

Letter of the Director

The pace of development and change in vocational education and training (VET) during 2000 has been rapid. The range of new VET initiatives in Member States reported on in this issue of Cedefop Info and in other Cedefop media (see for example the twice annual summary overviews contained in the Window on VET systems in the Electronic Training Village (www.trainingvillage.gr) testify to this. The role of vocational education and training as the pivot between education and employment policy is increasingly recognised.

We were therefore very pleased to welcome Ms Anna Diamantopoulou, the European Commissioner for Employment and Social Affairs to Cedefop in September, not least because she emphasised in her speech (see extracts in a separate item on page 1 and 2), the key role of vocational education and training and lifelong learning in her policies. The last few months have also seen a strengthening of our co-operation with the Directorate General for Education and Culture of the Commission. In July, we up-dated a formal agreement, which in April specified support which the Commission expected us to provide. This up-date was made necessary by steps taken by the Commission to implement the major elements in the communiqué of the March European Council, which related to education and training issues. One of these is e-learning and Cedefop now has an internal group working on this issue. We will co-organise a major conference on this in London on 12-14 February 2001.

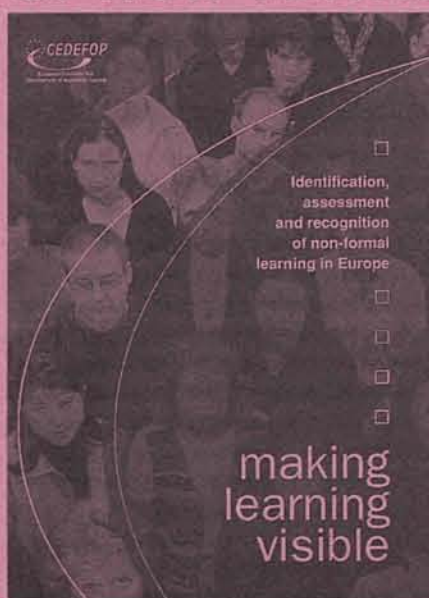


In September Cedefop's Director, Johan van Rens (left) and Deputy Director, Stavros Stavrou (right), briefed the Greek deputy foreign minister, Ms Elizabeth Papazoi, about working conditions in Cedefop's (new) office building and discussed possibilities for future cooperation.

We have also assisted the Commission in preparing its Memorandum on Lifelong Learning. An indication of its contents is given on page 2 and we will be actively participating in the consultative process, which the Commission has now launched. A key element in the development of strategies for lifelong learning and utilising fully the opportunities which e-learning mechanisms could provide, is extending arrangements for the recognition of non-formal learning. This is the theme of a major publication entitled "Making learning visible" which is the culmination of our work on this topic over

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Making learning visible: Identification, assessment and recognition of non-formal learning in Europe'



'Making learning visible', published by Cedefop, presents an overview and analysis of European efforts to introduce methodologies and systems for the identification, assessment and recognition of non-formal learning.

The report presents an overview of European initiatives in this area. The presentation is based on 14 national reports commissioned by Cedefop during the period 1997-99, which, with the exception of Luxembourg, cover all the Member States of the EU. In addition, a substantial amount of information has been gathered from other sources, including the EU Commission and various programmes supported by the EU. A draft version of the report was presented to an international conference on

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the topic arranged by Cedefop in co-operation with the Norwegian Ministry of Education

and Research in May 2000. The feedback received during this event, where representatives of 18 European countries were present, has been integrated into the final version of the report.

The report should be read as one of several possible interpretations of developments in this area. The aim has been to draw attention to main trends as well as to point to the most crucial challenges facing actors in this highly innovative and still unsettled field.

The report is organised according to three main questions:

□ Which challenges are involved when trying to 'capture' and 'measure' the competences acquired outside formal education and training institutions?

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European Commissioner visits Cedefop

Anna Diamantopoulou, the Commissioner responsible for employment and social affairs, visited Cedefop in September. Extracts from her speech on, among other things, 'employability - initial training, continuing training and lifelong learning' can be found on page 2.

Cedefop's Library and Documentation Service

The Library and Documentation Service offers a wide range of services and provides users with a comprehensive updated collection on vocational training, accessible online.

The library's principal objective is to select, acquire, process and disseminate a wide range of printed and electronic materials relevant to its target groups. The library's information acquisition strategy is based on a decentralised approach reflected in the documentary information network (cf. list page 16), with representatives from the 15 Member States plus Norway and Iceland. Further more detailed information can be found in the dossier on pages 17 to 20.

The Netherlands

A coherent framework for VET and adult education

In September, the Dutch Minister of Education, Culture and Science presented his policy paper *Koers BVE* (Course for secondary vocational education and adult education).

The aim of *Koers BVE* is to put the social significance of the sector into sharp focus and to describe the operation and performance of the system. With *Koers BVE*, the Minister indicates in a coherent framework the direction in which the sector is currently moving, and describes current policy initiatives, interesting developments, discussions and potential dilemmas.

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European Commissioner visits Cedefop

Letter of the Director

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the past four years (see article on page 1 and 2 for more details).

We are at present preparing the November Management Board meeting which we expect will adopt the 2001 work programme. This will provide for the continuation of work on a wide ranging number of subjects as well as on new themes such as more competences for all and ICT in learning. The Management Board meeting will also be an occasion to celebrate with the staff the 25th anniversary of Cedefop. I would like to take this opportunity to thank all those, who during this quarter of a century have contributed to making Cedefop into an organisation which can positively respond to the challenges posed by economic, technological, social and cultural changes.

In the next few months, the second Cedefop research report will be published. It will consist of a synthesis report with the title of "Training and learning for competence" and a background report. More details will be included in Cedefop Info 1/2001. I am confident that, like the first report published in 1998, it will be seen as a major contribution to the development of VET research in Europe.

We hope to continue to receive feedback on the first European vocational training policy report (An age of learning), which has been published in German, French and Portuguese, as well as in English (see Cedefop Info 1/2000). We are now preparing the next report, which might concentrate on lifelong learning.

Increasingly Cedefop staff members are being invited to contribute to conferences and symposiums at national and international level - and not only in EU Member States. Now that candidate countries have been formally admitted to participation in the EU's new education, youth and training programmes, we expect over the next few years to enter into formal agreements with the partner states of central and eastern Europe, Malta, then Cyprus and eventually Turkey. These will enable them to participate fully in our activities. We wish to respond effectively and positively to the challenge of working with these countries and at the same time maintain the quality and breadth of our activities and publications. To do this will however require additional financial and human resources and we will be looking intensively during 2001 on how we can obtain these.

Johan van Rens
 Director of Cedefop, October 2000

The following are extracts from the speech of Anna Diamantopoulou, European Commissioner for Employment & Social Affairs during her brief visit to Cedefop on 4 September. Further extracts are available in the Electronic Training Village (trainingvillage.gr).

"As far as the employment strategy is concerned, our policy has, as you know, four main priorities: the first one - and I think the most important at present - is employability. Employability focuses on training, retraining and lifelong learning. So I really believe that Cedefop could supply background material, participate in current work and underpin our concept. It could make a very useful contribution not only to our European employment approach but also to national action plans on employment. (...) As far as the social agenda is concerned, we announced our new social agenda at the beginning of June. It has been well received by the Council of Ministers, the Ministers of Labour and Social Affairs, and it is one of the priorities of

the French Presidency. We have been quite ambitious with this agenda, and we believe that it can be endorsed by the Nice European Council, so that we can begin to implement it from the beginning of 2001.

There are many challenging issues on the social agenda. I would like to refer to two of them. The first one is so-

cial dialogue. Social dialogue is at the heart of our policies. It plays quite a different role in European policy than it played in the past. This is because in many cases social dialogue can replace legislation. After more than five months of discussion, UNICE and ETUC have agreed that there is a need for a common agenda. We cannot continue social dialogue at European level

without a common agenda. One of the central issues - the first one on which they have reached agreement - is lifelong learning: lifelong learning as a European strategy, as a national strategy, and as an enterprise strategy. I believe that you could support the social partners by supplying them with the necessary background material. I also believe that we could start with some pilot projects at European level concerning large trade unions in some very specific sectors, such as civil aviation and telecommunications, where there are already some agreements, and there is also room for greater cooperation in several other sectors." (...)

"You all know that we live in a new society, a new economy, and this is a major challenge. This new economy needs a new model for entrepreneurs, and a new model for workers. The main concept for this model is knowledge, learning and lifelong learning, which places you, at the heart of the new policies at European and international level."

Source: Cedefop/JMA



Commission publishes its Memorandum on Lifelong Learning

Hot on the heels of the Lisbon Summit and the European Parliament's response¹ to the Commission's report on the European Year of Lifelong Learning, both of which call on the Community and the Member States to reflect on, intensify and coordinate efforts to implement lifelong learning, the Commission has taken up the challenge. Its ideas are in the form of a discussion paper,² presented jointly by the Commissioners for Education and Culture and Employment and Social Affairs. The main purpose of the Memorandum is to launch a debate about how to work together on a comprehensive lifelong learning strategy and how to put that strategy into practice at all levels, recognizing the interests of all concerned.

The Memorandum offers two reasons why putting lifelong learning into practice is a top priority for the European Union: Europe has to move towards a knowledge-based society and economy, and Europeans have to cope with the pressures of living in a complex social and political world. Education and training throughout life not only help to maintain competitiveness and employability but are also the best way to combat social exclusion and promote active citizenship. Therefore, lifelong learning becomes a common guiding principle for the new generation of Community education, training and youth programmes.

Lifelong learning puts education and training into a new framework, a seamless continuum from cradle to grave. Firstly, people have to benefit from a high quality basic education, which together with initial vocational training should provide them with the new basic skills required in a knowledge-based economy and insure that they have learned to learn, so that in the future they will have positive attitudes towards learning. People will not want to continue learning throughout their whole life, if their learning experiences in early life have been unsuccessful and personally negative. Therefore, individual motivation to learn and a variety of learning opportunities are the ultimate keys to implementing lifelong learning successfully. It is essential to raise the demand for lifelong learning as well as the supply, especially by those who have benefited least from education and training so far.

The Memorandum gives special attention to the knowledge acquired throughout life in a non-formal or informal way and which, unnoticed, is

put to use in daily life and work. The newly-coined term 'lifewide' learning brings the complementarity of formal, non-formal and informal learning into sharper focus. This intention is clear in the agreed definition of lifelong learning, for the purpose of the annually revised employment guidelines, as 'all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence'.

Although as seen from the Joint Employment Report 2000³, many Member States have not yet introduced comprehensive and coherent strategies and targets, they recognize that working together in strategic partnerships is fundamental to putting lifelong learning into practice. These partnerships include co-operation between ministries and public authorities to develop co-ordinated policies. They systematically integrate the Social Partners in the development and implementation process, in conjunction with public-private initiatives. Partnerships thrive, above all, through the active involvement of local and regional bodies and civil society organisations, who provide services that are close to the citizens and are better adapted to the specific needs of local communities.

Working together to put lifelong learning into practice is the best way forward

- to build an inclusive society which offers equal opportunities for access to quality learning
- to adjust the ways in which education and training is provided
- to achieve higher overall levels of education and qualification
- to encourage and equip people to participate more actively.

The Memorandum elaborates six key messages to provide a structured framework for an open debate:

New basic skills for all

Guarantee universal and continuing access to learning for gaining and renewing the skills needed for sustained participation in the knowledge society.

More investment in human resources

Visibly raise levels of investment in human resources in order to place priority on Europe's most important asset - its people

Innovation in teaching and learning

Develop effective teaching and learning methods and contexts for the continuum of lifelong and lifewide learning

Valuing learning

Significantly improve the ways in which learning participation and outcomes are understood and appreciated, particularly non-formal and informal learning.

Rethinking guidance and counselling

Ensure that everyone can easily access good quality information and advice about learning opportunities throughout Europe and throughout their lives.

Bringing learning closer to home

Provide lifelong learning opportunities as close to learners as possible, in their own communities and supported through ICT-based facilities wherever appropriate.

Each of the key messages is accompanied by a number of questions for consideration. These provide the basis for a wide-ranging debate, which it is hoped will generate answers that will clarify priorities for action and develop policy responses to the challenges identified. The Commission's intention is to use the outcomes to draw up a report in autumn 2001.

The Memorandum indicates how resources and instruments in favour of lifelong learning will be mobilized un-

der existing EU policies. Existing education and training programmes will provide the main vehicle for developing a European dimension of lifelong learning. The provision in them for jointly funded activities of interest to a number of Community action domains will be exploited. Closer links between the structural funds and the programmes will be assured. Research relevant to the key messages should be enabled under the Sixth Research Framework Programme.

Annex I of the Memorandum includes examples of best practice to illustrate the key messages in action. Here in support, Cedefop is furnishing further examples of good practice and development, as well as links to some of the examples from the Memorandum itself.

Follow-up

Community action linked to lifelong learning is already underway to implement the conclusions of the Lisbon Summit:

- a new eLearning initiative⁴ has been adopted to improve digital literacy
- the Education Council is preparing a report in cooperation with the Commission on future common concerns and priorities in Europe's education systems and
- the European Employment guidelines for 2001⁵ have lifelong learning as a focal point of several guidelines. Eurostat is examining new ways to collect data relative to measuring lifelong learning.

Source: Cedefop/MNCH

1) Report on the European Commission report on the implementation, results and overall assessment of the European Year of Lifelong Learning (1996), European Parliament, Committee on Culture, Youth, Education, the Media and Sport, 14 July 2000 (A5-0200/2000 final).

2) Commission Staff Working Paper: A Memorandum on Lifelong Learning, SEC(2000) 1832, Brussels, 30.10.2000

3) see text: http://europa.eu.int/comm/employment_social/empl&est/news/jointemprep00_en.htm

4) eLearning - Designing tomorrow's education, Communication from the Commission of the European Communities, COM(2000)318 final, 24. May 2000

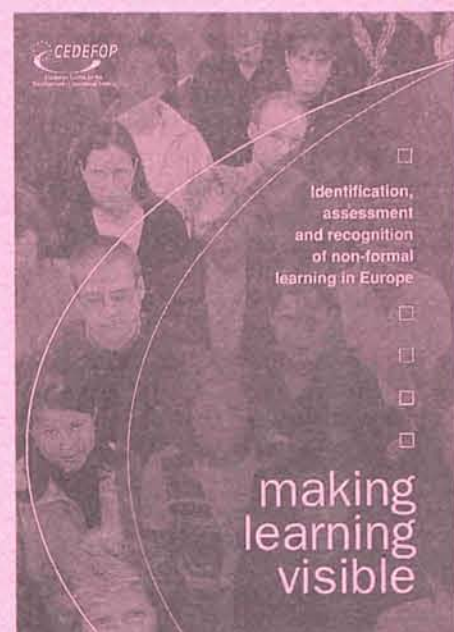
5) see text: http://europa.eu.int/comm/employment_social/empl&est/news/emplguidememb00_de.htm

Making learning visible:

Identification, assessment and recognition of non-formal learning in Europe*

- Have these challenges been understood and met by the initiatives taken at national and EU-level?
- Which requirements have to be met by future developments and how can this be supported through strengthened co-operation and mutual learning?

The issue of identification, assessment and recognition of non-formal learning has, in particular during the last five years, been brought to the forefront of European debates



Identification, assessment and recognition of non-formal learning in Europe

making learning visible

on education, training and learning. This may partly be explained by the following factors:

- There is a need to make the existing education and training systems more flexible and open them up for competences acquired through work experience and elsewhere.
- Recognition of non-formal learning is a prerequisite for setting up systems for life-long learning. Such recognition would make it possible for individuals to build on learning from different areas - education, work, leisure time etc.
- Identification, assessment and recognition of non-formal learning is a way to improve the quality of learning processes in enterprises and organisations.

The report's objective is to stimulate the debate on how methodologies and systems for identification, assessment and recognition of non-formal learning can contribute to the development of the above issues.

Since the subject is a new one and in a relatively 'unsettled' area, there is an urgent need for clarification of terminology. According, a glossary on concepts and terms related to the issue of identification, assessment and recognition of non-formal learning is presented in an annex.

The present report has been published in English and will shortly also be available in French and German.

Source: Cedefop/JB/JMA

Cedefop builds global links in research cooperation

In July, Chris Robinson, Managing Director of the National Centre for Vocational Education Research in Australia (NCVER) visited Cedefop. This visit followed a number of earlier contacts between researchers of the two organisations. Mr Robinson and Cedefop Director Mr Johan van Rens signed a memorandum of understanding between the NCVER and Cedefop.

The objective of this is to strengthen exchange and co-operation and to promote learning from each other in the field of vocational education and training. To achieve this, Cedefop and NCVER will co-operate through:

- the regular exchange of information including
- published policy, research and technical reports produced by the two organisations and other bodies;

- statistical data on vocational education and training in the European Union and Australia;
- exploration of the possibilities for collaborative work between researchers from each organisation on issues of common interest;
- developing links between the NCVER's VOCED database and Cedefop's EASE initiative.

In August, at the world conference of the International Vocational Education and Training Association (IVETA) in Hong Kong, NCVER and Cedefop organised a joint symposium on the theme "Knowledge development in vocational education and training research". The symposium presented European and Australian approaches on knowledge sharing, active dissemination and related collaborative processes.

More information: Pekka Kämäräinen, Cedefop (pk@cedefop.eu.int)
Source: Cedefop/PK/JMA

EUROPASS Training for the promotion of European pathways in work-linked training, including apprenticeship

The "European pathway for training" and the "EUROPASS Training" are the two core concepts of the decision on the promotion of European pathways for work-linked training, including apprenticeship (1999/51/EC, published in OJ L 17 of 22.1.1999), that the Council adopted on 21 December 1998 (see Cedefop Info 2/98).

European pathways for training refer to any period of vocational training, completed by a person undergoing work-linked training as part of their training in another Member State and complying with a number of quality criteria. This involves, in particular, forming a partnership between the establishment where the person completes his training and the host body abroad. Within the framework of the partnership, both partners agree on the contents, objectives, duration, methods and monitoring of the European pathway.

In order to validate such a European pathway for training and to provide better transparency and greater visibility to these training periods abroad, a standard Community information document has been created: the "Europass Training". The "Europass Training", whose contents and presentation are defined at Community level, is established by the body responsible for organising the training in the Member State of provenance. This document provides the personal details of the trainee, information on the concerned training initiative, which includes the European pathway, and details of training periods abroad (host partner, mentor, etc.).

Because of the huge differences between the national training systems, this measure is largely decentralised. Thus all those interested in it should contact the relevant National Contact Points. Only the National Contact Points are entitled to distribute the

"Europass Training" to organisations in their country that send trainees abroad in the framework of European pathways.

The "EUROPASS Training" initiative is not a new mobility programme in itself. Its originality is the transparency of the skills gained by citizens through mobility. The European pathways recorded by the "EUROPASS Training" document can take place in the framework of any programme or initiative in the field of education or training, as well outside any community or national programme.

Further information can be found by visiting the Commission's "Europass Training" webpage: <http://europa.eu.int/comm/education/europass/index-en.html>, where details on the National Contact Points and links to national websites are provided.
Source: DG EAC/Cedefop

General education preferred to vocational training

Uncertainties surrounding skills needs and problems associated with the financing of education in the mid-nineties lead the New Independent States (formerly part of the Soviet Union) to concentrate their resources on general, rather than vocational, education and training. This, in turn, may have had a negative effect upon the quality of vocational training programmes, which may have resulted in more students embracing general education. This is one of the findings to come out of the new Tacis Key Indicators Report* on vocational education and training that has just been published by the European Training Foundation.

The report, the first of its kind for the Tacis countries, was compiled by the

European Training Foundation with the assistance of its network of national observatories. The data covers the 1995 to 1997 period which is the latest for which data is currently available.

The key findings include the following:

- Enrolment at vocational schools at upper secondary level was falling up until 1997 in favour of general education. One of the reasons for this is the uncertainty over the relevance of training and skill needs. Young people were therefore opting to remain within general education.

- Vocational training programmes showed higher dropout rates than

general education programmes within the Tacis countries. The dropout rate for general education varied from 0.2% to 3%; the equivalent dropout rate for vocational education and training courses ranged from 3% in Belarus, Uzbekistan and Armenia to 13% and 14% in the Russian Federation and Moldova.

- Unemployment rates by education attainment among the 25-59 year old age group show that in 1997, in most countries, higher qualified people were generally better protected against unemployment. The most striking case of this occurred in the Russian Federation where, in 1997, there was a very clear relationship between high levels of educational attainment

and employment. This was especially true for the 25-29 age group where the unemployment rate among young people with low qualifications was almost three times the rate of the highly educated (in the Ukraine the rate among this age group was almost double). The exception however was Georgia where the population with qualifications at higher education level had a higher unemployment rate (17%) than those with only lower or upper secondary education qualifications (11% & 13% respectively).

- With regard to funding, all the Tacis countries have experienced difficulties in the mid-1990s in paying for their education systems. Compared to the EU and the Central and Eastern

European Countries, the level of funding was low. As a percentage of GDP it varied significantly from country to country (from 0.4% in Georgia to 7% in Belarus, Uzbekistan and Moldova). Expenditure for vocational education and training remained very low (and in most countries was falling) ranging from 0.05% of GDP in Georgia to 1.38% of GDP in Uzbekistan.

* The report is available free of charge, in English from the Information and Publications Department of the European Training Foundation
Tel. (39-011) 630 2222, Fax (39-011) 630 2200;
e-mail: info@etf.eu.int, Website: www.etf.eu.int
Source: ETF, Turin

Employment and social policy: the priorities for the French Presidency of the European Union

Taking over from Portugal, France now holds the Presidency of the European Union from 1 July to 31 December 2000. Over a period of six months, its task is to promote the consolidation and further progress of European integration.

It has been the ambition of the French Presidency to finalise the reform of EU institutions, especially in view of the EU's future enlargement to other countries. It has also been to meet EU citizens' expectations and to ensure that the Union makes a greater contribution to growth and employment. On this point, "economic modernisation and the strengthening of the European social model must go hand in hand,

to promote growth within the Union and to reinforce the cohesion of its societies".

In the social field, there have been two main themes for the efforts of the French Presidency:

□ a Europe that creates quality jobs: a return to full employment, pursuing and imparting greater momentum to European employment strategy, promoting the quality of employment and working for lifelong training;

□ a Europe of greater solidarity: strengthening social cohesion, combating all forms of discrimination, ensuring the equality of men and women

and making social protection a factor in social cohesion.

It was with this in mind that Martine Aubry, Minister for Employment and Solidarity, took the chair of the informal Council on employment and social policy held in Paris on 7 and 8 July 2000, attended by the Ministers for Social Affairs of the fifteen EU countries. Many other leading figures were also invited, bringing together all the parties involved: the European Commission, the European Parliament, the social partners, the Economic and Social Committee, the European Employment Committee and the High Level Group on Social Protection. The purpose of the meeting was to

hold a free exchange of views before embarking on a debate on the two major issues in the second half of 2000, launched by the European Council in Lisbon in March 2000: the formulation of a European social agenda and the definition of appropriate objectives in the campaign against exclusion.

On 28 June 2000 the European Commission adopted the agenda on social policy, covering a period extending to 2005. This agenda was a vital contribution to the French Presidency's programme of work, reflecting the European summit in Nice last December. On 7 and 8 July the informal Council discussed its content, especially the

quality of employment, training, equality for men and women, health and safety at work and the importance of economic solidarity.

Source: Centre INFFO

For further information:
The French Presidency's priorities and programme can be consulted on the Presidency's official website: <http://www.presidence-europe.fr/>
The Ministry of Employment and Solidarity has produced a booklet on Employment and Social Policy priorities (31 pages). This can also be downloaded from the Ministry's Internet site, at the Presidency's address: <http://www.sante.gouv.fr/presidence/index.htm>
The following discusses the informal Council on employment and social policy held in Paris on 7-8 July 2000: http://www.sante.gouv.fr/presidence/fr/actu/cm000708_fr.htm
Calendar of events organised during the French Presidency of the European Union in the fields of work, employment and vocational training: http://www.centre-infoffo.fr/europe_tab-pres-franc.html

A single national agency to administer the Socrates and Leonardo da Vinci Community Action Programmes

One of the measures planned when the decision was taken to implement a second phase of the Socrates and Leonardo da Vinci programmes was to put into practice the principle of coordinated management of the two programmes.

The first step was to define the type of body that should be responsible for this coordinated management, with the view of meeting Community requirements as closely as possible while benefiting from the experience built up during the first phase of those programmes.

As a result, Council of Ministers Resolution n° 7/2000 of 6 July last established a sole agency whose terms of reference were to administer the Socrates and Leonardo da Vinci Community Ac-

tion Programmes, as well as the "Tempus" and "Europass-Formação" programmes.

This national agency, or mission, operates under the joint supervision of the Ministry of Labour and Solidarity and the Education Ministry. The special adviser heading the agency is supported by a project leader and has the backing of a technical staff of two coordinators from the fields of education and training.

The agency also heads a national commission with an advisory role, chaired by the special adviser.

The permanent members of the national commission are the Government representatives of the Leonardo and Socrates Commit-

tees, together with any other people nominated by a joint decree of the Minister for Labour and Solidarity on the one hand and the Education Minister on the other.

Source:CIDES

Editor's note: in the summer of 2000 (25 August) the Leonardo and Socrates committees in France were also brought together within a public interest grouping, the "Groupement d'Intérêt Public (GIP) Agence Socrates-Leonardo da Vinci". This grouping will be the sole agency responsible for dealing with all Community programmes in France. The Ministry of National Education, the Ministry of Labour and the Universities are also represented on the grouping's board. The GIP is staffed by the people who formerly worked for the Socrates Agency in Bordeaux and those from the Leonardo Agency. The Director of the Socrates Agency (Michel Jouve) and the Director of the Leonardo Agency (Mrs Claudine Boudré Millot) have been appointed Deputy Directors of the GIP, whose Director is Mrs Bressot. The GIP's mission is to make European programmes better known and understood in France.

Call for expressions of interest

The European Centre for the Development of Vocational Training (Cedefop) would like to remind all institutions and specialists in the field of vocational education and training of the *Call for expression of interest* published on 18 August 2000 in the Official Journal of the European Communities, reference: 2000/S 157-103398. Any natural or legal persons or organisations wishing their names to appear on the list of potential contractors are invited to submit an application using the documents in the file of information that applicants will receive.

The list is divided into three fields of activity covered by the following categories:

Category 1:

preparation of specific individual studies in the field of:

- reinforcing skills and continuing education;
- promoting new methods of learning for a changing society;
- supporting employment and competition;
- improving European understanding and transparency.

Preparation of specific individual studies relating to the following services:

- providing information about vocational education and training – historical background, current situation and future tendencies;
- promoting and interpreting research and identifying innovation;
- helping to meet the specific requirements of Cedefop's partners;
- serving as a forum for discussions and meetings between leaders, the social partners, researchers and practitioners.

Category 2:

cooperation, including contributing to the networks, in the context of one or more themes from category 1 and on terminological and linguistic issues.

Category 3:

participation in a documentary information network in the field of vocational education and training, with a view to conducting activities relating to a documentary network (in particular the collection of data, updating of online databases and information services) and promotional activities.

It is important that applicants should mention their competence and experience in the specific field or fields for which they wish to apply.

Full documentation regarding the call for expressions of interest may be obtained by post, mentioning: Cedefop AMI/VET/2000-1 'Performance of study contracts and participation in networks', for the attention of Dr Stavros Stavrou, Deputy Director, Cedefop, Office 4.17, PO Box 22427, GR-55102 Thessaloniki; or by e-mail (StScfex@cedefop.eu.int).

Page 5 Training policy D: Focus on the future of vocational training; **E:** Basque vocational qualifications system - a good example of the new vocational training; **D:** Tomorrow's skilling objectives - the basis for educational and training reforms; **Page 6 E:** Training councils established in various Autonomous Communities; **NO:** Adults get rights to primary and secondary education; **Initial training policy B:** Technical and vocational training: reform just around the corner; **Page 7 B:** Positive discrimination policy; **F:** Review published by the Minister for Vocational Education; **D:** Industry proposes 22 new occupations; **Page 8 I:** New legislation on compulsory training until the age of 18; **UK:** Connexions to provide universal guidance for young people; **DK:** Scarcity of on-the-job training places; **Impressum.**

Training policy

Initial training policy

Training policy

Germany

Focus on the future of vocational training

BIBB presents 'Agenda2000plus'

In the opinion of Helmut Pütz, Secretary-General of the Federal Institute for Vocational Training (BIBB), the future of the German training system lies in a combination of the tried-and-tested vocational programme and additional modules.

Pütz is convinced that further new modules will have to be added to the successful basic and specialised skilling models in the future as the only means of swiftly adapting training content to changes in technology and work

organisation, a *sine qua non* for the modernisation of the vocational training system.

The BIBB recently presented a list of proposals in a paper entitled 'Agenda2000plus'. The proposals include the establishment of occupational task forces comprising experts representing the social partners, tasked with timely design of training occupations and upgrading training programmes to meet modern-day requirements. The BIBB also proposes closer cooperation between the various places of learning, improvements in the early recogni-

tion of expected skills needs, expanded provision of specialised vocational schools in combination with in-company training, reorganisation of examination procedures and further development of the initial and continuing training system into an equally good, independent and integrated vocational training system.

Pütz warned that the necessary legislative amendments, in particular to the Berufsbildungsgesetz (Vocational Training Law), should not be an obstacle to this process,

pointing out that, on the contrary, a modern vocational training system required a forward-looking legislative framework as its basis.

The BIBB publication 'Impulse für die Berufsbildung - BIBB-AGENDA2000' ['Impetus for vocational training - BIBB Agenda2000'] is available in German for DM44 (EUR 22.50) from: W. Bertelsmann Verlag, P.O. Box 100533, D-33506 Bielefeld, Tel. (49-521) 91101-11, Fax (49-521) 91101-19, E-Mail: bestellung@wbv.de

Source: BIBB/Cedefop/SK

Spain

Basque vocational qualifications system - a good example of the new vocational training in Spain

The Basque vocational training plan was adopted in 1997 by both sides of industry and the Basque ministries of education, employment and industry as a blueprint to build up a system which would provide a greater degree of transparency in the labour market by codifying the skills necessary in the various production processes and thereby facilitating the vocational orientation and development of the Basque population.

The reform of the Basque vocational training system is based on three pillars:

- integration of the provision of the traditional vocational training sub-systems - initial vocational training, vocational training for the unemployed and training of those in active employment - and therefore the integration of all forms of skills acquisition into a single Basque vocational qualifications system;

- skills acquisition as the basis of the qualifications system (the ability to perform a series of more or less complex occupational tasks and acquisition of a series of vocational aptitudes, as opposed to command of certain areas of knowledge);

- development of a system of skills recognition and accreditation (skills assessment and accreditation systems).

The cornerstone of the Basque vocational qualifications system is the modular integrated training catalogue, providing a single reference for all forms of vocational qualifications, structured as follows:

- specific modules, defined as a function of the various skills areas: mechanical production, hotels and tourism, electricity, electronics and telecommunications, etc. and

- basic modules structured according to three levels and four segments: communication, numerical and spatial expression, information and communication technologies and science and technology.

The development of the modular catalogue was possible thanks to the work of the Basque Institute for Qualifications and Vocational Training (IVAC) with the dedicated collaboration of both the Association of public vocational training centres of the Basque Country (IKASLAN) and the Association of Basque vocational training centres established in

the framework of a social initiative (HETEL).

Activities are still under way in the Autonomous Community of the Basque Country to:

- complete the modular catalogue (definition of the modules corresponding to the 22 nation-wide skills areas/vocational families) and
- finalise the design and validation of the skills evaluation and accreditation system.

The skills evaluation and accreditation system is in fact the keystone for the consolidation of the overall process of reform of the vocational training landscape in the Basque Country.

Further information on the Basque vocational qualifications system at www.euskadi.net/lanbidez

Further details on the aforementioned Basque organisations:
 HETEL: hetel@euskalnet.net
 IKASLAN: ikaslan@hezitek.net
 IVAC: kel.ivac@euskalnet.net

Source: Amaia Guíjarro, Director, HETEL, aguijarro@euskalnet.net

Germany

Tomorrow's skilling objectives - the basis for educational and training reforms

Federal Minister of Education and Training: Computers alone are not enough for responsible action in the IT era

'If we want to face the challenges of the future, we must first of all be clear in our minds about the educational and skilling objectives of tomorrow'. This was the unequivocal message from Federal Minister of Education and Training Edelgard Bulmahn to the participants of the congress on 'Knowledge creates a future' on 14 July 2000 in Berlin, organised by the 'Alliance for training', an association of experts representing the federal government and the social partners, as an occasion to introduce itself to a broad specialised public.

The minister pointed out that although the German training system enjoys an excellent reputation in the rest of the world, there is still considerable room for improvement. Bulmahn highlighted more effective organisation, self-responsibility and independence of training institutions as measures to enhance the overall efficiency of the training system.

Bulmahn spoke out in favour of equal training opportunities by means of equal access to the new media, arguing that it was not reasonable for certain groups of young

people to be cut off from the jobs of the future from the very outset merely because they could not afford the necessary equipment or had not been taught how to handle the new media. Pointing out that teaching and learning software will have the same status as textbooks and wall charts in the future, the minister went on to say that provision of computers and Internet access to educational and training institutions was only a first step.

At the same time however the minister warned of adopting a lopsided vision of new information technologies: Bulmahn is convinced that the basis for responsible action lies in a combination of information with knowledge and values. 'This must be performed at the level of the individual - and teaching this is a task which no computer can perform on behalf of the education and training system'.

Bulmahn described specialised knowledge, coupled with social and intercultural, foreign language, media and lifelong learning skills, as 'the key to the future', elements which should create the basis for new educational and training reform, a new 'education and training offensive'.

Source: BMBF/Cedefop/SK

Training councils established in various Autonomous Communities

In the course of the year 2000, three of the Autonomous Communities that have assumed competence in the field of regulated and 'occupational' vocational training over the last two years have created their own vocational training councils.

The adoption by the Spanish parliament of Law 19/1997 of 9 June, amending Law 1/1986 regulating the functions of the General Vocational Training Council, modified the composition of the Council to include the representatives of the Autonomous Communities of Ceuta and Melilla in the government's advisory body on matters relating to regulated and 'occupational' vocational training, whose tasks include, among others, collaboration in the framework of the national vocational training programme and the planning of vocational certificates and qualifications (see Cedefop INFO 3/1997).

In this context, the regional government of the Balearic Islands set up the Vocational Training Council of the Balearic Islands (Decree 39/2000 10 March), with the task, among others, of coordinating and promoting vocational training in matters relating to vocational qualifications and certificates and their respective equivalents and recognition; the Institute of Vocational

Qualifications of the Balearic Islands is also in the pipeline. The Council is to coordinate the various training activities in the field of vocational training, with the participation of institutional and social players, as reflected by its composition which includes representatives of the employers and trade unions in the plenary sessions, the standing committee and at the level of its vice-presidencies.

The Autonomous Community of Aragon, for its part, has set up the Vocational Training Council of Aragon (Decree 234/1999 of 22 December). The Council, a tripartite body comprising representatives of the regional administration and both sides of industry, represented by the main trade unions and employers associations in Aragon, is designed to respond to the training needs of the region. It is an advisory body, tasked with submitting proposals on the research and analysis of training needs and providing adequate data for the planning of training programmes to match the regional workforce with the skills requirements of the local labour market.

Finally, the regional government of Castilla and Leon, prioritising vocational training as one of the pillars on which

the new national vocational training programme is based, has established the Vocational Training Council of Castilla and Leon (Decree 82/2000 of 27 April) as a tripartite body to coordinate vocational training in this Autonomous Community.

The creation of the various vocational training councils reflects the will of the Autonomous Communities to establish adequate structures to coordinate and integrate the various training actions and of the three vocational training sub-systems (initial, 'occupational' and continuing training) with the participation of the economic and social agents of the regions, represented by employers associations and trade unions, which have a collaborative function in the elaboration of proposals for vocational training plans. The emergence of the councils moreover underlines the role of vocational training as an element of active employment policy to combat joblessness, which has now been integrated into the regional framework to provide the best possible match between the various certificates and qualifications and skilling needs at the level of the different Autonomous Communities.

Source: INEM

Adults get rights to primary and secondary education

Lifelong learning and educational opportunities for adults are important principles of Norwegian educational policy. The aim is to provide the conditions necessary to strengthen the competence of the adult population. Updated and new competences are necessary to improve competitiveness and increase flexibility in a changing working life. New competences can give individuals greater freedom of choice and possibilities to realise their wishes and needs.

A major challenge in the years to come will be the work involved in implementing the Competence Reform (see Cedefop Info 2/99 and 1/2000). The reform's aim is to meet the need for

new or changed competence in society, in the workplace and by the individual. It embraces all adults and is based on interaction between several actors.

The Storting (Parliament) has decided that adults shall have a statutory right to primary, lower secondary and upper secondary education. The right to upper secondary education has been in force from autumn 2000, while the right to primary and lower secondary education will be implemented from August 2002.

Considerable efforts have been made in recent years to improve educational opportunities for disadvantaged groups through adult educa-

tion. This particularly applies to adults with very weak schooling, various groups of physically disabled persons, adults with reading and writing difficulties and adult immigrants.

There are more than 1 million participants in adult education each year. Training takes place in the public education system, adult education associations, folk high schools, distance education institutions and other private institutions and in the workplace.

Municipalities are responsible for primary and lower secondary education for adults and for training in the Norwegian language and civic life for adult immigrants. County authorities

are responsible for upper secondary education for adults. Over 50,000 persons participate annually in adult education provided by municipal and county authorities. Adult education associations and distance education institutions also offer courses at these levels.

More information:
Dag Johnsen
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http://www.odin.dep.no

Source: Leonardo NA, Norway

Initial training policy

Technical and vocational training: reform just around the corner

Over the next three years, technical education for qualifications* and vocational education will be radically remodelled. A decree issued by the French Community Government on 30 March 2000 states that the options offered in these two streams of education are to be reorganised.

What is the objective?

The aim is to adapt the content of technical and vocational education to the realities of the working world, in other words to match the provision of education and training to the actual requirements of the labour market.

According to the French Community Minister for Secondary Education, Arts and Letters, Mr Pierre Hazette, the purpose of the reform is to upgrade technical and vocational education, improving the pathways to occupations. If the two streams leading to the same occupation were to be retained, this would devalue the vocational side of education.

What are the three stages of the reform?

The first stage, implemented by the *Commission Communautaire des*

Professions and des Qualifications (CPQ - the French Community Commission for Occupations and Qualifications, whose members represent employers' associations, the unions, the world of teaching and other training operators), consisted of defining qualification profiles, in other words the list of competences and knowledge required in the practice of each occupation.

In the second phase, for which the *Conseil Général de Concertation pour l'enseignement secondaire* (the general consultation board for secondary education, consisting of teachers) was responsible, training profiles were established. In the light of each qualification profile, it defined all the competences that should be acquired for the award of a qualification certificate by the end of secondary education.

The final stage relates to the proposed new range of basic options, presented in the form of a Government decree.

At present some 18 of the 130 existing options have been redefined and have been submitted to Parliament for a second reading. Establishments wishing to do so may offer those options from the start of the 2001/2002 school year.

The reference table for the new options and the curricula to be approved has not yet been defined, and the seventh year of specialist and more advanced education has yet to be laid down.

Each qualification profile corresponds to a single option, whose title will refer directly to an occupation. One result will be to eliminate certain overlaps in the options.

How much will this reform of the options cost?

In order to adapt education to technological progress, the Region of

Wallonia has released 200 million francs for the Fund for equipment for technical and vocational education (to modernise teaching equipment in secondary schools, with part of the budget being allocated to the regional skill centres).

This reform of technical and vocational education will not detract from the general organisation of secondary education. The reform will be fully implemented by the start of the 2003/2004 academic year.

* For information, secondary education in Belgium consists of three two-year cycles (observation, guidance, decision). On completion of the first two years of secondary education, pupils choose an option and go on to either a "transition" or "qualification" stream. In the transition stream, they study general educational subjects plus transition arts or technical subjects. General educational subjects prevail in these sections, and pupils are prepared for continuing their studies in higher education.

The qualification stream includes technical education leading to a qualification and vocational education. The former prepares pupils for a given occupation and allows them to go on to higher education. Vocational education prepares them for an

occupation, with the stress on practical work. On completion of a seventh year, it also allows them to go on to the short type of higher education.

Contacts:
French Community Ministry, Private Office of Mr Pierre HAZETTE, Minister for Secondary Education, Arts and Letters,
Boulevard du Régent 37-40, 5^e étage - B-1000 Brussels
Tel. (32-2) 213 17 00 - Fax (32-2) 213 17 09
e-mail: cabinet.hazette@cfwb.be

References:
30 March 2000 - French Community Government Decree modifying the range of basic options in secondary education and the regulations applicable to their curriculum planning.

31 May 2000 - two Decrees confirming the range of grouped options and the conditions for admission to the various years, forms and secondary education and the options.

18 July and 20 July 2000 - two Decrees consenting to the cooperation agreement between the French Community and the Walloon Region on the funding of cooperation under cross-policies, on the European Structural Funds and on the development of cultural enterprises.

Also see the Decree of 30 March 2000.
Source: CIDOC/Cedefop/EFEG

Positive discrimination policy in the French Community

Out of its concern for equity and for combating social and educational inequalities among young people in the French-speaking educational system in Belgium, the French Community has established a "positive discrimination" programme (Decree of 30/06/98). On 17 February this year, the French Community Government adopted an amended version of this Decree.

What does "positive discrimination" imply?

It is a distinction that takes the form of awarding enhanced grants to schools which try to give all pupils equal educational opportunities for vocational and social integration. The distinction is based on social, economic, cultural and educational criteria (articles 2, 3 and 53 of the Decree).

What is the procedure for awarding grants?

The Commission for Positive Discrimination identifies those establishments whose school-age pupils (from pre-school to the end of secondary education) are priority groups for aid.

Socio-economic research on the districts where their pupils live

(standards of living, unemployment rates, the number of families receiving the minimum wage and social aid and the proportion of non-Belgian communities) helps to define the school population in such establishments.

The Decree also takes two school-related factors into account: the percentage of pupils from other establishments who are lagging behind in academic achievement (due to failure in other schools) at each level of education, and the percentage of pupils who are in the vocational education stream.

Once they are identified, the "priority" schools lodge an educational plan. This must suggest the setting up of educational measures for the purpose of preventing academic

under-achievement, truancy, violence within the school premises, or for organising schooling for minors who live within the school catchment area. The financial aid granted means that the school can recruit staff to reduce class sizes; create special classes to help pupils adapt or in which targeted teaching methods can be used; set up specific teacher training modules or create areas for personal development such as libraries; and promote sports and cultural activities.

To help pupils in "social advancement education", the Ministry for the French Community grants a subsidy to establishments taking in a proportion of pupils living in districts at a given socio-economic level. The main objective of positive discrimination action projects put forward by those establishments should be to develop attitudes of solidarity, while taking account of one of the following goals: improved mastery of the French language; the organisation of adaptation or remedial education units; the practical implementation

of technical and vocational projects; the use of information and communication multimedia technology in projects bringing together pupils and teachers in secondary education.

As of the start of the current school year some 600 establishments catering for 108,000 pupils every day have been selected.

These measures of positive discrimination do not offer automatic long-term support. The Decree requires the Government to conduct regular assessments and to carry out inter-university scientific studies to determine the nature of school populations over four-year periods. The lists of establishments are to be reviewed in the course of these subsequent enquiries.

Contacts:
Ministère de la Communauté française, Cité administrative de l'État, Arcades, Bloc D
Boulevard Pachéco 19 bte 0 - 1010 Brussels
Tel (32-2) 2105534 - Fax (32-2) 2105538

References:
1. 30/06/98 - Decree offering all pupils equal opportunities for social emancipation, in particular by

setting up positive discrimination (MB 22/08/98) and erratum of 30/06/98.
This Decree was preceded by two formal opinions from the Council for Education and Training (1994, 1998). The first draft of the Decree was lodged with the Council for the French Community during its 1995-1996 session.

2. 17/02/00 - Two Orders by the Government of the French Community, setting out:
an amendment to the list of establishments in basic education (Decree of 30/03/00)
in secondary education, a list of establishments, schools and units benefiting from positive discrimination measures pursuant to article 4 §7 of the Decree of 30 June 1998, to give all pupils equal social emancipation opportunities, in particular by the implementation of positive discrimination.

3. 21/02/00 - Four Orders by the Government of the French Community granting a subsidy for the implementation of positive discrimination in social advancement education.

4. Article on "Positive discrimination policy in the Belgian French Community: a method of granting enhanced resources based on objective indicators", in: Cahiers du Service de Pédagogie expérimentale - Liège University (01/2000).

5. See also the Decree of the Government of the French Community of 05/01/99 defining procedures for the Commission's operation of positive discrimination, two Orders of the Government of the French Community of 03/02/00

Source: CIDOC/Cedefop/EFEG

Review published by the Minister for Vocational Education

Mr Jean-Luc Mélenchon, Minister for Vocational Education, has presented (August 2000) a review of his work over the past three months to Mr Jack Lang, Minister for National Education (both were appointed in April 2000). After consulting all the social partners in this sector, he proposed "standing guidelines for action" and a "set of adjustments" in the light of "shared objectives".

The context for the production of these guidelines was the revival of growth and employment, together with labour shortages concentrated in specific production sectors and locations. Another factor has been the smaller number of young people in the age groups arriving on the labour market, three quarters of them from vocational education. At the start of the 1999/2000 school year, the number of pupils enrolling for secondary education has been 21,000 lower than in the previous year, 15,000 fewer in the vocational streams. As the Minister has pointed out, this observation raises questions about the flow of pupils and their guidance, but it also has cultural origins. Society fails to recognise technical education and "the forms of intelligence for which it calls" as being on the same footing as other types of education.

The report lists five weaknesses of vocational education in the French educational system: the inadequate "fluidity" of the pathways offered, their lack of "transparency", doubts as to the "credibility" of the diplomas it offers, the "precarious status" of teachers and "the social living conditions of youngsters attending vocational education establishments".

The "adjustments" to be made and current actions include:

□ Creating bridges between the various curricula so that each young person "can go farther than might otherwise have been permitted by his or her attainments". This measure relates in particular to youngsters studying for the "Bac-pro" - the vocational baccalaureate - who will be able to go on to a final year in technological studies.

□ Aiming to ensure that every BEP (Brevet d'Enseignement Professionnel - Vocational Studies Certificate) can lead to a Bac-pro in the same field of specialisation, and that there is a bridge or "step up" from the Bac-pro to tertiary education (Brevets de Techniciens Supérieurs - Advanced Technician's Diplomas, Diplômes Universitaires de Technologie - University Diplomas of Technology, etc.).

□ Bringing teachers in the technological and the vocational streams closer together in the same establishment.

□ Renaming diplomas (and courses) to do away with the "abstract" character of existing titles which is a "discriminatory factor": young people find it hard to identify with their training. In renaming them, the set of references will be the terms used in the nomenclature of trades and crafts, making training provision more transparent. This also relates to the new *licences professionnelles* - licences to exercise a trade - which are based on partnership (courses jointly planned by universities in partnership with employers or branches of trade*). Almost 200 such courses out of the 500 submitted by the universities have been accredited by the Ministry for National Education, and these will accept 4000 students. A "standard type of lifelong education diploma", bearing in mind the objectives defined at European level, will also accept adults in continuing

training and recognise learning acquired through experience.

□ Providing for a "career planning interview" to which every young person would be entitled one year before the end of compulsory education.

□ Holding a general conference of vocational advisory boards with a view to reorganising diplomas or creating new ones; setting up an occupations monitoring unit in order to define training courses that will match the needs of new crafts and trades.

□ Including in the Government bill on social modernisation (to go before Parliament in the near future) a clause making racial discrimination a criminal offence if it leads to the refusal of training periods in the workplace.

Mr Jean-Luc Mélenchon's review also notes the statutory and social drawbacks of vocational teaching. Many teachers have only temporary status, and the Minister hopes to "open up exceptional opportunities to facilitate the integration" of such teaching staff. "Specific account" must also be taken of young people in vocational lycées, many of whom are no longer minors and some of whom are parents. With reference to apprenticeship, the Minister raises the question of the status of young people in training. He proposes "compulsory remuneration for those on work placements and in-house training", the aim being to widen the debate to "the possibility of pre-recruitment contracts that offer remuneration to young people in their last year of education and training before their vocational diploma".

Lastly, during the French Presidency of the European Union**, teacher and pupil mobility has been declared

a priority goal. This means that 8,000 young people (compared with 4,000 last year) should be going to other European countries on training placements. Those passing the Bac-pro after such a placement and who also have high enough average marks to reach the 1-2 pass standard will also be entitled to recognition of attendance of a "European section".

* On this subject, the reader is referred to the article on the "Lancement de la licence professionnelle" - Launching of the licence to exercise a trade, which appeared in Cedefop Info 2/2000; for further details on the creation of the first

licences professionnelles, consult the following Internet websites:
<http://www.education.gouv.fr/discours/2000/licencepro.htm>
or
<http://www.education.gouv.fr/enseignement-professionnel/actualites/dossiers-de-presse/d000628/licencepro.htm>

** The list of meetings organised by the Ministry of National Education during the French Presidency of the European Union can be consulted on the Ministry website: <http://www.education.gouv.fr/ptue/programme.htm>

Sources:
INFFO Flash, n° 549, 1-15 September 2000
Mr Jean-Luc Mélenchon's review (August 2000) can be consulted on the following website: http://www.education.gouv.fr/enseignement-professionnel/actualites/dossiers-de-presse/index_complet.htm

Industry proposes 22 new occupations

Training potential of at least 30,000 training places/KfB calls for the continuation of comprehensive modernisation process

The German Industry and Trade Advisory Board for Vocational Education (KfB) observes a considerable decline in the momentum of the innovative push towards the creation of new occupations. Following the creation of a total of 35 new training profiles in recent years, the training spectrum is only to be widened by one new occupation - scene painter/sculptor - and a single new discipline - medical documentation for specialised employees in media and information services - in the course of the year 2000.

With specific reference to the correlation between new occupational profiles and the creation of additional industrial training places, the Advisory Board, which represents the Confederations of German trade and industry, has proposed a list of 22 new occupations, ranging from machine and data basement sales persons to specialised service personnel in courier, express and postal

services, which it is convinced would offer a training potential of at least 30,000 training places.

At a specialised conference on 'the future of work - skills for the future', the KfB called for a general and comprehensive continuation of the modernisation process, pointing out that as well as creating new occupational profiles, it was necessary to streamline procedures, cut red tape, modernise examinations, make existing structures more flexible and create greater scope for industry.

The conference brochure which includes contributions on the subjects 'Can the dual system hold its own internationally?' and 'Observing and assessing key competences' can be obtained from the KfB at the following address: Kuratorium der Deutschen Wirtschaft für Berufsbildung, Adenauerallee 8a, D-53113 Bonn, Telefax (49-228) 91523-99.

Source: Kuratorium der Deutschen Wirtschaft für Berufsbildung (German Industry and Trade Advisory Board for Vocational Education)/Cedefop/SK

New legislation on compulsory training until the age of 18

On 7 July 2000, Italy's Council of Ministers approved the amendments to the regulation enacting Art. 68 of Law No. 144/1999 on the requirement to attend compulsory training activities until the age of 18.

Thus after completing compulsory schooling, which ends at the age of 15 with the first year of upper secondary school, young people must fulfil the compulsory training requirement until the age of 18 by choosing one of three options:

- continue their studies at upper secondary school in order to obtain a school-leaving certificate,
- enrol in regional vocational training in order to obtain a qualification,
- enter into an apprenticeship contract that envisages attendance at a minimum of 240 hours of training per year.

Schools affected

The schools affected are state upper secondary schools and equivalent non-state schools that have been awarded special recognition for quality and efficiency and, during the transitional period, recognised or legally acknowledged upper secondary schools normally termed "private schools". In these compulsory training may be fulfilled in the educational system.

Requirements for schools and training organisations

Employment Centres are responsible for administering the compulsory training system in accordance with the register of young people drawn up by schools. Schools notify the Centres of the names of the young people who do not intend to continue their studies and the Centres appoint tutors to guide them in their choice of alternative training pathways.

Training and guidance initiatives

Upper secondary schools must undertake initiatives, conducive to successful training, guidance and re-guidance including classes following school-leaving to comply with the law raising the school-leaving age.

To this end, such schools co-ordinate or integrate their activities with those of the Employment Services and local bodies, as well as of other services indicated by the Regional Authorities.

Fulfilment of apprenticeship requirements

The compulsory training requirement may also be fulfilled within an apprenticeship pathway (Law 196 of 24 June 1997) by attending supplementary training modules lasting at least 120 hours per year, thus doubling the original number and raising it to a total of 240.

The general criteria, the contents of the supplementary training modules and the minimum training standards needed to ensure that training pathways are homogenous throughout the country are established jointly by the Ministry of Labour and the Ministry of Education, having heard the opinion of the Conference of State and Regional Authorities, of the Conference of State-Municipal-Autonomous Local Authorities, and of

the trade-union and employers' organisations.

Transfer between systems and training credits

The knowledge, skills and abilities acquired within the vocational training system, during apprenticeship, as a result of work or through self-training, represent credits for access to various years of upper secondary-education courses. They are assessed by *ad hoc* committees set up at the start of each school year.

These committees, having examined the documentation submitted by the young people and obtained any other information needed, certify the skills acquired and decide which course year they may suitably join, awarding an *ad hoc* certificate that the person concerned may use to enrol in other school establishments.

The certificate states that the person concerned possesses the required skills in the disciplines and activities involved in the prospective course of study. It may also, if necessary, indicate that the existing preparation needs to be supplemented, which may be done during the first year of enrolment, possibly by attending specific remedial courses.

For transfer from the education system to those in the vocational training system or apprenticeship, schools and vocational training agencies may stipulate by special agreement the criteria and methods for evaluating training credits and the recognition of their value for the purpose of transfer from one system to another.

Integrated pathways

Schools may also design and carry out integrated training pathways. These pathways are carried out under arrangements with vocational training agencies or other suitable organisations, either public or private, and must be designed to maximise the range of choice open to the students and to allow transfers between the education system and the vocational training system.

Final and intermediate certificates

Fulfilment of the requirement to attend training activities is certified by a special note attached to the upper secondary school certificate.

In the case of integrated pathways, the certificates are supplemented with information contained in specific forms. In all other cases, completion of compulsory training is certified in special forms which represent an extension of the certificate awarded upon completion of compulsory schooling.

The schools notify the Employment Services of the names of those who have fulfilled the requirement to attend compulsory training within the education system.

The Ministry of Education and the Ministry of Labour will jointly decide the means and timetable for progressively setting up a link between the information system of the Ministry of Education and the *SIL (Sistema Informativo Lavoro - Labour Information System)* to ensure that the requirement to attend training activities is complied with in full.

Training in occupational safety

During all integrated pathways, as well as those leading to a vocational qualification (whether part of regional courses or of apprenticeship), young people will receive training in health care and prevention, safety at workplace and in work organisation pertaining to their sphere of occupation.

Financing

The new training system is financed to the tune of approximately 470 billion lire (243 million euro) provided by the Employment Fund, under Law 440 of 1997 on the extension of the training supply and by the *CIPE (Comitato Interministeriale per la Programmazione Economica - Interministerial Committee for Economic Planning)*, which carries out integrated education and training projects in the south of Italy. The funds are distributed each year among the Regional Authorities according to the number of 15, 16 and 17 year-olds residing in their territory who did not attend school in the previous year.

Further information from:
Ministero della Pubblica Istruzione
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Source: ISFOL

Scarcity of on-the-job training places

The number of available on-the-job places for apprentices in companies all over the country are decreasing. Intensive measures are being taken – some untraditional – at both central and local levels.

As learning on-the-job is crucial to training in vocational education in Denmark, it is essential, that a sufficient number of training places in companies are available for the students. As the number of places has been decreasing for some time, the government and social partners reached an agreement in January this year. It was agreed that an additional 5000 on-the-job places should be available (an increase of about 16%) within the next 2-3 years, and that the dropout rate during the on-the-job period should be cutting half.

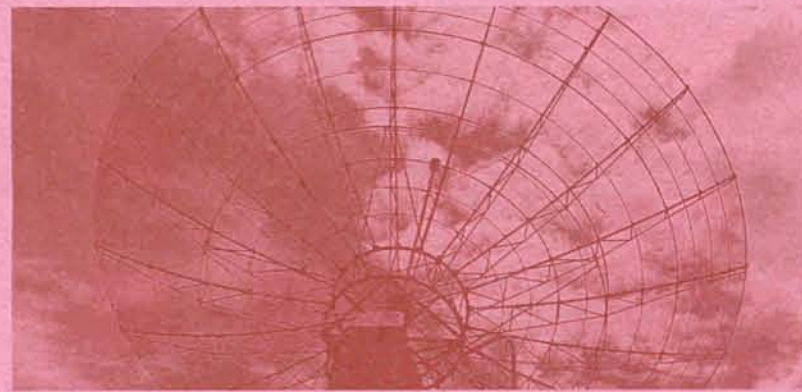
The realisation of the agreement relies primarily on local initiatives. The local education councils attached to each school are expected to play a more active role in searching for new on-the-job training places and in campaigning for employers to regard apprentices as a qualified resource of benefit to the company.

After a few good months showing an increase in the number of training places, unfortunately the summer has demonstrated another decline. Ms. Vestager, the Minister of Education as well as the social partners consider the situation serious. New initiatives during the autumn were expected to make amends.

Local initiatives – some untraditional – are already showing progress. Intensive hunting of training places, local conferences, and close co-operation between schools, job placement services, and local companies are paying off with a dramatic increase in the number of places in some regions. Schools have hired consultants to search for places and are offering their students courses in writing applications. Formation of student-groups systematically collecting information about certain types of enterprises and applying for places to these companies has also had a positive effect. In addition company-visits, arranging information-cafés for students who have not yet obtained a place, parent groups and other kinds of guidance and information seem to be initiatives that all vocational schools could make use of.

More information: The Ministry of Labour, E-mail address: www.am.dk

Source: Newsletters from the Danish Ministry of Education/DEL



Connexions to provide universal guidance for young people

From April 2001 the Connexions service will be phased in and will be made available to all young people between the ages of 13 and 19. Because it will provide guidance and careers advice universally, the government hopes to ensure that the service is not viewed as a "poor service for poor people".

Connexions is a new service that aims to bring together those initiatives aimed at helping young people to develop themselves and prepare for careers in a coherent, unified way, so that all information and advice is provided through a single service.

The service will be delivered using personal advisers, who will link young people to the appropriate specialist services they require. Education and Employment Minister, Malcolm Wicks unveiled proposals for a professional framework for Connexions Service personal advisers in June in the form of a consultation paper.* Responses will help to shape the way the Connexions services are offered.

The structure proposed is made up of the following:

- a cross-Departmental Connexions Service National Unit,
- Connexions Partnerships at local Learning and Skills Council area level, responsible for strategic planning and funding,
- local management committees at the level of local authorities, or groupings of local authorities, to suit local circumstances, bringing together local partners and responsible for organising local delivery.

In addition to the personal advisers, IT-based information and guidance will also be on offer, including web-based guidance and call centres.

* For more information on Connexions see the Government's strategy paper: *Connexions: The best start in life for every young person*
See also the Department for Education and Employment website on: <http://www.dfee.gov.uk>

Source: IPD

Impressum



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Continuing education and training policy

Continued from page 1

The Netherlands

A coherent framework for VET and adult education

After the first phase of secondary education, nearly two-thirds of all Dutch young people go on to vocational education. Meanwhile, Dutch society is going through a radical transformation process to an information economy where rapid anticipation of new technological developments is extremely important for the country's competitive position. Vocational and adult education play crucial roles in raising and maintaining the necessary knowledge and skills.

Koers BVE is one, very important, step in the process which was set in motion in September 1999 with another policy document, *Agenda BVE* (see Cedefop Info 1/2000). Then, the Minister announced an intensive round of consultation of all parties involved. In a series of conferences, information exchange and discussion sessions, in which the Minister himself often took part, the themes from *Agenda BVE* were scru-

tinised. *Koers BVE* will also be the subject of consultation and discussion. All parties are invited to react. The Education Council and the Social Economic Council will be asked for advice as well. The final step, expected in spring 2001, will be the consultation of the Lower House of Dutch Parliament, resulting in adoption of the policy document.

Koers BVE focuses on the same topics as *Agenda BVE*, but in much greater depth and detail.

Quality
Training institutions will further develop into providers of different services needed by different customers in different circumstances. Quality will be of the utmost importance and must be visible in many areas, such as, qualification structure maintenance, examinations, quality assurance systems, the role of the inspectorate, the students' and teachers' positions.

Accessibility

The VET system and the individual regional colleges will have to offer a wide range of courses, accessible for a variety of learners. The colleges themselves will have to become accessible for other players in the region.

Balance between autonomy and accountability

The central administration has a number of core responsibilities, shown in legislation, financing and other administrative provisions. The institutions are very much autonomous. Institutions need to utilise their autonomy for raising quality, accessibility and efficiency.

Regional co-operation

For the coming years, the region will be central for the implementation of policy. New administrative arrangements will become necessary in order to promote effective Regional Training Centres. Co-operation with

municipalities, other training providers and trade and industry must be achieved.

Finally, *Koers BVE* contains a number of concrete intentions.

□ In 2003, the number of effective hours, will gradually have been raised from 850 to 1000.

□ The national bodies for vocational education will be intrinsically involved in examinations and the education inspectorate will be responsible for supervision.

□ The qualification structure will be more oriented towards core competencies and it will offer room for regional elaboration, which is particularly desired for levels one and two.

□ Reinforcement of the position of participants (students) will take place through the creation of a formal position for the participants' council. In addition, efforts will be made to improve the provision of information to participants.

□ The transition from pre-voca-

tional secondary education (*vmbo*) and senior secondary vocational education (*mbo*) will be made more easy.

□ Proposals will be developed about the way in which multiple public accountability can be organised.

□ The test of macro-effectiveness (an alignment of training to national and regional needs in the labour market) will be done away with and replaced by systematic regional accountability.

□ Regional Training Centres must decide themselves on the form of their working relationship with the Employment Services' Centres for Vocational Training. This means that there could be regional differences.

□ Further decentralisation of the terms of employment for staff in the BVE sector.

Further information:
An abridged version of *Koers BVE* will be available in English and in German.
Ministry of Education, Culture and Science,
Afdeling Publiekvoorlichting, tel. 079 - 323 32 70
e-mail: webmaster@minocw.nl

Source: CINOP

Germany

Trade unions call for legislative standards in the field of continuing vocational training

Reform initiative in favour of a new continuing training policy

A number of trade unions have called for an active continuing training policy. A nationwide petition, with signatories from the fields of politics, science, the administration, training institutions and trade unions, is designed as the starting point for a broadly-based initiative to reform the continuing vocational training system.

The initiative - launched by the trade unions Education and Science (GEW), Commerce, Banking and Insurance (HBV), Media (IG Medien) and the Metalworkers (IG Metall) -

criticises the evident discrepancy between the generally emphasised growing importance of continuing training and reality, pointing to the dearth of continuing training structures and standards to cater for the greater demand for learning, despite the general consensus on the actual need for lifelong learning. The unions observe that the yardsticks applied to continuing training efforts tend to be market economy-based, resulting in inadequate provision and an exacerbation of social imbalances, with funding of continuing training increasingly becoming a private matter and a lack of transparency of certificates and serious problems in terms of quality.

The trade unions have therefore drawn up proposals for regulations to be applied to continuing vocational training at federal level. These proposals relate to the structure of provision and forms of learning, quality assurance and certificates, learning time entitlement, funding and research. The trade unions further propose a transfer of responsibility for the regulation and control of continuing training to the relevant committees within the Federal Employment Agency (BfA). The overall objective is to develop a blueprint offering all the stakeholders a greater degree of commitment, reliability and security in terms of planning.

The trade unions are also critical of the continuing training policy of the federal government. They point out that despite the importance of actions to support models of good practice, pilot projects and transferable approaches/initiatives, such measures are not an adequate substitute for a structural policy or the necessary legislative standards. The unions draw attention to other European countries, e.g. Denmark and France, where regulatory activities of this kind are self-evident and have led to the desired expansion of continuing training.

Source: GEW/HBV/IG Medien/IG Metall/Cedefop/SK

Ireland

The adult learner

Lifelong learning has moved centre-stage in educational policy in Ireland with the recent publication of a white paper on adult education*. The white paper aims to tackle the problem of low participation rates in adult education which are among the lowest in the OECD. Addressing the problems of low educational attainment among sections of the population, poor third-level participation by mature students and the disadvantaged, the white paper sets out a blueprint for the future development and expansion of adult education. A lengthy consultation process involving key players in education and training provision and commitments made in the National Development Plan and the new national pay deal to substantially upgrade the provision of adult education, preceded its publication.

Defining adult education as "systematic learning undertaken by adults who return to learning having concluded initial education and training", the paper focuses on the adult learner in a number of settings - school, community, workplace and higher education - and proposes support services and structures to underpin it. It combines commitment to the partnership model, to community education and to equality of access and beyond this to the practical economic benefits of adult education, not least the manner in which it can help to bridge the skills gap in the economy.

The implementation of a national adult literacy and numeracy programme to provide for an estimated 113,000 adults will be a priority. A *Back to Education* initiative, representing the largest government investment, will be aimed at adults and young people with less than upper secondary education. It will include a national training programme in basic computer skills. Fees will be waived or reduced under the initiative for many students, depending on their means and some will receive training allowances in

addition to free tuition. A targeted higher education mature student fund, which will increase to Euro 12.70 m per annum, will be introduced to make the third-level sector more responsive to the needs of adults. The funding will be used to support courses which are flexible and attractive to mature students. It is hoped to increase adult participation from the 1997 level of 2% to 15% by 2005. Fees will no longer apply to part-time students who are welfare recipients.

Skill shortages in terms of new entrants to the workforce as well as the skills of those already in the workforce will be tackled. The main proposals in this area are to:

- encourage the development of partnerships of the education/training sectors with industry
- further develop flexible education and training options, an issue being examined by the Task Force on Lifelong Learning
- establish a working group to examine the cost and feasibility of treating investment in "human capital" by employers on the same basis for tax relief as other capital invest-

ment and providing tax relief for participants for fees incurred in engaging in nationally certified programmes.

□ examine the feasibility of a national training programme for learning assessors to support mechanisms for the accreditation of prior learning or work-based learning

Provision is made for support services to ensure uptake of these initiatives, with an inter-agency working group to make recommendations on the future recognition of staff qualifications in the adult education and training sector. It is also proposed to establish a forum of adult education practitioners and to introduce new approaches to assessment, accreditation and certification. The development of an adult guidance and counselling service and additional funds for childcare are also recommended.

The white paper proposes a two-layer structure for adult education. A National Adult Education Learning Council will direct the provision of adult education at national level, and Local Adult Learning Boards will promote an area-based approach to the delivery of services.

The white paper has been welcomed overall by the National Association of Adult Education (AONTAS) for bringing adult education within reach of many more people by enabling those in receipt of social welfare to receive free education at all levels without losing benefits. It does, however, criticise government failure to implement a total abolition of fees for adult learners. IBEC, the employers' organisation, has also criticised the retention of fees for non-welfare recipients pursuing third level courses as a disincentive to many in the workforce who want to upgrade their skills.

* Department of Education and Science: Learning for life, white paper on adult education, 2000. ISBN 0-7076-6450-0 EUR 6.35 (Available: Government Publications, Postal Trade Section, 4-5 Harcourt Road, IRL-Dublin 2). Tel. (353-1) 661 3111 ext 4040/4045 Fax (353-1) 475 2760

Source: FAS

Employment policy

France

Government bill on social modernisation

On 24 May 2000 Martine Aubry, the Minister for Employment and Solidarity, presented a bill on social modernisation to the Council of Ministers; Title II of the bill covers work, employment and vocational training.*

The first reading before Parliament was due to take place in late June 2000, with the debate being continued in the autumn. The National Assembly's calendar, however, was disrupted by the emergence of the issue of the five-year term for the Presidency of France. This institutional reform entailed a rapid review of the bill on the five-year Presidency, necessitating the deferral of the debate on the social modernisation bill to the next session of Parliament, i.e. not before the start of 2001.

Besides the objective of full employment referred to by the Minister on 24 May, the purpose of the bill is to give employees new rights as necessitated by the transformation of the French economy.

The aim is to prevent redundancies by promoting forward-looking management planning of jobs and skills. Other aims are to combat precarious employment by introducing stiffer penalties, to facilitate access to permanent contracts of employment, to combat discrimination and protect nighttime workers and pregnant women workers.

The new rights include the individual's right to the recognition of work experience toward

acquiring a diploma or a vocational title (in other words, without having to attend a training course). It is "the first stage in the recognition of an individual right to lifelong training," explained Nicole Péry, State Secretary for Women's Rights and Vocational Training, at the time of presenting the Training section of the bill on 22 May.

The social modernisation bill also introduces overdue reforms to the funding of Apprenticeship Training Centres, with the aim of doing away with the inequality of resources among such centres and expanding apprenticeship throughout the country.

* The document can be downloaded from: <http://www.travail.gouv.fr/actualites/pdf/briefplms2305.pdf>

For further information, see:
INFFO Flash, n° 545, 16-30/06/2000, pp. 1-2
INFFO Flash, n° 544, 1-15/06/2000, pp. 1-4
On the bill on the reform of formal recognition of qualifications acquired through work experience and the new structure of the certification process, see the article on the Certification and validation of achievement in 2000: outlines for future reform, in INFFO Flash, n° 541, 16-30/04/2000, pages 6 and 7.
See the Ministry of Employment and Solidarity website for the press dossier on the press conference given by Mrs Nicole Péry on 22 May 2000:
http://www.travail.gouv.fr/actualites/dossiers/dossiers_presse.html

Source: Centre INFFO

France

A partnership for employment mediation

The *Comité de liaison pour la promotion des migrants and des publics en difficulté d'insertion* (CLP - Liaison committee for the promotion of migrants and groups experiencing difficulties in entering the labour market) brings together and coordinates the work of a national network of 79 agencies and 2,700 trainers. These have reported "increasingly selective practices on the part of employers: the demand for qualified, or even over-qualified, workers for fairly low-skilled jobs and discrimination against certain groups (the long-term unemployed, people of foreign origin, women, young people, etc.)."

This is the reason why the CLP, together with five agencies in its network, intends to set up an "employment mediation" project with a view to developing new practices among trainers. The goal is to make them "more interventionist" in dealings with employers, to persuade them to change their mental images of such groups and therefore their recruitment practices.

This innovatory project, named "SAM-SAM - accès à l'emploi", was launched as a result of aid from the European Social Fund under the Employment-Integra Community Initiative Programme. As with all projects in this category, a partnership was established between CLP and European agencies* (in this instance in Germany, the Netherlands, Ireland and Spain) sharing the same objectives and conducting the same type of action. This partnership is directed towards identifying different methods of employment mediation, and building up an appropriate methodology and benchmarks for skills for those taking part in this type of measure (trainers, agency directors, social actors). The changes to the organisation of the various bodies concerned and to trainers' practices to make them more effective, as well as the regular encounters and the pooling of practices and thinking among the partners, are outlined in a booklet entitled "Médiateur à l'emploi: pratiques, méthodes, compétences (PIC Emploi-Integra 1997-1999)", suggesting a

methodological framework for employment mediation and a set of references for employment and skills in this new function.

* CLP's partners:
Netherlands: the Foarwurk Institute, which operates in the field of education, "social activation" and support in obtaining employment, is developing an integrated approach to the rehabilitation in work of people in difficulty.
Spain: there are two bodies working for jobseekers: Excma (the provincial agency in Salamanca) has set up a unit (*Integra Puente*) to help the long-term unemployed and jobseekers in rural areas throughout the Province of Salamanca; Cave (*Confederación de asociaciones de vecinos*), which has launched a "bridge to work", a job creation programme (for self-employment) aimed at the long-term unemployed and first- and second-generation migrants.
Northern Ireland: "New Step", set up by "Youth Action Northern Ireland", is directed towards disadvantaged mothers aged 18 to 25 who are very isolated in their own community.
Germany: the *Bundesinstitut für Berufsbildung* (BIBB) is trying to introduce new approaches to guidance and qualification, with the emphasis on the pathways taken by female immigrants and refugees.

Source: INFFO Flash, n° 546, 1-15 July 2000

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tel. (33-1) 55 25 22 00; fax (33-1) 55 25 22 01; e-mail: clp@worldnet.fr

New training organisations and programmes

United Kingdom

Individual Learning Accounts go ahead

The national framework of Individual Learning Accounts following a September launch, is now fully operational in England.

Individual Learning Accounts, or ILAs, are an important part of the UK government's lifelong learning strategy. ILAs are designed to allow people to manage and plan their own learning, and gives them a financial support for investing in learning for personal and career development. In England, anyone 19 years of age and over is eligible for opening an ILA. The first million savers for the ILAs will be eligible for a UK£ 150 grant. The government hopes that ILAs will support the trend for individual responsibility for learning and career development, which is becoming increasingly necessary because of the end of the idea of "a job for life", and a new emphasis on lifelong learning.

ILAs work as a voluntary savings account held through a financial institution. The government, employers and the individual can contribute funds to the ILA which are used for learning. ILAs are not loans, but rather a way to help people to save for their own learning. However, they are also designed to stimulate learning in those areas where there are skills shortages. In order to further encourage the use of ILAs, discounts on courses and other incentives will apply to ILA holders only.

The ILA is designed to enable people to take up discounts and benefits, give them information on learning opportunities and help employers support employees learning. Individuals will receive a "learning card", which the government hopes will in the future provide discounts on a variety of learning materials, including books. Pilot schemes have been set up to help test out various

kinds of ILA models. Ministers have agreed a final model that will be adopted under the national framework.

The ILAs will be administered through the Individual Learning Accounts Centre, which will assist account holders in the following ways:

- provide advice and other services for individuals opening accounts,
- answer questions about the ILAs and what they cover,
- provide administrative support to ILA holders
- provide an annual "learning record" summarising the learning individuals have undertaken.

Ways of providing learning accounts in Scotland, Northern Ireland and Wales are being looked at. Variations are expected to meet the needs of each country and to comply with the policy objectives of the devolved administrations. In Scotland ILAs will be available to people aged 18 or over provided they are not in full-time higher education or in receipt of a grant or scholarship from public funds for the learning in question.

The Scottish target is 100,000 ILAs by 2002. The Scottish Executive has committed UK£ 26 m over 3 years and allocated this through Scottish Enterprise, Highlands and Islands Enterprise. *Learndirect scotland* is also being established and aims to

connect people and businesses who want to improve their skills with the people who can offer them the learning they need. *Learndirect scotland* will aim to deliver learning *how, where and when* most convenient for the adult learner, to encourage demand for learning, and to identify and fill gaps in learning. *Learndirect scotland* has been designed to widen participation in learning and inspire national demand.

More information on Individual Learning Accounts can be found on the Department for Education and Employment's website: <http://www.dfee.gov.uk>
Source: IPD

Netherlands/United Kingdom

Digital universities in the pipeline

In both the Netherlands and the United Kingdom initiatives to establish digital universities have been launched.

In July, Dutch Education Minister Loek Hermans informed parliament on future actions concerning the Open University. In accordance with two feasibility studies undertaken by a special commission and Price Waterhouse Coopers, the Minister wants the Open University to cooperate in a consortium with other universities and institutes for higher vocational education (*hogescholen*), in order to establish a Digital University. Three universities and eight colleges for higher professional education have signed a letter of

intent to collaborate. Before the end of this year, a business plan will be drawn up. The Minister will then decide about additional funding.

The aim of the consortium is to develop a high quality virtual university in five years time. The consortium will set up a centre which will contribute to educational innovation and provide digital education in the higher education sector, especially within the framework of lifelong learning.

Meanwhile a proposed national UK e-university is being held up due to disagreements about which type of model to pursue. The proposals were

set out in a report by consulting firm Price Waterhouse Coopers and include models whereby the e-university could operate as a freestanding institution that competes with other institutions, or as a broker which commissions its own material. Universities and colleges prefer the model that allows them to present their own courses and materials within a common framework*.

* "Put e-university on hold, say consultants" in the *Times Higher Education Supplement* p.2 on July 21, 2000

Further information: Ministry of Education, Culture and Science; Directie Publiekvoorlichting, Postbus 25000, NL-2700 LZ Zoetermeer, Tel. (31-79) 323 32 70, Fax (31-79) 323 23 20, E-mail: webmaster@minocw.nl

Source: CINOP/IPD/Cedefop/JMA

Special target groups

Belgium

Flemish Government helps disabled people find work

In this period of growing labour shortages, the inclusion of traditionally vulnerable groups in the working world is even more of a topical issue. The Flemish Fund for the integration of the disabled, together with the Flemish Government, are stepping up their efforts to open the doors of companies to the less able-bodied.

Five major measures to encourage the private sector to take this path have already been adopted:

- A Federal contribution to reduce social security contributions for the

disabled (2,900 people already benefit from this concession)

- A "Flemish integration grant" (awarded to 327 people)
- Compensation for adapting a workstation (28 grants made in 1999) or work tools (70 grants in 1999)
- Contribution towards travel costs (total of 7 million francs in 1999) in the public sectors, quotas for the number of people who must be taken on.

The Flemish Government also intends to improve the cooperation

between the Flemish Fund for the integration of the disabled and the Flemish Board for Employment and Vocational Training (VDAB). Since 1964, the general job placement authority has been working separately from the body responsible for helping the disabled to enter the working world. This compartmentalisation has now been partly ended: the two bodies are to be installed in the local workshops that VDAB is setting up in individual communes.

Unlike other countries, Flanders is still opting for the policy of providing

incentives to employers to take on disabled workers rather than making it compulsory. Even so, the Flemish Fund intends to make employers more aware of the question of recruiting people with disabilities. The campaign will take the form of a booklet giving practical examples (a guide to good practice) and an information dossier on the support measures and the institutions that can help employers by supporting and training the disabled.

Employers in the more socially minded sectors testify to the many

advantages of recruiting disabled people, so long as the employer is prepared to adapt the conditions of work to the specific disability of the person concerned. The added value stems from greater loyalty to the company and enormous motivation on the part of the disabled person. Team spirit throughout the company is also strengthened.

Further information: www.vdab.be
Source: VDAB Media-en Bibliotheekbeheer / Icodoc

Impressive success of skilling model

Real job opportunities for long-term unemployed youngsters thanks to BBJ programme

A model implemented by the Berlin Association for the promotion of the cultural and vocational education of youngsters and young adults (BBJ) has proven a great success. In the context of the 501/301 programme, the BBJ Servis gGmbH für Jugendhilfe, a member of the Association's business group, has been providing skilling and job opportunities for long-term unemployed young people in small and medium-sized enterprises since 1988.

The programme is specifically tailored to long-term unemployed young people aged 18 - 27 with virtually no prospects in the regular job market on account of their CVs and lack for qualifications. The programme provides them with an opportunity to choose a job in a small or medium-sized firm in Berlin, subsidised by

the public authorities for a maximum of three years by a partial refund of wage costs. The objective of the programme is to facilitate the job market insertion of disadvantaged young people and to stabilise and train the young people, making it worthwhile for employers to keep them on in steady employment with no recourse to public subsidies.

As the implementing body of the 501/301 programme, the BBJ supports both the participating young people and the firms. The companies provide the young people with skilling opportunities, supplemented by external training courses, on the basis of individual training and career plans drawn up by the BBJ, the main focus being to mobilise the self-initiative of long-term unemployed young people. An important element of the programme, is to ensure, as far as possible, a modular on-the-job skilling concept to secure exploitability of the acquired competences in the job market.

As a logical consequence of the 501/301 programme, the pilot project 'Different paths towards subsequent certification' was launched in conjunction with the Federal Institute for Vocational Training Affairs (BIBB) in 1995. This second chance scheme prepares unskilled and semi-skilled clients as external candidates for chamber of trade and industry examinations leading to the qualification of office clerk. The participants' learning curve is attested by a skills pass which makes them eligible for the external chamber examination.

The 501/301 programme is co-funded by the city government of Berlin and the European Social Fund, with the participation of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth up to the year 1997. The Federal Ministry for Education and Research has funded 75 percent of the additional costs incurred by the pilot project in conjunction with the BIBB since 1995.

The 501/301 programme has been a considerable success: each year 60 - 70 percent of successful participants have been taken on by their firms or found a regular job elsewhere. This prospect considerably strengthens the motivation of the participants who - often for the first time in their lives - find themselves in a regular job, become familiar with their own personal and vocational competences and develop a considerable degree of self-confidence. A number of young people have also successfully completed the pilot project and passed the external examination before the chamber of trade and industry.

Further information from: Programm 501/301, BBJ Servis gGmbH für Jugendhilfe, Alt-Moabit 73, D-10555 Berlin, Contact: Susanne Kretschmer, Tel. (49-30) 39998-0/201, Fax (49-30) 39998-260, E-Mail 501@bbj.de, www.bbj.de.

Source: BBJ/Cedefop/SK

Good Practice Centre to disseminate models of good practice

Vocational advancement of disadvantaged groups: BIBB sets up information centre to disseminate models of good practice

Very little tends to be known about the numerous models and ideas implemented in the field of vocational training which are specifically designed to promote the vocational advancement of disadvantaged groups. The objective of the agencies implementing these projects with

public support is to promote training and job opportunities for young people with particular insertion difficulties. There has so far been little dissemination of the often successful concepts and instruments applied in this area. The Federal Institute for Vocational Training (BIBB) now intends to systematically tap and disseminate this wealth of expertise and experience to a wide public and to this end is currently setting up a "Good Practice Centre" (GPC) with the support of the Fed-

eral Ministry for Education, Training and Research.

The GPC's mission is to compile, analyse, network and document successful support initiatives and to make the processed information available to all those involved in the vocational advancement of disadvantaged groups. Its facilities include an Internet-supported discussion platform, specialised conferences, expert round tables and workshops on key aspects of the vocational

integration of disadvantaged groups. It examines existing support structures in terms of their effectiveness for all types of disadvantaged groups and issues recommendations for their design and improvement. The Centre also determines research and information requirements in this field and provides information on the results of its activities in a newsletter.

The GPC is interested in collaborating with any agencies or persons

working in the field of the vocational advancement of disadvantaged groups in a scientific capacity, involved in compiling data or practical examples or in the organisation of specialised conferences in this area.

Contact address: Federal Institute for Vocational Training (BIBB), GPC, Hermann-Ehlers-Str. 10, D-53113 Bonn, e-mail: gpc@bibb.de, Secretariat: Andrea Rieck, Tel. (49-228) 107-1305, e-mail: rieck@bibb.de, Project leader: Dr. Friedel Schier, Tel. (49-228) 107-1328, E-mail: schier@bibb.de.

Source: BIBB/Cedefop/SK



TTnet Dossier No 1
Trends in the development of training and the role of innovation as a transferable practice
Reference document 3009
Languages: EN, FR
Price: EUR 8.50
Cat. No: TI-29-00-513-EN-C

May be obtained from the EU sales offices



TTnet Dossier n° 2
The role of the tutor from a community perspective
Reference document 3010
Languages: EN, FR
Price: EUR 8.50
Cat. No: TI-29-00-521-EN-C

May be obtained from the EU sales offices



MAKING LEARNING VISIBLE:
Identification, assessment and recognition of non-formal learning in Europe
Reference document 3013
Language: EN
Price: EUR 11
Cat. No: TI-32-00-871-EN-C

May be obtained from the EU sales offices



The need for competences due to the increasing use of information and communication technologies
Cedefop panorama 5105
Language: EN
Cat. No: TI-30-00-479-EN-C

Free of charge on request from Cedefop



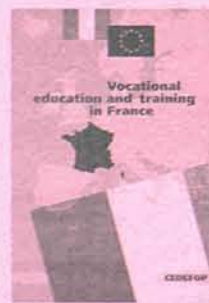
Transforming the public provision of training: reorganisation or privatisation? Long-term changes in Sweden and the Netherlands
Cedefop Dossier 6004
Language: EN
Cat. No: TI-30-00-956-EN-C

Free of charge on request from Cedefop



Vocational education and training in Austria
Monograph 7001
Languages: DE, EN, FR
Price: EUR 18.50
Cat. no.: HX-07-97-684-EN-C

May be obtained from the EU sales offices



Vocational education and training in France
Monograph 7002
Languages: DE, EN, FR
Price: EUR 18.50
Cat. no.: HX-10-97-453-EN-C

May be obtained from the EU sales offices



Le système de formation professionnelle au Luxembourg
Monograph 7012
Language: FR
Price: EUR 18.50
Cat. No: HX-22-99-854-FR-C

May be obtained from the EU sales offices



Cedefop 2000 New publications
4008
Languages: ES, DA, DE, EL, EN, FR, IT, NL, PT, FI, SV
Cat. No: TI-31-00-384-1F-C

Free of charge on request from Cedefop

Cedefop publications

Page 13 Vocational guidance D: Specialised knowledge is the most important requirement for IT firms; IRL: Forecasting occupational trends; GR: Upgrading career offices with automated information access; **page 14 Conferences** AT: Communication around the world; Conferences – Seminars – Exhibitions; **page 15 info-point Internet @**; **page 16** Selected bibliography; Sources.

Vocational guidance/Conferences/ Info point Internet

Vocational guidance

Germany

Specialised knowledge is the most important requirement for IT firms

Basic PC skills expected from applicants as they commence training

A substantial proportion of firms' IT-skilled manpower expect specific job-related knowledge and basic PC skills from applicants as they commence training. This is the conclusion of a survey conducted by the Federal Institute for Vocational Training (BIBB) among over 1000 firms and 100 IT advertisers and the analysis of some 240 relevant job advertisements.

50 percent of the surveyed firms attach additional importance to a certificate of higher education, although over one half of respondents

regard a training certificate in one of the four new IT professions - IT systems electronic, specialised computer engineer, IT systems salesperson, computer salesperson – as equivalent to an academic qualification. 80 percent of firms also require interdisciplinary skills such as willingness, motivation, teamwork and cooperation skills.

Firms expect their young blood to have basic knowledge of application software and the Internet at the commencement of their training.

Approximately 83 percent of the surveyed firms wishing to expand their service divisions require IT application knowledge from their new apprentices.

The BIBB also surveyed 34,000 employees on job requirements in their firms in collaboration with the Institute for Labour Market and Occupational Research of the Federal Employment Agency (IAB). The main result of this survey is that computing skills, although necessary, are no substitute for a solid general educa-

tion. Modern knowledge-based society requires a new form of general education - sound computer application knowledge combined with traditional abilities in German, spelling, written expression and foreign languages - with language and social skills, e.g. the ability to express oneself freely and conduct negotiations, becoming increasingly important.

Individual findings from the study are regularly published in the BIBB specialist journal 'Berufsbildung in Wissenschaft und Praxis (BWP)'. So far the following have been published:

Rolf Jansen: Auswirkungen des Strukturwandels auf die Arbeitsplätze. [The effects of structural change in the workplace.] - Findings of the BIBB/IAB survey 1998/99. In BWP, No 2/2000

Joachim Gerd Ulrich: Weiterbildungsbedarf und Weiterbildungsaktivitäten der Erwerbstätigen in Deutschland. [Continuing training needs and activities of the gainfully employed in Germany.] Findings of the BIBB/IAB survey 1998/99. In BWP, No 3/2000.

Issues of BWP can be purchased for DM 15 (EUR 7.67) from W. Bertelsmann Verlag GmbH & Co. KG; P.O. Box 10 06 33, 33506 Bielefeld, Tel. (49-521) 9 11 01-11, Fax (49-521) 9 11 01-19, E-Mail: bestellung@wbv.de

Source: BIBB/Cedefop/SK

Ireland

Forecasting occupational trends

Strong economic growth will continue to underpin the expansion of most occupational groups over the coming years predicts the latest FAS/ESRI* manpower forecasting study.** The main objective of the series, which published its first report in 1991, is to develop a system which can be used to provide information on the changing patterns of occupations and to identify possible variations in skill requirements across broad occupational areas of the economy.

The total number at work is projected to rise by over 28 % during the forecast period 1997-2005. The largest percentage employment increases (over 50 %) are predicted to occur for sales workers and managers. The next highest growth relates to persons engaged in personal services (42 %) followed by associate professionals and skilled maintenance workers – both 35 %. These are followed by transport and communications workers, other skilled manual workers, professionals and those engaged in security – all predicted to rise by about one-third between 1997 and 2005. Semi-skilled operatives and clerical workers will account for a smaller per-

centage increase. The smallest increases in the period to 2005 are indicated for proprietors in services and unskilled labourers. The occupations which will be subject to most rapid decline are agricultural occupations, clothing/textile operatives and religious activities.

Female employment is forecast to increase from just over 38 % in 1997 to 41 % in 2005 with the highest female representation in personal services and clerical activities, followed by associate professionals and

sales workers. The most significant expansion in the female employment share – from 29 % to 34 % - is predicted to occur in the "managers" category, an area where women were previously under-represented.

The implications of these employment forecasts for future skill requirements and levels of vocational training are discussed in the report. The diverse range of occupations for which the largest increases are predicted in both skill-intensive and semi-skilled activities suggest the

need for a balance between intermediate and higher levels of training and education so as to ensure a continuing supply of workers with appropriate skills across the spectrum of occupations.

The report suggests that while the emphasis in Ireland and other advanced countries has been placed on high-skills training to sustain economic growth in the long term, the reality is that there is also a need for medium or low-skill employees. Hence there is a need for different

types and levels of training across a wide range of labour market activities. The emphasis in policy should be therefore, the report concludes, to encourage firms (both large and small) to upgrade the skills of their employees at all levels – core production workers, technical staff and, most importantly, managers.

*FAS-Training and Employment Authority/ESRI-Economic and Social Research Institute
 **Hughes G, McCormick B, Sexton JJ: Occupational Employment Forecasts 2005. ISBN: 0-7070-0187-0 Euro 15.24 (Available: ESRI, 4 Burlington Road, IRL-Dublin 4) Tel. (353-1) 667 1525 Fax (353-1) 668 6231 Email: admin@esri.ie, Website: http://www.esri.ie

Source: FAS

Greece

Upgrading career offices with automated information access

The results of a research project conducted on behalf of the Greek Institute of Technological Education which is responsible for adjusting technological education planning to labour market evolution, have been published recently. The main purpose of the project was to develop a powerful labour market analysis tool, useful to institutions observing la-

bour market trends and responsible for ensuring that vocational training policy conforms to these trends. A second objective was to offer to employers and employees an efficient and rapid information network.

The research found that this can be achieved by building a database containing detailed information

about labour offer and demand. The database should be accessible to students via specifically designed terminals equipped with smart cards readers. The users could be provided with smart cards containing all the related information and thus be automatically informed about the availability of employment. This automation of the labour market

search would make the whole system attractive and consequently its extensive use would enrich the database with the corresponding transaction data, valuable to the decision maker.

Further information: Mr. K. Papatheodosiou, Institute of Technological Education, Tel. (30-1) 922 10 00 - Fax (30-1) 922 77 16 - e-mail: inteek@netor.gr
 Source: Papatheodosiou/Cedefop/JMA

Conferences

Austria

Communication around the world

Austria will be hosting its third international Training Firm Fair next spring in Salzburg (21-23 March 2001)

The 2001 fair will focus on the communication of those undergoing training, the communication that is needed to set up business relations, make deals, entertain business partners, and all this in foreign languages. Workshops will be organized to foster international exchange of experience, again not on the VET-

expert or policy maker-level but on the student/trainee-level.

Communication around the world – this motto has been chosen as the 2001 fair is again an international one also coinciding with the European Year of Languages.

Registration will be carried out online. Forms are available in several languages. As of 1 to 23 March 2001 any training/practice firm will be able to do "online-shopping" by

mouse click. All the products or services offered will be illustrated and described in English and a second foreign language (French, Italian, Spanish or German). This will enable all practice firms and virtual enterprises to select the goods/services on the INTERNET and place their orders by e-mail, even if they do not have the chance of coming to Salzburg.

140 training firms and more than 10,000 visitors attended the 1999

fair, that was held together with an international symposium.

Further information on this event, which will be organized by ACT-the Austrian Centre for Training Firms in collaboration with the Austrian Ministry for Education, Science and Culture as well as in cooperation with further partners, can be obtained on: <http://www.act.at/messe2001> (in DE, EN, FR, IT and ES) <http://www.act.at/actnews> (Edition 09/00 – see 'Schwerpunkt', available in German only)

Should you require more information on training firms, please consult: <http://www.act.at> or <http://www.schule.at/berufsbildung/abc> in the Download Area, see 'Informationsmappe'

Berufsbildung, 11 Training Firms (also available in DE and FR).
ACT – the Austrian Centre for Training Firms
Esslinggasse 5/9
A-1010 Vienna
Telephone: (43-1) 532 29 78
Fax: (43-1) 532 29 78-18
Homepage: <http://www.act.at>
E-Mail: info@act.at

Federal Ministry of Education, Science and Culture
Dept. 25
Minoritenplatz 5
A-1014 Vienna
E-mail: berufsbildung@bmbwk.gv.at

Source: Cedefop/EWS

CONFERENCES – SEMINARS – EXHIBITIONS

Karlsruhe/D

30 January to 2 February 2001
LEARNTEC 2001
9th European Conference and Trade Fair for Educational and Information Technology
in cooperation with UNESCO
Contact:
Karlsruher Kongress- und Ausstellungs-GmbH
Postfach 12 08
D-76002 Karlsruhe
Mr. Jochen Georg
Tel. (49-721) 3720-2137
learntec@kka.de
www.learntec.de

London/UK

12 to 14 February 2001
eLearning
OnLine learning Europe 2001
VNU Business Media in cooperation with Cedefop
Information:
www.trainingvillage.gr

Hanover/D

19 to 23 February 2001
Bildungsmesse 2001
International Trade Fair for Education and Training
Kiga, Interschul and didacta
Contact:
Katariina Rohrbach
Tel. (49-511) 89-321 27
Fax: (49-511) 89-322 96 oder (49-511) 89-321 17
www.bildungsmesse-hannover.de
bildungsmesse@messe.de

Vancouver/Canada

21 to 24 May 2001
World Education Market
Exhibition and Conference Program
Contact:
World Education Market
Reed Midem Organisation
B.P. 572
11, rue du Colonel Pierre Avia
F-75726 Paris Cedex 15
Tel. (33-1) 41 90 44 20
Fax (33-1) 41 90 49 60
info@wemex.com
www.wemex.com/docu.html

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European Union policy: a retrospective
Page 5

Current policy issues
Page 19/21/37

Policy developments: debate
Page 47/50/57

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See also Internet:
<http://eur-op.eu.int/EN/general/s-ad.htm>

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E-mail: info@cedefop.gr Homepage: www.cedefop.gr Internet: www.trainingvillage.gr

The editorial team of Cedefop INFO constantly receive numerous press releases, reports and contributions from vocational training experts and specialised agencies of all kinds with a view to their publication. We are delighted with this response and the great interest shown in Cedefop INFO. However, owing to the limited scope of the paper-based version of Cedefop INFO, we have no alternative but to make a selection and are therefore unable to publish all the contributions. Texts and information which do not appear in the printed issue are therefore made available to our readers via the Internet.

Germany

Successful public-private partnership Federal Institute for Vocational Training Affairs (BIBB) celebrates its 30th anniversary

At a special conference marking the 30th anniversary of the Federal Institute for Vocational Training Affairs, Secretary-General Helmut Pütz laid particular emphasis on the BIBB's intensive activities in the field of vocational training research and development.

Belgium

"Stopit" job scheme: a fresh opportunity for hard-to-place jobseekers

The job scheme known as "Stopit" - Samen Terug Op Pad In Teverkstelling (Together again on the road to employment) - is a venture launched on 1 April 2000 by special interest groups, employers, the education sector, VDAB and representatives of the social sector. Its aim is to offer hard-to-place jobseekers a chance to enter the normal working world. Through workplace training and a course on attitudes to work, they are able to acquire work experience in an enterprise which agrees to give them a chance. The enterprise serves as a pilot scheme under which two people benefit for a few weeks from the new opportunities opened up to them via "Stopit".

Belgium

Computers to help youngsters of low educational attainment find jobs

The Antwerp Chamber of Commerce and Industry is supporting a **project for training youngsters of low educational achievement to become network operators**. One of the main concerns of employers today is to find highly motivated, competent staff with specific in-depth knowledge. The situation is particularly serious in the field of information technology and networking. A recent survey has revealed that the number of network specialists who complete their studies through the traditional educational streams is rising by 17% a year. The minimum growth ratio required, however, is 23% if the gap between supply and demand is to be bridged.

Denmark

.dk21 - new strategic plan for business policy Research and education play a significant role in the new strategy for Danish business. Learning processes are to be furthered by forming alliances between the business sector and research and education institutions.

In February 2000, the government published a strategic plan for Danish business policy. The plan included a catalogue on proposals for new initiatives to be implemented in the coming years and will be discussed with central stakeholders before implementation.

Spain

International Congress on Professional Qualification Systems in the European Union (San Sebastian, Basque Country, Spain, 20- 22 June 2000)

Following three years of root-and-branch reform of the Basque vocational qualifications system, the International Congress on Professional Qualification Systems in the European Union was organised in San Sebastian on 20 - 22 June 2000 by the Directorate for Vocational Training of the Basque regional government with the support and sponsorship of the European Commission. The congress was addressed by representatives of the Basque Institute for Qualifications and Vocational Training (IVAC) and the National Institute of Vocational Qualifications (INAC), as well as speakers from a number of European countries (Netherlands, United Kingdom, Italy, France, Finland, Germany, Denmark, Portugal and Ireland), the USA, Canada and New Zealand.

Netherlands

BVEnet stimulates Internet technology in adult and vocational education

The Dutch government intends to make the Netherlands a leading country in ICT. To achieve this, the role of education is crucial. BVEnet is a foundation that aims at promoting and implementing Internet technology in secondary vocational and adult education. Recently CINOP published a monitoring report dealing with BVEnet's activities. In the future the foundation will have to aim even more at embedding and implementing its projects.

What is BVEnet?

BVEnet is a Dutch e-learning organisation that aims at stimulating and implementing Internet technology in secondary vocational and adult education (Beroepsonderwijs en Volwasseneneducatie, BVE). The Dutch Ministry of Education, Culture and Science finances the activities of BVEnet.

Austria

Fresh impetus for new occupa- tions

Numerous additional training places created in the wake of the modernisation process

Austria is pushing ahead with the modernisation of existing, and the creation of new training occupations. Vocational training courses are being brought into line with the new requirements, thereby encouraging more firms to join in the training effort. The success of these measures, designed to help overcome the crisis in the training place market since 1995, shows that this is the right strategy.

Italy

The reform of Italy's university system

On 5 August 2000, the Italian Ministry for Universities signed the decree introducing the 3+2 system: a 'first level' three-year degree and a 'second level', specialised two-year degree.

The old and the new systems will co-exist at least until 2002 but students already enrolled under the old system will be able to opt for the new one. A decree defining the two-year specialisation course and the vocational opportunities for the various types of degree is to follow.



Selected bibliography

Some recent publications in the field of VET, especially at European level, have been selected below by Cedefop's Library and Documentation Service, Anne Waniart, E-mail: anw@cedefop.eu.int

White paper on youth policy in Europe: national youth consultations May to July 2000: summary report.

European Commission - Directorate General for Education and Culture
Brussels: European Commission - Directorate General for Education and Culture, 2000, 50 S.

European Commission - Directorate General for Education and Culture,
Rue de la Loi 200
B-1049 Brussels,
Tel. (32-2)2991111,
URL: http://www.europa.eu.int/comm/dgs/education_culture/index_en.htm
Online ed.: <http://europa.eu.int/comm/education/youth/ywp/summary.pdf>



European report on the quality of school education: sixteen quality indicators.

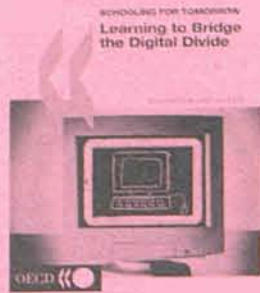
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Rue de la Loi 200/Wetstraat 200,
B-1049 Bruxelles/Brussel,
Tel. (32-2)2991111,
URL: http://www.europa.eu.int/comm/dgs/education_culture/index_en.htm

Education and culture: guide to programmes and actions.

European Commission - Directorate General for Education and Culture
Brussels: European Commission - Directorate General for Education and Culture, 2000, 110 S.
European Commission - Directorate General for Education and Culture,
Rue de la Loi 200/Wetstraat 200,
B-1049 Bruxelles/Brussel,
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URL: http://www.europa.eu.int/comm/dgs/education_culture/index_en.htm

Knowledge and learning: towards a learning Europe.

Gavigan, James P.; Ottitsch, Mathias; Mahroum, Sami
Institute for Prospective Technological Studies
Luxembourg: EUR-OP, 1999, 71 S. (Future report series, 14)
European Commission, Joint Research Centre Institute for Prospective Technological Studies, World Trade Center Building, Isla de la Cartuja, s/n,
E-41092 Sevilla,
Tel. (34-95) 4488489,
Fax (34-95) 4488326,
E-mail: infoFutures@jrc.es,
URL: <http://futures.jrc.es/reports/Futures-Exec8.pdf>



Learning to bridge the digital divide.

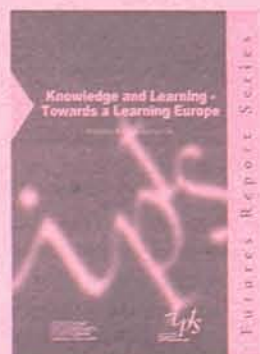
Organisation for Economic Co-operation and Development - OECD ; Centre for Educational Research and Innovation - CERI; National Centre on Adult Literacy
Paris: OECD, 2000, 137 S. (Education and skills)
ISBN 92-64-18288-8
OECD Publications,
2 rue André-Pascal,
F-75775 Paris Cedex 16,
Tel. (33-1) 45248200,
Fax 49104276,
E-mail: sales@oecd.org,
URL: <http://www.oecd.org/publications>

Where are the resources for lifelong learning?

Organisation for Economic Co-operation and Development - OECD
Paris: OECD, 2000, 140 S. (Education and skills)
ISBN 92-64-17677-2
fr 92-64-27677-7
OECD Publications,
2 rue André-Pascal,
F-75775 Paris Cedex 16,
Tel. (33-1) 45248200,
Fax 49104276,
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Decentralization and education: why, when, what and how?

McGinn, N ; Welsh, T.
United Nations Educational, Scientific and Cultural Organization - UNESCO ; International Institute for Educational Planning - IIEP
Paris: UNESCO, 2000, 102 S. (Fundamentals of educational planning, 64)
ISBN 92-803-1193-X
IIEP,
7-9 rue Eugène-Delacroix,
F-75116, Paris,
URL: <http://www.unesco.org/iiep>
UNESCO Publishing,
7, place de Fontenoy,
F-75732 Paris 07 SP,
Tel. (33-1) 45684300,
Fax (33-1) 45685741,
E-mail: publishing.promotion@unesco.org,
URL: <http://www.unesco.org/general/eng/publish/>



Globalization and educational reform: what planners need to know.

Carnoy, Martin
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Paris: UNESCO, 2000, 100 S. (Fundamentals of educational planning, 63)
ISBN 92-803-1192-1
IIEP,
7-9 rue Eugène-Delacroix,
F-75116 Paris,
URL: <http://www.unesco.org/iiep>
UNESCO Publishing,
7, place de Fontenoy,
F-75732 Paris 07 SP,
Tel. (33-1) 45684300,
Fax (33-1) 45685741,
E-mail: publishing.promotion@unesco.org,
URL: <http://www.unesco.org/general/eng/publish/>

Study abroad: 2000-2001

United Nations Educational, Scientific and Cultural Organization - UNESCO
Paris: UNESCO, 2000, 1221 S.
ISBN 92-3-003606-4
Also available on CD-ROM
UNESCO Publishing,
7, place de Fontenoy,
F-75732 Paris 07 SP,
Tel. (33-1) 45684300,
Fax (33-1) 45685741,
E-mail: publishing.promotion@unesco.org,
URL: <http://www.unesco.org/general/eng/publish/>

The transition of youth from school to work: issues and policies.

Atchoarena, David
International Institute for Educational Planning - IIEP ; United Nations Educational, Scientific and Cultural Organization - UNESCO
Paris: IIEP, 2000, 175 S. (IIEP research and studies programme)
ISBN 92-803-1196-4
IIEP,
7-9 rue Eugène-Delacroix,
F-75116 Paris,
URL: <http://www.unesco.org/iiep>
UNESCO Publishing,
7, place de Fontenoy,
F-75732 Paris 07 SP,
Tel. (33-1) 45684300,
Fax (33-1) 45685741,
E-mail: publishing.promotion@unesco.org,
URL: <http://www.unesco.org/general/eng/publish/>

World education report 2000: the right to education: towards education for all throughout life.

United Nations Educational, Scientific and Cultural Organization - UNESCO
Paris: UNESCO, 2000, 178 S.
ISBN 92-3-103729-3
UNESCO Publishing,
7, place de Fontenoy,
F-75732 Paris 07 SP,
Tel. (33-1) 45684300,
Fax (33-1) 45685741,
E-mail: publishing.promotion@unesco.org,
URL: <http://www.unesco.org/general/eng/publish/>
Online ed.: <http://www.unesco.org/education/information/wer/index.htm>
<http://www.unesco.org/education/information/wer/PDFeng/wholewer.PDF>

Sources

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FOREM - Office wallon de la Formation professionnelle et de l'Emploi
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E-mail: fabienne.denis@forem.be
Web address: <http://www.forem.be>

VDAB - Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding
ICODOC - Intercommunautair documentatiecentrum voor beroepsopleiding
Keizerlaan 11
B-1000 BRUXELLES
Tel. (32-2) 506 04 58
Tel. (32-2) 506 04 59
Fax (32-2) 506 04 28
Mr. Reinald Van Weydevelde, Documentation
E-mail: rvweydev@vdab.be
Web address: <http://www.vdab.be>

DEL - Danmarks Erhvervs- og Uddannelsesudvalget
Laereruddannelse
The National Institute for Educational Training of Vocational Teachers
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Cedefop's Library and Documentation Service

www.cedefop.eu.int/library.asp

The Library and Documentation Service offers a wide range of services and provides users with a comprehensive updated collection on vocational training, accessible online. The overall mission is stated in Regulation (EEC) No 337/75 of the Council of 10 February 1975 establishing a European Centre for the Development of Vocational Training, Article 2, paragraph 2:

"The main tasks of the centre shall be [...] to compile selected documentation relating in particular to the present situation, the latest developments and research in the relevant fields, and to matters of vocational training structure[...]"

The library's principal **objective** is: to select, acquire, process and disseminate a wide range of printed and electronic materials relevant to its target groups.

The library's **information acquisition strategy** is based on a decentralised approach reflected in the documentary information network (cf. list page 16), with representatives from the 15 Member States plus Norway and Iceland.

A unique library specialised in training in Europe

The Cedefop library is organised along two lines:

its collections specialise in one main topic: *vocational education and training (VET) in the European Union*,

it is aimed at well defined target groups: not only Cedefop staff, but also EU policy makers, national governments, social partners, training practitioners, information disseminators, training and research organisations, university institutes and a limited number of higher education students doing post-graduate research on vocational education and training.

Collections and the bibliographic database

The main information service managed by the library is **VET-BIB**, the bibliographical database, which contains references to published and electronic material (monographs, research reports, legislation, EU Official Journals, COM documents, Parliament reports, ESC opinions,

journal articles, grey literature, etc.) at EU, international and national levels. All the documents referenced in our bibliographical database are available:

- either in the Cedefop library,
- or from the documentary information network libraries. They can be requested via inter-library loan.

The collections comprise:

- the main collection**, divided into: comparative documents on EU Member States, non-EU countries, international comparisons and relevant documents from the Member States;
- journals and periodicals
- reference material
- statistics
- microfilms and CD-ROMs
- qualifications and professions
- EU programmes
- thematic dossiers.

information services

In addition to the library collections and the bibliographical database, the Cedefop documentation service offers a large range of information services, all of them available on our Interactive Web site: <http://www.trainingvillage.gr/etv/library/library.asp>

- VET-Eurodoc** a monthly bibliography;
- VET-Instit**: a list of institutions and organisations with responsibilities in the VET field;
- ETV-News**: up-to-date information on events and issues in the field of vocational training on-line;
- VET-DOS thematic dossiers**: comparative reports;
- VET-ACRO**: a database of acronyms and abbreviations related to vocational education and training;
- VET-ir**: a collection of VET Internet resources;
- VET-ePer**: a selection of electronic periodicals available online;
- VET-CONF**: a list of conferences, related to all aspects of training;
- VET-THES**: multilingual thesaurus of vocational training.

(Virtual) access to the library

The library home page can be found at the following address: <http://www.cedefop.eu.int/library.asp>

Permission to use the library can be given for short periods to top-level researchers (thesis writers, researchers, VET practitioners, representatives of the social partners, ...)

Visitors are received, by appointment only, at the following times: Monday to Friday, 9.00 - 13.00 and 14.00 - 18.00. They are requested to state the purpose of their visit by filling out a form available at: http://www.cedefop.eu.int/library_form.asp

Contact: Queries from target audiences are accepted by E-mail to library@cedefop.eu.int or by post to Marc Willem, Head of the Library and Documentation Service, e-mail: library@cedefop.eu.int
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Services and Products

available online: www.trainingvillage.gr/etv/library/library.asp

1. VET-Bib

Introduction:

Cedefop's bibliographical database started in 1985. From 1987 to 1997 on-line access was through the European Space Agency's host server, ESA-IRS. Access to this database is now exclusively through Cedefop's own Internet site and the Electronic Training Village.

The database is updated on a daily basis by Cedefop librarians and on a monthly basis by the members of the Documentary Information Network.

The bibliographical references include the information necessary to order a copy from your local book-shop. All EU publications are ordered through EUR-OP (<http://www.eur-op.eu.int/>), the Office for Official Publications of the European Communities and its network of national sales agents (<http://eur-op.eu.int/general/en/s-ad.htm>).

Source:

The source of the data is twofold:

□ Cedefop's documentary information network (<http://www.cedefop.eu.int/directory.asp?docne>). In each of the EU Member States, plus Norway and Iceland, a partner institution supplies bibliographical records of the latest important documents on VET in its country.

□ Cedefop's librarians select and add the material emanating from EU and international organisations.

Coverage:

□ The databases aims to give comprehensive coverage to the European literature on the developments of VET. It includes primarily monographs, journal articles and some grey literature. The most widely covered subjects are: descriptions of national training systems; training policy and reform; training in specific sectors; various

types of training (school-based or vocational education, apprenticeship, alternating training); training for specific target groups: youth, women, disabled, unemployed; continuing and further training for those in employment; certification systems and procedures, and the recognition of diplomas and qualifications; training developments in light of structural and occupation change, including skill development.

□ Related themes include labour market outlooks, employment policies, forecasting manpower needs, the sectors and types of occupation which are developing and their ensuing training needs, life long learning policies, e-learning initiatives and tools.

Language:

□ The titles of the documents are in the original language. A rough translation is given in English or French. If a document exists in a number of languages, the title is included in the bibliographical record in English, French and German, and occasionally in Spanish.

□ Abstracts are provided in English or French, translated from the original abstract

2. VET-Instit

The Training Institutions Database: is a listing of circa 6,800 institutions with responsibilities in the VET field.

Introduction: objectives of the database and its users

It was created in 1989 - as the European programs developed - to respond to the need for information and contacts on the part of the various actors in the sphere of vocational education and training. These actors include policy makers and training professionals (VET), researchers, the two sides of industry, training establishments, documentalists, trainers and teachers etc. ...

Content

This database gives access to all available information concerning the institutions and organisations involved with VET in the Member States of the European Union (as well as Norway and Iceland), at local, regional, national, European and international levels. The information contained in this database is also exploited through the Social Partners building of the ETV.

The 17 members of the Documentary Information Network of Cedefop (EU, Norway and Iceland) make the update and input of institutions for their own countries only. Cedefop inputs and updates the institutions' data at the European and international levels.

In time, VET-INSTIT will also be linked to the ERO European Research Overview database, compiled by the research network Cedra (Cedefop Research Arena) which will soon be accessible also via the Electronic Training Village (ETV).

The **Language** of the database is English, except for the names of the institutions, which are in the original language of the host country. Whenever the original name of the institution is not in English or French, the network member must provide a rough translation of the name.

3. VET-E-eLib

started to organise all these documents in one unique point.

Scope of the digital library

The VET Digital Library is, as is our Library and Documentation Centre, a special library, that means a library that specialises its collection on one main topic: *Vocational Education and Training (VET) in the European Union.*

The Digital Library is composed of two main parts, like a traditional library:

□ a catalogue of the holdings, being a description of the electronic documents with bibliographic information, as title, author, date, document number, etc... and indexation by keywords from the Cedefop thesaurus. All those elements are the Meta Data, as defined in the Dublin Core "standard";

□ a collection of documents, in electronic format, stored in one unique and stable place: the Digital Library Server.

A hyperlink allows the users to go immediately from the catalogue to the full document. In this way, the user will find not only useful information on documents related to VET in Europe, but will be also able to "acquire" at the same time a copy of the original document, by printing it or downloading it on his/her PC.

Content

Cedefop's Library and Documentation staff are selecting the most relevant documents, in electronic format and on paper for the Library. These relate to all the different aspects of training in the European Union, taking into account some general rules:

□ all the documents are public;
□ for each document, the Meta Data comprises a copyright notice from the organisation which is publishing the document;
□ authors are invited to submit themselves the Meta Data, being the description of their documents, with the help of a form available on the ETV;

□ All the documents are indexed using Cedefop's Multilingual Vocational Training Thesaurus (controlled list of VET keywords, at the moment in 7 languages).

To start with, the main documents available in the VET Digital Library are documents published by the following organisations:

□ all Cedefop publications since 1998;
□ Cedefop Working Papers, Reports, dossiers, ...
□ main documents related to VET published by the European Commission;
□ main documents related to VET published by the European Parliament;
□ main documents related to VET published by the European Council of Ministers;
□ documents related to training in the EU published by other EU Official Bodies: European Training Foundation (<http://www.etf.eu.int/>), Euridice (<http://www.euridice.org/>), European Foundation for

4. VET-iR

Introduction:

The starting point for the database presented here were the book-marks collected over time by the staff of Cedefop's Library and Documentation Service, in their daily research for other sources of information about Vocational Education and Training (VET).

To that initial list of diversified on-line resources related to VET, more additions were made by Cedefop VET Experts and contributions from our Documentary Information Network. Cedefop collects sources of information at European and international level, and the Network provides us with the links to sources at national level.

Content:

Initially presented as a plain list of URLs (by topic and country), accessible through the Electronic Training Village Library (<http://www.trainingvillage.gr/etv/library/library.asp>), the Bookmarks Database has now become a fully fledged database. It is administered under our Library Management System, as part of a wider project aimed at the centralisation of information concerning availability and provision of on-line and/or electronic resources in all areas of VET. In the future, a form for the submission /update of internet resources will be available on line.

Structure of the data:

The data is under adjustment, to be fully compliant with the Dublin Core initiative (<http://purl.org/DC/>) specifications; taking into account the Crosswalk to USMARC (<http://www.loc.gov/marc/dccross.html>).

6. VET-ePer

Introduction

VET-ePer, the library's collection of online journals is an extract of VET-iR database of Internet resources. Its origin was a plain list of links. In 1999 this list was included in VET-iR and in that way transformed into a fully fledged database.

Content

The VET-ePer database currently offers a single point online access to the full text or the table of contents of over 100 VET relevant journals. The links to the e-journals can either be browsed by geographical coverage: European level, international level, national level of

EU Member States. However, it is also possible to conduct subject oriented searches.

Currently Cedefop's library and documentation team is working on the inclusion of further e-journals into VET-ePer, and on the standardisation of current records and the harmonisation of the overall design of VET-ePer.

In the future the **scope** of VET-ePer will be broader, so that e-journals in related fields, such as labour market, economics, education, human resources can also be retrieved within VET-ePer.

5. The European Training Thesaurus

This thesaurus is used principally as a resource for indexing and bibliographical research on vocational training in Europe. For Cedefop and the members of its documentary network, it is a key indexing tool for the various databases available at the "Electronic Training Village" website. The main fields covered by the thesaurus are: vocational training, training economy, apprenticeship, qualifications, relations with social partners, human resources, training policy, etc.

The thesaurus is updated and maintained in cooperation with the documentary information network; Euridice's European unit (responsible for the European Education Thesaurus - EET) and the European Training Foundation in Turin.

The thesaurus is used as a resource both for indexing and for representing key concepts in training, new training technologies, electronic objects such as Internet resources, training software (e-Learning), etc. In addition to the 1500 descriptors it includes a semantic network of keywords, enabling terms equivalent from a semantic or terminological point of view to be used to assist searches.

The thesaurus also provides most of the metadata used to describe all the electronic resources available on Cedefop's websites.

The thesaurus is currently available in seven languages: English, French, German, Italian, Spanish, Portuguese and Greek.

7. VET-Dos

7. VET-Dos

The thematic dossiers are on-line and include comparative reports (according to the country), addresses of Institutions, and Internet Sites. They are updated regularly on the Electronic Training Village (<http://www.trainingvillage.gr/etv/library/library.asp>) and concern so far:

- Apprenticeship in the EU Member States: country reports;
- Certification in the EU Member States with comparative tables and Awarding Bodies in the Member States, Norway and Iceland;
- Youth Mobility;
- Librarianship;
- Recent developments in the EU Member States, ...

8. VET-NEWS & Eurodoc

The **ETV-News** is a News service providing up-to-date information on the most recent events and issues in the field of Vocational Training at the European and International level

The **EURODOC** is a monthly bibliography of documents selected from EU official publications, such as: Official Journals, COMs, ESC opinions, Parliament reports, web sites and other electronic documents. This bibliography covers the field of vocational training as well as others related to training activities like Community research programmes, funding initiatives, occupational policies, etc. It can be sent to those who may be interested on a regular basis by email.

9. NEW !!! Profiles

A (daily) up-to-date on Lifelong Learning:

Introduction

The problem with traditional bibliographies is that they are never quite up-to-date. As soon as they are finished, new documents appear which should be added. These thematic bibliographies are an attempt to provide bibliographies that are updated automatically. The bibliographies are composed of a series of pre-defined queries that have been executed and saved in the VET-Bib, Cedefop bibliographic database. Every time new data is added to our database, the search queries are re-run to trace new documents for immediate inclusion in the bibliographies.

Scope

To take the example of the lifelong learning bibliography, it has been structured under headings that are currently of particular interest, e.g. Lifelong learning as seen by international organisations, EU policy, financing, employability, guidance, partnerships, the situation in Member States, etc.

Content and format

The bibliography is composed of a list of the documents retrieved. They appear in chronological order, showing the titles and author or corporate author. Each record shows a full description of the document, which includes a short abstract, selected keywords, ISBN, etc. If the document exists in electronic form, a hyperlink allows the user to visualise and download it.

Introduction: a digital library dedicated to vocational training in Europe

Cedefop Library and Documentation Centre, with the help of a Documentary Information Network (<http://www.cedefop.eu.int/directory.asp?docne>), has been selecting and collecting key documents in the field of Vocational Education and Training over the last 25 years. In the meantime, beside the printed version of the collected documents, Cedefop have acquired de facto quite a large collection of documents in an electronic format, from different sources.

In order to manage the existing collection of documents in an electronic format, the Library has

A reference centre for vocational practitioners and experts

The following four examples show how Cedefop's Documentation Service can help professionals with their daily work:

Trade union

Anna

from a European
trade union



QUESTION: Anna needed to study the role of vocational education and training for disabled people. This research was to be used as a starting point for a discussion of the topic at a seminar to be attended by the social partners and European policy-makers in Lisbon. Anna asked Cedefop to help her to find the information she needed.

REPLY: A **bibliographical summary** was produced from **VET-Bib**, the bibliographical database for vocational training. A set of reference documents available in electronic form was selected and sent by e-mail.

The EU-wide union subsequently asked a Cedefop expert to present a review of education and training policy for disabled people in Europe.

Employer

Isabel

Manager of a
training centre



QUESTION: Isabel had been asked to implement a regional training policy for health personnel in Italy and wished to partner other European training centres for the purposes of a European project. Two countries were being targeted for partners: Sweden and France. To set up his project, she asked Cedefop for information on the training systems of these countries, the training available for health and social services personnel and the names of institutions working in the same sector.

REPLY: The information sources consulted to find the information that Isabel had requested was mostly available on the Electronic Training Village website and included "**Windows on VET Systems**". A **bibliography** was forwarded to her and she was offered **online assistance** in searching the "**VET-Instit**" database, containing details of over 6,800 institutions with responsibilities in the VET field.

Research institute

Frank

from a social
sciences research
institute in Germany



QUESTION: Frank was producing a report on the training and career routes of social workers in Greece. His findings would be used for a comparison of the training and qualifications of youth workers in Europe.

REPLY: Two sources of information available on the Electronic Training Village website were consulted to provide the necessary information: "**Window on VET Systems**" and **VET-Bib**. Frank was sent a **bibliography and data from reports published by Cedefop**. To help him to further his research, the Documentation Service suggested that he **contact** the Greek member of their documentary network - the **vocational education and training organisation, OEEK**.

European organisation

Bjørn

from the national
coordination office
of the Leonardo
programme in Denmark



QUESTION: Where could he find information on levels of education and the recognition of qualifications at an international level?

REPLY: Links to a selection of **electronic documents** were forwarded to him so that he could download these documents from **the Village library**.

Cedefop's bibliographical database, VET-Bib, was **searched for documentation**, and the URLs of a list of **official European Union documents** on levels of education and the recognition of qualifications were sent to him so that he could download the documents he needed in the language of his choice.

For further information, the documentation centre sent him the **Internet address of a file** on "certification in the EU Member States" enabling him to consult comparative tables, a list of the training certificates and qualifications awarded in the fifteen Member States classified by level, and certification agencies in the Member States.

Finally, consultation of the VET-iR database, which lists resources available on the Internet, made it possible to extend the research: an **Internet link to UNESCO's work** on the International Standard Classification of Education (ISCED) was among the relevant links he received.