreases the likelihood of their employees leaving the firm than say it serves to raise the probability. However, the bulk of respondents do not consider that training has any impact either way on voluntary turnover.

The survey also challenges the view that changes to the delivery of training are primarily due to budgetary pressures. While there is a swing towards on-the-job training, where costs can be hidden or reduced compared to off-the-job courses, the research found only a weak link between the proportion of employ-

ers planning to move to this type of learning and those needing to cut costs.

Organisations' aims for training are more complex than might be imagined. While skills improvement is obviously a prime goal, a range of other objectives was cited by respondents - including raising employees' commitment, facilitating change and meeting safety obligations.

*The meaning of training' available free of charge from CBI, Human Resources Directorate, CBI, Centre Point, 103 New Oxford Street, London, WC1A 1DV. Tel: 44-171-379 7400, Fax: 44 171 240 1578

United Kingdom

Adult core skills

A new government commissioned survey of literacy and numeracy skills shows Britain lagging behind many other European countries. It has been published* by the Office of National Statistics. With large proportions of the population performing at the lowest literacy and numeracy levels, Britain is lacking in vital competitive and developmental skills. Achievement is measured on five levels, of which level 1 is the lowest category and levels 4 and 5 combined are the highest.

Survey countries

The surveyed countries were Canada, Germany, Netherlands, Poland, Sweden, Switzerland, UK and USA, and achievement was measured on five levels, with level 1 as the lowest and levels 4 and 5 the highest.

Levels in the UK

Of the eight countries included in the survey, Britain's core skill at level 1 is the second lowest after Poland. Over one-fifth of the British population of working age attain only the

most basic literacy and numeracy skills at level 1, compared to less than one-fifth who attain level 4/5. Apart from Poland, only Britain and Switzerland have over 50% of the adult population achieving only the two lowest prose literacy levels. In numeracy (quantitative) skills, Britain is again second worst after Poland.

Sweden's literacy and numeracy attainment is almost universally better than any of the other coun-

tries surveyed. Half or more of all occupations in Sweden attain level 3 skills or above, better than any other country in the survey.

The survey shows a clear relationship between social class and core skills in Britain. The unemployed are twice as likely as the employed to perform at level 1. Those who have the lowest skills are predominantly older people and people with low levels of education. According to the survey, they are also more likely to

belong to the manual social classes and to be on a low income.

Low achievement also affects activities in daily life. Of those at level 1, 46% admit to needing help filling in forms, 30% need help writing notes and letters, 26% need assistance with basic maths and 13% have to have help reading medicine labels or packaging in shops.

The results of this survey informed the new government on what its

priorities in education and training should be to ensure long term development of human resources, employability and economic competitiveness.

* 'Adult literacy in Britain'. Siobhan Carey, Sampson Low and Jacqui Hansbro, available from Stationery Office, 51 Nine Elms Lane, London, SW8 5DR, Tel: 44 171 873 9090, Fax: 44 171 873 8200 price UK £30. (ECU 45)

Source: IPD

Training of trainers

Finland

Boost for teacher education

A programme aimed at helping vocational teachers to respond to the increased need to cooperate with, and be aware of developments, in the working place has recently been launched.

It covers the period 1998-2000 and was designed by representatives of vocational education institutions, the educational authorities, teacher organisations and the social partners. It is based on the view that in future co-

operation between schools and companies will be an everyday activity.

Many joint projects at local and regional level have already been developed. Each VET institution must

now draw up a plan for the development of its contacts with local employers. This must be done on the basis of the local economic structure and requires an analysis not only of the existing links between schools

and industry but also the capacity of teachers to develop these.

Schools are expected to ensure adequate guidance for their students during their periods of in-company leaning and to arrange exchanges between teachers and company personnel. There will be national

support consisting of training and consultation for teachers involved in this process.

The programme will be evaluated in 2000.

Source: NBE

New training organizations and programmes

Belgium

Personal vocational training in schools and enterprises

Last September, the Flemish Government accepted in principle a draft modification of the decree on personal (individual) training in educational institutions and enterprises. This initiative relates to the government's policy for stimulating work experience in the private sector.

Recently, two existing systems - the so-called "work-again" subsidised contracts (Weerwerkgesco's) and the work experience plan (WEP) - have been integrated. Furthermore, agreements with the federal government have been made in order to facilitate transition of people coming out of training into regular working life. These two initiatives concerned the non-profit sector and aimed at the doubling of the number of available jobs. The newly modified decree, on the other hand, is to expand work experience in the private sector.

It should raise the number of personal vocational training arrangements (IBO's in Dutch), for which the number has been dropping over the years. The IBO system works as follows. IBO in an enterprise is a type of training normally restricted to 'bottleneck' professions for which workers are only found with diffi-

culty and for which the Flemish Employment and Vocational Training Service (VDAB) does not organize training. Hence, an agreement with an unemployed person (entitled to a benefit) is concluded enabling him/her to learn the chosen profession, with the company being contractually obliged to employ the trainee afterwards. During training, the trainee is entitled to his/her unemployment benefit, augmented with a progressive productivity bonus. At the end of the training, this combined remuneration should be equal to the net salary for the job in question.

The new provision will re-enforce the system by making it more easily accessible. Non-profit organizations will be able to use it, along with persons entitled to a subsistence level benefit and jobseekers without an unemployment benefit (with the

exception of school-leavers in the qualifying period). The system will also be adapted to groups at risk. Depending on the needs of the jobseekers, agreements of 12 (instead of 6) months will be possible and a combination of regular and IBO training can be considered.

Further information from the "Moniteur belge" website (<http://staatsblad.be>) or the Ministry of the Flemish Community's website (<http://www.vlaanderen.be>) or the Flemish government, Martelaarsplein 19, 1000 Brussels. Tel: 32-2+2272911

Source: Flemish government press release/ICODOC

Belgium

Labour market integration and training in the construction sector

The Belgian construction sector's Fund for Vocational Training (FVB) recently signed an agreement with the Flemish Employment and Vocational Training Service (VDAB), which stipulates that for each of the next 4 years 10,000 construction workers will be able to follow a week long specialist course in one of VDAB's 22 training centres.

In order to link training for future construction workers as closely as possible to the practical reality of the sector, intensive co-operation with VET operators in the field is maintained. Hence, the new collective agreement provides for this training plan, to be financed by contractors active in the construction sector, up to an amount of 3,000,000,000 BEF (ECU 75 Million).

In addition for young workers entering the labour market, guidance on the job by an experienced colleague will be arranged during the first working year, while "alternating" construction training provides young jobseekers (18-21 years old) without a construction diploma an opportunity to learn their occupation

through a two year apprenticeship contract.

Two other initiatives concern specialist training for all active construction workers. A training credit system will allow construction firms to send workers to training (4 to 40 hours) during the winter or other less busy periods. The Fund (FVB) will refund the worker/trainee's salary and training costs. The maximum number of hours that will be refunded each year is 400,000, which means a maximum of 10,000 workers following a week-long course.

Further information: Dhr. Van Haeverbeke, Fonds voor vakopleiding in de bouwsector (FVB), Koningstraat 45, (postbox 11), B-1000 Brussels. Tel.: 32-2+2194377

Source: Financieel Economische Tijd/ ICODOC

Ireland

Traineeship programme reviewed

A review of an experimental training initiative for young job-seekers and the unemployed has recently been published*. The "Traineeship Programme" was initiated in 1995 in the context of the EU Operational Programme for Human Resource Development. It has been developed to relate the provision of initial training for young labour market entrants and unemployed persons more finely to labour market and skill needs and to deepen the involvement of employers in the design and delivery of this provision.

The recent White Paper on Human Resources Development (see Info 3/97) stated that it was the government's intention to "develop the Traineeship Programme as the primary vocational skills and pre-labour market entry programme for young labour market entrants". Particular priority, the White Paper states, will be given to promoting opportunities for those young people most at risk of falling into the ranks of the long-term unemployed, specifically early school leavers and those under 21 years of age who have been unemployed for some time.

The essential element of the traineeship programme is the involvement of business with FAS-Training and Employment Authority

in identifying training needs, selection of participants, development of curriculum and certification and the delivery and financing of training. Traineeship differs from apprenticeship in a number of ways. Traineeship is a local or sectoral scheme to provide training on a regional basis using local resources of FAS and industry whereas apprenticeship is a national statutory scheme with direct social partnership involvement, with a nationally determined curriculum and employer levy in operation. It is similar in that it also involves off-the-job training and workplace training and experience and offers occupational certification.

The skill training needs on which traineeships are based are identified

primarily from on-going contacts between FAS, employers and employer organisations. Selection of trainees is carried out at local/regional level by FAS in co-operation with the companies involved. Traineeships are full-time and can be of varying duration, from a minimum of 4 months to over 2 years. Training in modular form is provided by way of flexible FAS training centre or externally based programmes as well as in-company training. The company training component is overseen by a company mentor in respect of every trainee.

It is intended that all traineeships will lead to certification by FAS/City and Guilds and, ultimately, by TEASTAS-the Irish National Certifica-

tion Authority. Industry agreed standards for workplace training modules will also be used where available. The modular structure of the programme and recognition of its certification should enable participants to progress to higher levels within the education and training system. In the long term, traineeships could become the recognised route by which young and unemployed persons gain access to qualifications and jobs across a wide range of occupations and industry sectors.

In its present developmental period several different approaches towards the delivery of traineeships are being run at a regional level and this publication presents case studies in the areas of computing and information technology, aeronautical engineering, farm buildings construction and sales assistant traineeships. The review concludes that the success of the programme to date has been in the development and maintenance

of close links with industry in the design and maintenance of the traineeships. It expresses some reservations about the operation of in-company training, the lack of formal certification in this area and the lack of definition of the role of the company mentor. The problems expressed in some case studies of recruiting and retaining trainees highlights the need for more vigorous targeting of trainees, while the varying financial contribution sought from participating companies needs further examination.

In 1996 a total of 297 trainees entered traineeships. The figure for 1997 entrants was 1,161. The objective set in the White Paper is to provide 5000 places on this programme by the end of 1999.

*O'Donoghue, Declan: FAS traineeship programme, 1997.

Available free of charge from: FAS, Planning & Research, 27-33 Upper Baginot Street, IRL-Dublin 4. Tel.: 353-1+607 0526, Fax 353-1+607 0634).

Source : FAS

France

In-company placements for university students

With the change of government in June 1997, a threat to the continued existence of Unités d'expérience professionnelle (UEP - job experience units), only set up in April 1997, might have been expected. In the event this did not materialise, and the first of the UEP agreements were set up at the beginning of the academic year.

These units are aimed at second-cycle students in general subjects - law, economic science, literature and social science, pure science - wishing to take advantage of a four and a half month placement in a company as part of their curriculum and or-

ganised under their university's supervision. The placement is validated by both the company and the university.

This new partnership between universities and employers is having a

marked impact on the attitudes of the latter, who tend to recruit trainees from business or engineering schools. Many companies in a wide range of sectors are now investing in the experiment, and 45 universities have already received offers.

Source: Centre INFFO

Germany

More language teaching in vocational training schools

Knowledge of foreign languages is a decisive key to improving the quality of vocational training and the individual's career prospects.

This was the outcome of the pilot study entitled 'Obligatory Foreign Language Learning in Vocational Training Schools' which was sponsored by the Federal Ministry of Education (BMBF). The test also revealed great regional variations in the degree to which language teaching has been introduced in vocational schools. The materials, results

and experience built up under the pilot study offer a valuable aid to providing more foreign language teaching in vocational training schools.

The documents may be requested from the project organisers in Munich, the Staatsinstitut für Schulpädagogik und Bildungsforschung, Dr. Träger, Arabellastr. 1, D-81925 Munich, Tel.: 49-89+9214 2359, Fax: 49-89+9214 3602
Source: BMBF/CEDEFOP/SK

Qualification and certification

Portugal

National vocational certification system - for trainers as well

Vocational certification is evidence of a worker having the skills and meeting the other requirements to engage in a given calling.

This expertise is attested by an official diploma, the certificate of vocational aptitude.

The national vocational certification system (SNCP), with its tripartite structure - the public sector authorities, employers' associations and trade unions - includes a permanent certification board coming under the Institute for Employment and Vocational Training (IEFP) and specialist technical boards for each sector of employment.

Vocational certification is gradually being introduced into specific job sectors and fields. It already applies to the training of trainers and in personal services, i.e. hairdressing, beauty specialists and associated trades.

The vocational aptitude certificate can be obtained by anyone who successfully completes an officially recognised technical/educational vocational training course.

Since 1 January 1998 Portuguese trainers have had to present a trainer's certificate of aptitude, under the national vocational certification system. Now that the trainer's profile has been agreed by the permanent certification board, it is the responsibility of IEFP to arrange for the certification of trainers and to award grants to them.

Ministerial Decree 1119/97 of 5 November 1997, sets out the specific regulations on certification, laying down the requirements for approval of training courses in order to obtain a trainer's certificate of aptitude, and the conditions for the extension of that certificate. The certificate will be valid for five years and may be extended, provided that the trainer has complied with certain conditions during the period of validity of the preceding certificate: the updating of his or her scientific and technical knowledge in the field of training, attendance of one or more courses in training methods, and practical work as a trainer, with evidence of all these activities. The certificate must state the total number of hours worked and the bodies in which the trainer has been employed, and cover the evaluation of his or her work and the results achieved.

In certain predetermined vocational fields, the certificate may be awarded to workers who can prove their vocational ability and who meet the other conditions laid down. Workers who have acquired qualifications in other EU countries or in non-member countries may also obtain their certificate of vocational aptitude.

Further information:
Departamento de Certificação,
Rua de Xabregas 52, P-1900 Lisbon,
tel. 351-1+868 27 11/868 29 63, fax: 351-1+868 55 02.

Source: IEFP/CICT

Denmark

A new qualification system for adult education in Denmark

In the autumn of 1996, the Ministry of Education published a discussion paper on a new qualification system for adult education parallel to that existing for young people. A more concrete strategy has now been put forward.

The basic idea is that adults should have accreditation for the qualifications and competences acquired not only through education, but also through working life experience. A coherent system is necessary so that incentives can be given to promote more adult education and training. The aims of the new system are to improve the benefits of further training for companies and individuals and to create transparency in the supply of education and training on offer to adults.

The central instrument of the proposed system established to guarantee formal recognition of further training activities is the creation of new qualification titles and a unit credit accumulation ("points") system.

The system consists of 4 new well-defined levels of qualifications which are intended for adults with a certain occupational experience:

- basic adult education (reached after 1 1/2 years)
- further adult education (reached after a further year)

- diploma programme (reached after a further year)
- master's programme (reached after a further 1-1 1/2 years)

At the same time a new "points system" is to be introduced, where the various types of adult education, traditional as well as new ones, will be given points according to criteria defined within a coherent and comprehensive system. The principle is that one week of education gives one point, and when the learner has collected 40-60 points, he/she has acquired a right to a title at one of the four levels.

The common requirement for obtaining the first of the four levels is that the student must be at least 25 years old and must have a minimum of 2 years' relevant occupational experience.

This proposal for a new further education and training qualification system for adults is currently being discussed among the interested parties. The legislative follow-up in the Folketing may be expected at the end of 1998.

Source: DEL, Copenhagen

Spain

More vocational training qualifications approved

Continued progress (see also CEDEFOP Info 1/1997 - p11 and 2/1997 - p14) has been made in developing and publishing regulations concerning new qualifications in both regulated vocational training - formación profesional reglada (organised by the educational authorities) and formación ocupacional (run by the labour market authorities).

Of the 135 titles in the 'Catalogue of regulated vocational training titles' (education administration), 98 have already been put into effect, while the remaining 37 titles will be established in line with the implementation of the Law on the General Regulation of the Education System (LOGSE).

The continuous updating process is one of the principal characteristics of the Catalogue of Titles and the Certificates of Professional Proficiency. This provision stipulates that within a period not exceeding five years a Title or a Professional Proficiency Certificate should be reviewed to see whether it is still valid in order to

ensure its permanent adaptation to changes in vocational qualifications.

With respect to the certificates of professional proficiency (labour administration), three new Royal Decrees have been approved which establish professional proficiency certificates for the occupations of expert in the cleaning of buildings, programmer of computer applications and technician for micro-informatic systems.

With the approval of these, the number of professional proficiency

certificates approved to date is 119. It is estimated that the total number of certificates will be 136 which means that 17 still remain to be approved.

Certificates of professional proficiency guarantee the qualification for each one of the occupations in the different occupational categories. They are one of the main objectives of the National Vocational Training Programme and enable workers to obtain a certificate relating to their vocational qualifications and to get these accredited on the labour market.

A continuous updating process is essential and there is provision that within a period not exceeding five years qualifications under the two systems should be reviewed to see whether they are still valid in order to ensure their permanent adaptation to changes in the labour market.

Source: INEM.

Finnish experience in the transparency of vocational qualifications

Difficulties in comparing qualifications

The following is a practical example of the problems related to the transparency of qualifications. The educational systems vary from country to country, and it is only natural that each country looks at the qualifications of the other countries from the perspective of its own system. It is automatic to think that an organization with a similar name, e.g., a vocational school, would operate in the same manner in the other country as the school in one's own country. However, there may be significant differences in their operation. In Finland, vocational training of the young is mainly organized in the form of teaching given in vocational schools. Finnish vocational schools differ from corresponding institutions in many other EU countries in the sense that in addition to their teaching role they provide services to clients against payment. There may even be a separate firm operating at the school, such as a restaurant where the students are able to perform real client-oriented service work. As an integral part of their studies at school, Finnish students gain a lot of practical experience in this manner. Practical and theoretical studies are integrated, and the diplomas do not specify how much time has been dedicated to practical work. Besides the school workshop or training firm, practical training also takes place in real-life places of work. The connections between vocational training and working life are being further developed so that the present training period is extended by a minimum of 6 months of learning on the job.

This practical experience gained in vocational school has not always been regarded as real work experience. Problems have emerged, for example, when a person with a

Finnish vocational school diploma has applied for entrance to 'master' training in Germany.

In addition to school-based vocational training, Finland does offer apprenticeship training. Since 1995, there has been a competence based qualifications system for adults who wish to prove their competence in special qualification tests.

Projects to enhance transparency

The operation of the competent authorities involved in the interpretation of certificates and qualifications in each country is made much easier if they can refer to different national information centres for further information about systems in their countries. In our experience, the information centres are necessary not only because the qualification systems vary from country to country but also because the systems themselves are constantly changing. A job applicant may present a diploma that goes back to the previous, or even an earlier, qualification system, and that is when further information is needed. As a part of the Leonardo da Vinci programme, Finland is participating in the project "A Network of National Reference Structures for Vocational Qualifications" (NetRef) (see page 7). Its objective is to establish information centres in each country responsible for the recognition of vocational qualifications. The Finnish contact point* is the National Board of Education. This contact point is open for inquiries about Finnish vocational qualifications to those engaged in the comparison of qualifications in their respective countries. As far as the diplomas and qualifications of private citizens are concerned, the National Board of Education (NBE) provides evaluative statements subject to a fee. These

CERTIFICATE OF VOCATIONAL SKILLS

This Certificate of Vocational Skills has been approved by the representatives of the social partners. The Certificate contains information on the holder, his/her vocational qualifications, other training and employment history. Pertaining to the qualifications under the Vocational Qualifications Act, this Certificate has been approved by the National Board of Education under Section 6 of the Vocational Qualifications Decree. An entry in this Certificate corresponds to a separate examination certificate.

I BASIC VOCATIONAL EDUCATION

Basic vocational education completed in a vocational institute. An entry on pp. 6-7 certifies that the holder has completed basic vocational education in the field and demonstrated his/her competence in the basic vocational skills.

II QUALIFICATIONS UNDER THE VOCATIONAL QUALIFICATIONS ACT

Qualifications acquired under the Vocational Qualifications Act (306/94) and Decree (306/94) through competence-based examinations. The qualifications are awarded by examination boards, which consist of the representatives of social partners and teachers.

VOCATIONAL QUALIFICATION

An entry on pp. 8-9 certifies that the holder of this Certificate of Vocational Skills has demonstrated to the Examination Board his/her competence in the basic vocational skills required within the vocational field.

FURTHER VOCATIONAL QUALIFICATION

An entry on pp. 10-11 certifies that the holder of this Certificate of Vocational Skills has demonstrated to the Examination Board his/her vocational competence required from a skilled worker within the vocational field.

SPECIALIST VOCATIONAL QUALIFICATION

An entry on pp. 12-13 certifies that the holder of this Certificate of Vocational Skills has demonstrated to the Examination Board that he/she masters the most demanding vocational skills within the vocational field.

III OTHER QUALIFICATIONS AND TRAINING

Entries on pp. 14-21 are made by the Examination Boards or by training organizers, and they certify other awarded qualifications or completed training at the corresponding level.

IV WORKING EXPERIENCE

On pp. 22-31, can be recorded information about an employment of longer than three months duration. The holder of this Certificate has been awarded separate certificates for all stated qualifications. Similarly, separate documentation has been issued for all employment by the employers.

APPROVAL (cover III)

This Certificate has been approved by...

QUALIFIKATIONSPASS

Dieser von allen Interessensvertretungen des Arbeitslebens gemeinsam verabschiedete Qualifikationspass enthält Angaben über alle schulischen und beruflichen Abschlüsse sowie eingegangene Arbeitsverhältnisse seines Inhabers. Nach dem Gesetz über den beruflichen Abschluss (Teil II) enthält der Pass, der vom Zentralamt für Unterrichts-wesen nach Paragraph 6 der Verordnung über den beruflichen Abschluss anerkannt worden ist, Einträge über absolvierte Prüfungen, die mit einem separaten Abschlusszeugnis gleichzusetzen sind.

I BERUFLICHE GRUNDAUSBILDUNG

In beruflichen Lehranstalten erfolgreich abgeschlossene Grundausbildung. Die Einträge auf den Seiten 6-7 belegen, daß der Pass-Inhaber über eine Grundausbildung in der Berufsbranche verfügt und die erforderlichen Grundkenntnisse und -fähigkeiten in der Berufsbranche nachgewiesen hat.

II ABSCHLÜSSE NACH DEM GESETZ ÜBER DEN BERUFSABSCHLUSS

Die nach dem Gesetz (306/94) und der Verordnung (306/94) über den Berufsabschluss in einer Sonderprüfung erlangten Abschlüsse sind von den Interessensvertretungen des Arbeitslebens und einem gemeinsamen Prüfungsausschluß des Unterrichtsfaches genehmigt worden.

BERUFLICHER GRUNDABSCHLUSS

Die Einträge auf den Seiten 8-9 belegen, daß der Pass-Inhaber gegenüber den Vertretern des Unterrichtsfaches und Arbeitslebens die erforderlichen Grundkenntnisse und -fähigkeiten in der Berufsbranche nachgewiesen hat.

BERUFSABSCHLUSS

Die Einträge auf den Seiten 10-11 belegen, daß der Pass-Inhaber gegenüber den Vertretern des Unterrichtsfaches und Arbeitslebens das für die Branche erforderliche fachmännische Wissen nachgewiesen hat.

FACHARBEITERABSCHLUSS

Die Einträge auf den Seiten 12-13 belegen, daß der Pass-Inhaber gegenüber den Vertretern des Unterrichtsfaches und Arbeitslebens den Nachweis für die Beherrschung anspruchsvollster Arbeitsaufgaben erbracht hat.

III SONSTIGE ABSCHLÜSSE UND AUSBILDUNG

Die Einträge der Ausbildungsstellen auf den Seiten 14-21 belegen die vom Pass-Inhaber absolvierten sonstigen Abschlüsse sowie entsprechenden gleichwertigen Ausbildungen.

IV ARBEITS- UND SONSTIGE DIENSTVERHÄLTNISSE

Die Seiten 22-31 enthalten Eintragungen über Arbeitsverhältnisse des Pass-Inhabers von mehr als drei Monaten Dauer. Alle im Pass eingetragenen Prüfungsabschlüsse können vom Pass-Inhaber durch jeweilige Zeugniskunden belegt werden. Gleiches gilt für die im Pass eingetragenen Arbeitsverhältnisse, die seinem Inhaber durch von den Arbeitgebern ausgestellte Arbeitszeugnisse bescheinigt worden sind.

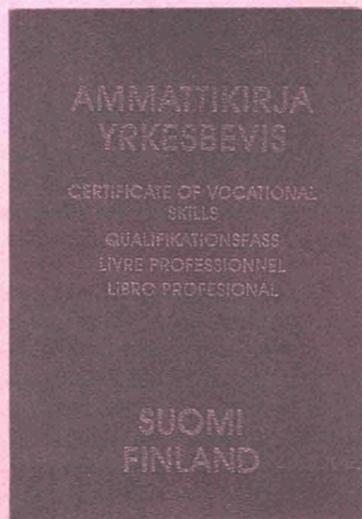
INTERESSENGRUPPEN, DIE DER PASS GENEHMIGT HABEN (III-Deckblatt)

Dieser Pass haben... genehmigt (III-Deckblatt)

are requested both by Finns who need to explain their Finnish qualification abroad and by "foreigners" who need a statement about the relationship of their qualification to the Finnish system.

A vocational training passport - Finnish style

Finland has also made an effort to improve the transparency of qualifications by revising the vocational training diploma forms, introducing new information to make the diplomas more comprehensible to international readers. A special Certificate of Vocational Skills** is now available to those who have a training based vocational qualification. It will contain a record of later work experience in addition to that of vocational examinations passed. It



looks like a passport and is also printed by the same official state printing press. The name of the "passport" is Ammattikirja

Yrkesbevis (Certificate of Vocational Skills in English, Qualifikationspass in German and Livre professionnel in French) and its preface is multilingual. Since the qualification and examination records are official, it is expected that the booklet will to a large extent replace the various certificates presented by job applicants. For the time being, it is available in the principal industrial sectors. It is hoped that it will develop into a widely known instrument enhancing the transparency of vocational qualifications.

*Contact person: Mr. Risto Hakkarainen, National Board of Education, P.O. Box 380, F-00531 HELSINKI, fax +358-9-7747 7756, tel. +358-9-7747 7716, e-mail risto.hakkarainen@oph.fi.
**Contact person: Ms. Marketta Saarinen, National Board of Education, P.O. Box 380, F-00531 HELSINKI, fax +358-9-7747 7636, tel. +358-9-7747 7636, email marketta.saarinen@oph.fi.

Source: NBE

Germany

Enter the new professions

In Germany new training profiles are likely to come into force in August 1998 for 11 completely new occupations. Most of these are in the services sector, for example experts in 'systems catering'.

This new profession grew from a suggestion made by the Association of German Chambers of Industry and Commerce (Deutscher Industrie- und Handelstag). Specialists in systems catering implement a standard, centrally-controlled catering con-

cept, for instance in fast-food chains, within the individual workplace. They must also ensure that quality standards are respected. These new profiles are not restricted to the classical services sectors such as the hotel and catering trade, however.

New, innovative areas and technical services are also in there, such as photographic media lab assistants, qualified production engineers or service sales staff in the air transport sector.

Source: bmb +f/BIBB/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.

Denmark/Germany/France

TransNet helps find training places

TransNet, a network set up by the Franco-German youth office (Deutsch-Französisches Jugendwerk) to track down in-company training places, will soon be open to young people throughout the European Union. After a pilot phase restricted to Germany and France, TransNet, with funding from the Leonardo da

Vinci Programme, is now open to any institution in the EU Member States interested in trainee exchanges (either during or after initial vocational training). DFJW/OFAJ and Praktik I Udlandet (PIU), a body which specialises in finding training places for young Danes abroad, are working together to coordinate

TransNet and build up a network of TransNet partners. By the turn of the century TransNet is expected to have grown into a network of partners covering all EU Member States.

Contact addresses:

DFJW, Rhöndorfer Str. 23, D-53604 Bad Honnef, Tel.: 49-2224+18 08 61, Fax: 49-2224+18 08 52, E-mail: info@dfjw.org, Internet: http://www.dfjw.org

OFAJ, 51, rue de l'Amiral Mouchez, F - 75013 Paris Tel.: 33-1+40 78 18 18, Fax: 33-1+40.78.18.88, E-mail: info@ofaj.org, Internet: http://www.ofaj.org

PIU-CENTRET, Hesseløgade 16, DK - 2100 Copenhagen. Tel.: 45 - 39+27 52 00. Fax: 45-39+27 52 05

Germany: Names and News

BIBB Secretary General Hermann Schmidt retires



Foto: Schrap

Dr Hermann Schmidt, who was secretary-general of the Bundesinstitut für Berufsbildung (BIBB) for 20 years, retired at the end of 1997. He was succeeded on 1 January 1998 by the former deputy secretary-general, Mr Helmut Pütz.

Under Schmidt's leadership the BIBB grew to become an internationally renowned institution. Just one of the achievements of this proven expert was the initiation of fruitful cooperation with partner institutes in the United Kingdom and France. His advice was also sought in the USA, China, the Soviet Union and Russia, Poland, the Czech Republic, Hungary and Turkey. In 1994 Germany appointed him as expert member of the Advisory Forum of the Turin-based European Training Foundation.

Right from the word go, Schmidt worked closely with CEDEFOP, which saw in him a very committed supporter.

Source: BIBB/CEDEFOP/SK