SOCIAL EUROPE

Supplement on EDUCATION, VOCATIONAL TRAINING AND YOUTH POLICY

EDUCATION FOR TRANSITION — THE CURRICULUM CHALLENGE

COMMISSION OF THE EUROPEAN COMMUNITIES

DIRECTORATE-GENERAL FOR EMPLOYMENT, SOCIAL AFFAIRS AND EDUCATION

SOCIAL EUROPE

Supplement on EDUCATION, VOCATIONAL TRAINING AND YOUTH POLICY

EDUCATION FOR TRANSITION — THE CURRICULUM CHALLENGE

COMMISSION OF THE EUROPEAN COMMUNITIES

DIRECTORATE-GENERAL FOR EMPLOYMENT,
SOCIAL AFFAIRS AND EDUCATION

This publication is also available in the following languages :

DE ISBN 92-825-5184-9
FR ISBN 92-825-5186-5

Luxembourg, Office for Official Publications of the European Communities, 1985

Catalogue number: CE-ND-85-004-EN-C

ISBN 92-825-5185-7

Printed in Belgium

TRANSITION: THE CURRICULUM CHALLENGE

PREFACE

This paper describes new ideas about what, and how, young people should learn, between the ages of about 14 and 18, - particularly, but not exclusively, those who leave school at an early age.

It is one of the special studies produced from the European Community's first programme of pilot projects on the transition of young people from education to adult and working life.

The Programme's purpose was to develop good practice in Member countries of the Community, and extract from it fresh ideas to help the development of policy and practice. Set up in 1978, the pilot projects finished in 1982. A central team was established by the Commission of the European Community to report on them.

The ideas described here are distilled from the work of the pilot projects.

The paper is addressed to all those concerned with the education and vocational preparation of 14-18 year olds. It is offered as a contribution to the many new approaches in this area, and as a help to putting them into practice.

The paper is therefore about 5 questions:

- What competences and knowledge will young people need?
- How can they be motivated to attain them?
- How can these competences and this knowledge be learnt?
- How do you start to make changes in these directions?
- What are the other implications, - for financial and material resources, staff development, and assessment and certification?

The references at the end of the paper indicate how to find out more about the individual projects which formed the basis of this report. The other special studies in this series, on Work Experience, Staff Development etc. are also listed there. So also a selection of nationally-published material on the themes of this paper.

1. THE BACKGROUND

Changes and uncertainty in the adult working world

That the adult working world has changed fundamentally between 1970 and 1980 is clear to all; that change will continue and probably accelerate is highly likely. What stands out clearly is that:

- demand for unskilled, semi-skilled and even skilled workers has diminished markedly and seems likely to continue to do so; the causes lie not only in the economic recession but also in the increasing development of automation and new communication techniques, and competition from newly-developing countries, themselves using modern techniques and cheaper labour.

- many new manufacturing and service industries will be highly automated, and will therefore absorb little of our displaced workforce. Though service industries may expand, they too will use less labour.

- new small-scale enterprises may be developed locally by entrepreneurial initiative and create some new employment. There also exist many unmet social needs on which many other people could be employed.

- if permanent unemployment is to be avoided, the existing available work may have to be shared either by later entry into work, or some form of alternating between work and non-work, or a shorter working day, or in other ways. Any of these will leave the individual with more time to devote either to 'leisure' activities, or, perhaps, to alternative forms of 'work'.

- until the late 1980's the number of young people coming into the labour market each year will continue high because of the 1960's birth-rate bulge.

- various forms of activity could become economically more important, some of them replacing traditional work:

  - individuals or small groups providing personal services such as 'handyman' repairs, gardening, delivery of goods;

  - individuals or small groups producing on a small scale;

  - individual or small groups providing voluntary service to the community - helping young people or the old, improving the environment;

  - people doing DIY work at home, house repairs, decorating, growing and preserving food, etc.

  - individuals with craft or DIY skills 'exchanging' them with neighbours;

  - men sharing with women traditional women's tasks of child-rearing and household management, freeing women for other forms of work.

- special measures to prevent youth unemployment which combine some form of vocational training or experience with education, already in place in many countries, will certainly increase. Few of those so far developed take account of the need to prepare people for the new pattern of 'work' outlined above. They aim young people, explicitly or otherwise, at specific jobs which are in steadily decreasing supply. So many young people are already disillusioned with them.

- the complexity, mobility and uncertainty of society will not diminish and may well increase with all the problems of identity, and conflicting moral standards, that that implies.

What then are we to prepare young people for? The only honest answer is that, compared with the relative certainties of the recent past, the pattern of economic activity and employment of the future is very hard to predict.

And what this surely implies is that young people are going to need a lot of self-confidence, initiative and flexibility, if they are to find their way through.

Young people and the 'transition' years

The changes in the adult working world sketched above will ultimately affect everybody. But this paper is mainly about those who leave school and either go directly into work or go into vocational courses such as those that lead to craft or technician qualifications.

We are looking at them between the age of 13 or 14 and 18 or 19; from two or three years before the end of compulsory education to two or three years after.

This period spans two very different and crucial stages in personal development.

The first is the early perturbed years of adolescence, years of breaking away from childhood, of conflict with parents and often teachers, years of self-doubt. Those designing courses need to be very aware of the limits that this puts on educational development. As for personal development, it means that any choice of future career, or self-assessment, or even assessment by adults, is often of very doubtful value.

The second stage of late adolescence, setting in normally between 15 and 16, is by contrast one in which young people become highly receptive, anxious to become accepted as adults, and capable of self-knowledge and of judgement. This is when both educational and personal development can be considerable.

Because in this paper, like the Community's pilot projects, we are particularly concerned with those for whom traditional education has, broadly speaking, failed, there are three groups who need to be considered specially.

- the rejecters: those who actively reject education and are hostile to it, manifesting this either by disruption in class or by truancy;

- the apathetic: those who achieve little in school, but are not disruptive;

- the disillusioned: those who conform and achieve some success but who increasingly see their certificates as useless in view of unemployment. They are likely to become apathetic.

Moreover, children of migrants who have linguistic handicaps and cultural problems need particular attention. So will those who are physically or mentally handicapped. And girls, hit by shrinking employment at a time when they are being encouraged to be more ambitious and to expect more equal treatment, need special consideration also.

Secondary education today: the problems

In most countries the dominant aim in most secondary schools has been academic - the acquisition of knowledge in a set of subjects, the choice of which has partly been made to 'transmit the culture', and partly to master the mathematical and scientific knowledge needed to study in universities and higher technical institutes. Much less has been thought or done about meeting the needs of those who will leave general education at or about the end of compulsory education. In many countries emphasis on 'equality of opportunity' has resulted in trying to provide everybody with an academic education, often in a poorly thought-out way.

In all countries a substantial proportion of pupils have rejected school or become apathetic; they drop out or truant, or passively 'sit it out'. The only thing schooling could offer them is a certificate that would lead to employment or to vocational education; but they have already implicitly been labelled 'failures', who cannot achieve this. Much of the subject matter they learn appears entirely irrelevant. They sit passively in classrooms under strict 'paternal' authority, listening to, and working on, material of little intrinsic interest to them. Even the languages used by their teachers is probably not that of their own culture.

Their parents also tend either to dismiss the school or to see the 'class barrier' that must be surmounted to make real contact with teachers as impossible to scale. The barrier is worse for immigrant parents for linguistic and cultural reasons.

Finally, many schools deliberately isolate themselves from their surrounding community, preferring to consider themselves islands of culture in a desert. Even between general 'academic' schools and vocational/technical institutions little contact or understanding exists.

Yet it is these latter institutions, concentrating on vocational/technical preparation, which are more capable of motivating the majority of their students. Not only is the education apparently relevant, but the staff-student relationships are more adult and resemble more closely those found in working life.

Unfortunately in many cases, entry qualifications preclude many in our target groups. The decrease in apprenticeships and the erosion of skilled and semi-skilled work by automation is beginning to affect recruitment to them, and to diminish the credibility of the qualifications they offer. Only recently have a few such institutions attempted to develop courses aimed at preparing young people more broadly for adult life, including the possibility of the alternative forms of human activity outlined in this Section.

The conclusions of the Programme of pilot projects, on which this report is based, strongly support the view that, with the Community, all young people should be offered some structured preparation for adult and working life.

2. COMPETENCES AND KNOWLEDGE WHICH YOUNG PEOPLE NEED

Much work has gone recently into identifying what skills, abilities, personality traits, attitudes and knowledge are necessary to exist in the adult world, now and in the future. Of the many categorisations possible, one is given briefly below. The term 'competences' is used as a convenient term covering the total 'baggage' necessary for use in adult life.

- Individual or personal competences
  - self-knowledge - strengths/weaknesses, mental and physical
  - self-confidence and autonomy
  - ability to accept and use criticism
  - initiative
  - logical capacity - decision-making, problem-solving
  - living with emotions
  - understanding and development of physical/health capacities
  - development of manual skills

- Interpersonal competences
  - understanding of, and feeling for, others
  - ability to discipline oneself to accept the rules of a group or an organisation
  - ability to co-operate with others in a common task
  - ability to articulate ideas in words and to communicate, to listen, to explain, to argue, to read and to write.

- Understanding and knowledge
  - understanding of number and basic mathematics.
  - understanding and knowledge of existing kinds of work, and of the organisation of industry, commerce and administration; and of possible developments in the future, especially areas such as information technologies: and of the implications for the kinds of personal and inter-personal competences needed.
  - understanding and knowledge of the alternative forms and patterns of human activity that might replace 'work', and of leisure activities
  - understanding and knowledge of the nature of personal and family relationships
  - understanding and knowledge of society as a whole and the individual's role in it.

3. KEY FACTORS FOR SUCCESSFUL COURSES: CONTEXT, CONTENT, METHODS

We now turn to the key factors that the Transition Programme projects showed were necessary for successful courses, whether completely new courses, or new parts introduced into existing ones.

The elements that characterise any course can be said to be:

- the physical context: a school, a technical institution, a youth club, a new institution, an independent organisation.

- the social context: the authority system, relationships between staff and students, the degree of autonomy given to students and the degree of participation in decision-making.

- the content: curriculum objectives and priorities, standards, and assessment techniques and procedures.

- the methods: active/passive learning, academic or real-life; within-institutions/in the community.

- constraints or 'frame' factors: professional, legal, financial.

- the organisation: in schools, technical/vocational institutes, under independent arrangements.

One preliminary, but important, point. It will be seen that in this discussion of the key factors, guidance and orientation (or career education) have not been treated as a separate activity. The

'preparation for transition' courses described here are in fact large-scale 'career education' in its widest sense. This means, among other things, that career services and career teachers in schools ought to have a key part to play in the planning and implementing of the courses.

The physical context

This includes both the buildings in which courses are offered and the nature of the learning 'places' in them.

Where the target group of students are the 'drop-outs' or the 'school rejecters' - who need to be attracted back to education, the building in which they will find themselves must not be the school they rejected. It should not be obviously an educational institute. The most effective courses for them will take place in a new type of establishment - a converted private house or farm, a converted industrial workshop, a youth club, or a community centre.

Where the target group is the 'apathetic', the low-achievers, or the disillusioned, it is possible to create a new course within a traditional institute, but experience has shown that a new institution e.g. a technical institution, makes re-motivation simpler.

The 'learning space' - classroom, workshop, the factory, the environment - must be suitable for the methods to be used. As will be seen later, these include little passive classroom learning, and much active, practical, small-group, and individual, work for which the physical organisation of the traditional classroom is inappropriate. New furniture, new organisation, new points of focus are needed.

The social context

The social context comprises the whole range of inter-personal relationships, formal and informal, which the young people experience, including those that they observe between the staff themselves.

Traditionally, schools are essentially authoritarian in the professional relationships both between staff and between staff and students. The most successful projects however in the Transition programme showed that for young people many of the necessary personal and interpersonal competencies could only be developed in a social atmosphere of comparative equality between staff and student - like that which exists between a more- and a less-experienced adult. Self-confidence, self-knowledge and autonomy depend on young people taking responsibilities for their own actions, their own learning, their own decisions. This calls for decision-making in which young people participate.

Also, the later stage of adolescence is one in which aspects of the behaviour of a (respected) adult are adopted as a 'model' by young people who then try them out with their peers and, above all, with adults. For this to happen, normal and relaxed relationships with staff are essential.

An appropriate social atmosphere is important for all young people, whether in the 'target groups' or not. But the 'school rejecters' can only be re-motivated in a context which does not resemble that of the school they rejected.

For developing personal relationships between staff and students and among the students themselves, residential periods are extremely valuable. Normally they can only be organised for periods of one or two weeks but for 'school rejecters' who are either delinquents or in danger of becoming so, full-time residential courses may well be desirable.

Content

'Content' means the facts, skills, knowledge and understandings that young people need. In traditional academic education, the school 'curriculum' is mainly defined in terms of 'content' even if some reference is also made to the development of 'personality'. The pilot programme showed that in preparing young people for adult life this knowledge content - at least in the form it is usually offered to them - is less important than experiences which are aimed at the development of personal and interpersonal competencies. This experience is gained from doing things and interacting with people. In other words, learning methods, not content, are of most importance.

In devising a course, then, the first question is "What situations can we create that will lead to the development of initiative, co-operativeness, self-confidence?" It is then possible to consider methods which will enable the student to acquire the content at the same time as leading to the development of these competences.

This approach is particularly important. There is a real danger that if one starts by defining the content necessary, e.g. for the understanding of the adult working world, a traditional list of facts and processes will be produced, which will tempt staff to fall back on traditional classroom teaching techniques.

It can also make all the difference if content is related to actual life in the community that young people know, instead of a theoretical examination of work and society in general.

Methods

The pilot programme showed conclusively that the key to successful courses lay in the methods used.

Traditional, passive, classroom learning proved of limited value. Apart from proving intrinsically de-motivating - above all to the 'school rejecters' - it made impossible the development of the essential personal and interpersonal competences.

Active learning, on the other hand, allowed students to participate in decisions on the nature and pace of what they did. Planned learning experiences were needed. Young people were prepared for them beforehand; after, they were encouraged to reflect on them individually, with their peers, and, above all, with staff or other adults in the role of 'critical friends'.

Active learning is only possible if it is organised with individual students or small groups. In practice, 'projects', whether individual or group, become an essential part of the method. 'Projects' may be of many kinds: creative, practical, constructional, exploratory, investigatory, or descriptive. A 'project' may also mean putting young people in real situations in the world outside the school.

"Project methods" can be developed successfully as part of curriculum subjects in the normal school setting. They can be considerably enriched by new activities in the school. But the human and physical environment outside the school can add a valuable additional dimension. There, contact with different adults not only allows for the practice and development of personal and interpersonal competences in real - and motivating - situations, but also, provides a place to try out their new adult 'models' of themselves, away from the curiosity and critical interest of peers and teachers.

This is one reason why the various kinds of work experience, real or controlled by the school, and similar activities in and for the community, are of great value. In the same way, any kind of explanatory or investigatory project in the community or local environment can involve real relationships of value with adults. But they must be well planned and prepared for beforehand: and should be followed by an opportunity to reflect on the experience.

Some areas of communication skills, and, above all, numeracy skills, lend themselves to individualised instruction - as do some vocational subjects. The spreading of the micro-computer in schools means that learning programmes can be flexible. Useful particularly for remedial work, they can sometimes prove more motivating than a teacher, above all, for the 'school rejecters'.

4. IMPLICATIONS

Developing courses with the kind of context, content and method just outlined, mean that changes are needed in the framework of the school/institution.

Four main changes are likely to be necessary:

- changed attitudes and new skills in staff;
- new methods of assessment and certification
- possibly a change in regulations
- changes in support services and material resources.

Staff

The success of such courses depends above all on staff having attitudes and skills which differ markedly from those traditional among teachers. Thus in-service training becomes essential, as does also some modification of initial training.

Briefly, the main requisites for staff are:

- to be guides to knowledge rather than sources of it;
- to have non-authoritarian relationships with young people and to accept their participation in decisions;
- to understand the adult world outside the school;
- to understand the competences young people need;

- to have skills in the use of project and individualised work and in creating learning situations;
- to be able to use the experience of young people as a learning process through reflection;
- to accept that people other than teachers are sources of knowledge.

Assessment and certification

In many countries, the existing system of assessment and certification is largely "normative" i.e. a certain percentage pass, the rest fail. For the development of self-confidence, in particular for those who have already been labelled "failures" in school, we need, instead or in addition, to consider:

- measurement against individual young person's own previous standard (particularly in the initial period of a course);
- measurement of success by defining stages in learning by criteria which have to be mastered.

These, and other, traditional systems of assessment concentrate on testing knowledge and neglect the assessment of personal and inter-personal competencies. Normally such assessment takes place at the end of a course only. It is necessary to develop methods that:

- allow for the recording of all young people's achievements;
- allow the students and the staff to see progress throughout a course;
- produce a record and certificate that is of real value to the student and to potential employers.

This implies developing such systems as "student profiles" and "records of personal achievement" which are discussed fully in a further publication (see Annexe).

Changing regulations

Regulations vary greatly between countries and often between different types of education e.g. general and vocational within a country. Such regulations may restrict developments in various ways - such as in relation to:

- students and/or staff working outside the school premises
- people from the community entering schools
- non-professional staff helping as sources of information
- an inflexible, centralised, curriculum
- assessment and certification
- the need for greater flexibility in the use of staff time and finance.

Support services and resources

All changes in education imply either additional resources or the diverting of resources from other uses; all changes also imply changes in support services. These may include:

- the provision of new staff and in-service training for existing staff;
- the sensitisation of the inspectorate and administration regarding the new courses, implying in-service training for them also;
- provision of financial resources for the conversion of the physical context e.g. new furniture;
- the provision of finance for new activities e.g. student travel in the local community;
- the development of ways of linking the school to the community, particularly for work or community experience;
- the development of appropriate curriculum material e.g. numeracy or communication material on micro computers.

5. HOW TO START - SOME OPTIONS

The Transition Programme not only produced new ideas about what kinds of courses prepare young people for adult life, but also about ways they could be fitted into existing systems. Each of the ways has advantages and disadvantages; the choice depends on many things, including the nature of a country's education system and the degree of commitment that exists to providing new courses to prepare young people for transition.

The methods of introducing courses discussed below were all represented in the Programme.

1 A change in content and method in parts of existing subjects in the curriculum

Because better methods of learning can contribute so much to students achieving personal and interpersonal competences, a change away from passive learning towards active learning in some normal curriculum subjects can itself be very valuable. It need only be for a limited part of those subjects that lend themselves best to such methods - the humanities, the sciences, vocational and creative subjects.

Content concerned with knowledge of the adult world can be introduced into many subjects.

The main problem in introducing these changes lies in convincing staff of their importance. After that, success depends on:

- the necessary material resources being provided, together with in-service training;

- the new content being assessed as part of the normal assessment system so that the new methods are shown to be as effective as what they replaced in achieving results.

As the purpose of introducing active methods is the development of personal and interpersonal competences, it is desirable to introduce an assessment system that will support them, such as student profiling. Given the importance of the existing certification system in the eyes of parents and employers, it has to be a parallel system, i.e. in addition to the existing one.

Even when new methods and content have been successfully introduced, there is always a danger that enthusiasm will wane and teachers revert to their previous practices. But this is less likely if:

- the inspectorate, the head of the school, and the heads of subject departments are convinced of the importance of the new content and method: and

- a co-ordinating committee led by a senior member of the school staff is set up to encourage and support the new developments.

The main advantage of this partial method of attack is that it disturbs the organisation of the school very little and is comparatively unthreatening to staff and parents. Its main disadvantage is that it is unlikely to attract back 'school rejecters' and is only moderately motivating to the 'apathetic' low-achievers. Perhaps it would be most effective with the 'disillusioned', i.e. those who these days see little point in working towards gaining academic or school certificates; they could be attracted by the more obvious relevance of the new content and methods.

---

2 The introduction of a new subject(s) with its own context, content, and methods into the existing curriculum

---

A second possibility is the introduction of a new subject into the curriculum aimed directly at preparation for adult life.

Where this was done in the Projects it was sometimes left to the students to choose whether or not to take it. But it proved more successful as a compulsory part of the curriculum; and many would now argue that even those destined for higher education should be made more aware of the world around them, by learning of this kind.

Sometimes a new subject, usually a form of Social Studies, has been introduced with a substantial section devoted to preparation for transition.

The advantages of a new subject (or part subject) are that:

- from the start, content and methods can be tailored to fit the new objectives;
- new or retrained staff can be used;
- accommodation can be altered to suit the new methods;
- perhaps a more appropriate social context can be developed; and
- new parallel assessment and certification arrangements can be introduced more easily.

But there is one fundamental problem: the status of the subject and the staff who teach it, as seen by others in the institution. Unless it is accepted as a key subject, with its fair share of resources, and with the strong backing of those in authority in the school and the inspectorate outside it, it can become an isolated 'poor relation'.

But if it is given high status, the new subject can act as a catalyst for changes in methods, assessment and perhaps social context, throughout the school.

The relevance of such a subject to young people's lives and the intrinsic appeal of active learning methods, often attract and interest apathetic and disillusioned students for whom traditional curriculum subjects are boring, and which they tend to disrupt.

If the introduction of a new subject with high status is followed by an attempt to introduce, as mentioned above, new content and methods in traditional curriculum subjects, a comparatively effective preparation for adult life can be developed - with the caveat that it will not bring the 'school rejecters' back and may be less effective with the apathetic low-achievers than courses more directly aimed at them.

3 The introduction of a new full-time course, for some students only

It has proved possible to introduce a new full-time 'Preparation for transition' course, largely separated from the normal curriculum, for a selected (or self-selected) group of young people within the traditional secondary school.

It normally takes place in the last year of compulsory education. In some cases students stay on a year beyond school-leaving age to take it.

Such courses

- are designed to introduce all the necessary changes in content and method;
- can provide a new physical context, at least within the classrooms and workshops of a school;
- provide an easier way to introduce a new social atmosphere for a group who do not have to be taught at all in the style (whether authoritarian or other) in which the rest of the school's subjects are taught;
- can offer a completely new form of assessment and certification.

Such courses prove motivating and effective, particularly for the apathetic low-achievers and the 'disillusioned'. They do however pose the problem of selection or self-selection and giving a completely different type of education to one section of young people who are already at the bottom of the pile.

If handled badly, such courses can become 'sinks' - i.e., low-prestige alternative education. It is thus essential that they are given good material resources and high status. It has been found in some cases that they then become attractive and those on traditional courses wish to join them.

4 The introduction of a new full-time course run jointly by schools and technical/vocational institutes

Some of the most successful courses in the Transition Pilot Projects were run jointly by schools and vocational institutes, the courses being based on the schools. In some, students spend one or two days a week in the vocational institution and the rest in schools. In others they work full-time in the vocational institution for two or three weeks at a time.

The courses need to be planned as a whole by both establishments. For this, it is important that senior management and the teachers concerned in both institutes have the time and encouragement to plan the courses together and also to meet regularly during it.

Such courses have two marked advantages:

- the motivation produced by the status of the vocational institute - an institution that directly prepares young people for vocational qualification and for work and in which the social context is usually much more adult than in a school, self-discipline taking the place of authoritarian control.
- the range of practical possibilities in a vocational institution. They may for instance have multi-purpose workshops where young people can get a 'taster' of various crafts. Without reaching a recognised professional standard in any, they can develop skills in a wide range which can prove useful in the home or in various kinds of work later. Where such workshops do not exist, 'taster' periods can be organised in some specialist workshops.

Such courses are similar to, and can well lead on to, the new courses aimed at young unemployed being developed in vocational institutions. They are both a kind of vocational preparation rather than training.

The main problem in mounting them lies in ensuring co-operation between institutions which traditionally may well have had little to do with each other and so have little understanding of how the other functions. Without such co-operation the course may become fragmented. If the school is not successful in developing its component, the young people may just vote with their feet - and attend the vocational institute but truant from the school.

5 Small-group courses, not based on schools

The various methods so far described worked with the 'apathetic' low-achievers and the 'disillusioned'; but they have very limited success with the drop-outs - the 'school rejecters'.

The projects which were most successful with them all provided courses where the physical context was not the school nor even a vocational institution. In all of them the social arrangements ('context') was non-authoritarian, participatory, and supportive.

One good arrangement consisted of a series or network of small-group courses, for 15-25 young people who had left school without certification, who were unemployed, and who were either delinquent or in danger of becoming so. The leaders or animators of such courses were not all teachers; they were given a short training to start with, in which objectives, the nature of the social 'context', and the methods to be used, were agreed. During the courses, regular local/regional meetings between the leaders of them, and between them and their regional/central administration/inspectorate were held, to provide mutual support and help, and support from above.

Such courses can be in various kinds of place, for instance private houses, youth clubs or community centres. For servicing they may be loosely attached to vocational institutions or even schools. Above all they make use of work and community experience.

They need generous staffing and finance. If successful, they will re-integrate the young people into society and make it possible for them to get a job or even some vocational training.

The cost is high - but so is the cost of the alternative.

6 Courses based on a work situation - residential or day

Another type of course effective with 'school rejecters' was based directly on work to which appropriate 'education' can be added gradually as young people recognise the need for it.

This type of course is probably most effective when it is residential, e.g. a farm with some agriculture, some horticulture, and some processing of the products. But it is expensive. Some costs can be recovered by selling the products. As a method of recovering some of these drop-outs most in danger of becoming a burden on society it may well be cost-effective. Planning and doing the work develop personal and interpersonal competencies particularly if the staff stimulate reflection on what has been done and experienced. Much depends on their skill in stimulating recognition of the need for greater knowledge and particular skills.

On a more limited scale, the same approach can be used in day workshops too.

6. FOUR EXAMPLES

Sections described some new kinds of courses in terms of the key determinants for their success - i.e. their context, methods and content. It also looked at what they implied in terms of organisation, the role of the teacher, and the material and financial resources needed.

This section is about putting them into practice - "How do we start? How do I do it?"

Each type of course described in the preceding section will be dealt with - the first four being combined together into two examples but the others treated separately.

1 The introduction of a new subject area and the modification of some 'normal' subjects (Section 5, options 1 and 2)

Let us suppose here that we start from a position where the relevant authority - relevant, in the sense of the authority which controls the curricular work of the school, which varies from central to regional, local and even school-level in different Member Countries - has accepted the need for the development of new courses to prepare young people in their last years of compulsory education for transition to adult working life.

In this case, the decision has been taken to introduce a new 'subject' area with this specific aim in view and at the same time to introduce

some new content and use new methods in some existing curriculum subjects, e.g. geography, sciences, mathematics, practical subjects, mother tongue, history.

Active learning methods are to be used, and the world outside the school is to be exploited as a source of learning.

Providing the physical context

It is essential that physical space should be allotted for the sole use of the new subject. Moveable tables that can be combined in different ways, will be needed together with filing and storage space for learning materials and for students' storage of their work. Because active learning often involves more talking and general noise than normal classroom techniques, the 'space' should if possible be isolated from the other teaching areas.

If 'controlled work experience' (see 'methods' below) is to be introduced, a workshop area, storage for partly-completed products, and a 'meeting room', will be necessary. This can be provided centrally in the local district and used by several schools.

Some easily accessible audio-visual 'spaces' for film and video are desirable, though not essential, for individual or group work.

For the introduction of new content and methods into existing subjects, also, it is an advantage for those 'imprisoned' in the classic classroom furniture to be liberated by the provision of moveable tables. Additional filing and storage space may also be needed.

The complete change of physical context which can be gained by a short residential period, whether in a hostel run by educational authorities or a youth hostel, can be particularly valuable.

Changing the social context

Both active methods and the personal development of young people require a relaxed relationship between staff and students, such as that between an older, more-experienced, adult and a younger one.

It is essential in the new subject; it should slowly infiltrate into the other subjects also.

This may mean that some time-honoured conventions are abandoned e.g.:

- young people stand up and are silent when teachers enter the classroom.

- young people do not do anything (even leave their seat) in the classroom without the teacher's permission.

- talking between students is not allowed.

- teachers address young people in a way that other adults would not e.g. use boys' surnames only.

- young people have to address teachers in a way that is not normal outside the school, e.g. 'Sir'.

More basic than those conventions is the need for the teachers to abandon the concept that "they know" and "they teach", and to replace it with "they guide" and "the young people learn". This implies willingness to allow young people to participate in decisions, to criticise content and method, and to decide to some extent what they wish to learn, when, and at what speed.

Such a radical change in social arrangements will not be possible in the 'normal' subjects. Nevertheless as active methods are used and teachers and students go out together into the world outside the school, some change will happen.

It is often argued that it is not desirable to change the social context in one subject area alone; that it will prove disruptive because the young people will expect similar treatment in the rest of the timetable. In fact young people at this age are quite capable of adopting different attitudes and observing different conventions in different situations. This was shown particularly in a joint school - technical college course, in one Project, where young people would call the same teacher 'Miss Smith' in one establishment and 'Jane' in the other. It is perhaps made easier if the physical space for the 'new subject' is separate from the school.

For the establishment of an appropriate social context and for deepening understanding and relationships between adults and young people, short residential periods are extremely valuable.

Determining content

To define this generally is comparatively simple: "Knowledge and understanding of the world as it is, with particular emphasis on paid employment, other forms of human activity that could replace it, and on the functioning of society as experienced by young people above all in their local community."

Translating this into a detailed list can only be done with reference to national circumstances and local ones too. Here it is only possible to sketch the method by which the content should be identified and to suggest examples of what could be included.

The key to determining the content is envisaging the life that the young people will be likely to live when they leave school, - "putting yourself in their shoes".

Some of the questions which might be asked, are:

- What kinds of paid employment exist in the local district? What is it like to work in different kinds and at different levels of paid employment? How are local industries or commerce organised? What is the management system and how does it impinge on an employee? What is the role of the unions?

- What alternatives to paid employment exist? What social agencies exist to help in case of unemployment? What particular problems does unemployment bring?

- What is involved in keeping healthy? What does one do, if ill? What are the main social services and how can they help?

- How do you use the transport system, the post and telephone, the banking system, the local libraries?

- How do the law and the police operate in relation to young people?

- What is 'local government' and how does it affect young people? What is 'national or regional government' and how does this affect their life? What are the different forms of taxation?

- What is the social organisation of the area? What mix of socio-economic classes? Are there race problems?

- What emotional and sexual problems may they have in their personal relationships? What will responsibility for a family imply for them?

- What leisure possibilities are there and how can young people be prepared to take advantage of them?

- How will television and other media affect their lives?

- What 'housing' is available? What does it cost? How is it obtained? How can it be financed?

- What is meant by personal and family budgeting? What are the possibilities and dangers of hire purchase?

This approach is the opposite of that normally used to determining content which is to approach a subject from the point of its philosophic structure or intrinsic "discipline" in the university sense. This, traditional, approach results in a content which emphasises the overall economic part played in society by paid employment and a sociological general analysis, which is not motivating to the young people concerned.

Most "normal" subjects can introduce material that is relevant to preparation for transition:

- Mother tongue: emphasis on speaking and listening, experiencing real situations outside school and producing spoken/written/multi-media reports on them.

- Geography: local environmental and economic studies and surveys.

- History: studies of local social and economic development working backwards from the present.

- Sciences: applications to everyday and to local industrial activities.

- Mathematics: computations found in paid employment and in everyday life; use of calculators.

Choosing the methods

As the method by which young people learn develops the vital personal and interpersonal competencies, it makes sense to start the process of deciding on methods with the competences in mind, not the content.

The starting point may be a single competence, but the method developed will normally help in the development of several. The second stage is to see which areas of content can be learnt through that 'method'. A number of examples are given below, all involving work in and outside the school.

Development of 'initiative': This implies learning situations which require choice of action by the young people themselves in situations which are new to them. For instance an individual project the end result of which would be a list and description of all the leisure possibilities in travelling distance of the young person's home. This could involve contact with many adults, develop self-confidence, involve the use of transport, of post and telephone; it would emphasise and practice communication skills of different kinds.

The development of the ability to co-operate with others for a common end: The method chosen for this could be a small group (3-4) project to carry out a survey of the paid employment and social conditions of a given area in the environment of the school. This would involve joint planning of what to do and joint implementation of it in visiting, looking, perhaps photographing, perhaps recording interviews. Finally the joint planning and carrying out of a written,

oral and multi-media presentation of their findings. This will develop other competences, particularly all forms of communication, confidence, and knowledge of personal strengths and weaknesses in a group situation.

The development of self-confidence: In an urban area, this could be an individual investigatory action project which involves finding out some information from different points in a city. This could involve telephone, travel, and interviewing adults. Like other methods, it also developes communication skills.

The teacher's role in all three is 'guide and critical friend' who can help unobtrusively with the process and ensure that the young people reflect on their experience in both group and individual discussions, during and after each learning situation.

Similar decisions to adopt methods aimed at developing particular competences can be made in the normal subjects in the timetable, whether related to new content or traditional.

General development of personal and interpersonal competencies: Apart from selections methods directed to developing particular competences it is possible to arrange general learning situations to develop a wide range of personal and interpersonal competences. What can be learnt will not be entirely in the teacher's control; it will depend both on the young people's individual reactions and on what the world outside the school can provide.

"Work experience" for instance, should form an integral part of the 'new subject' though the term is misleading as it can include experience in activities which are really substitutes or alternatives to paid employment. Details are not discussed here; readers are referred to 'Experience of Work - a potentially rich learning situation' for an exposition of theory and practical examples. (See list of publications in Annexe).

It is essential to integrate 'work experience' with the 'new subject' so that the actual experience is well-prepared for, monitored, and followed up in such a way that students can reflect on what they have experienced.

A second possibility is what is called 'controlled work experience'. Again "work" would be better defined as 'adult activities'.

This means the planning and implementation of a group activity with the help of adult tutors resulting in some form of product or service. It can be something simple within the school, such as the redecorating of a classroom; or in the community - the construction of a children's playground; or the manufacture of a product for sale.

It can be organised as an unofficial work group, in which definite roles are allotted, such as manager or foreman; or as a mini-company; or a co-operative, using shares and appointing a full range of officers. Adult experts from the community can be brought in to help and supplement the teachers knowledge.

In such a setting situations of many sorts can be devised for developing initiative, co-operation, decision-making, communications, numeracy and many other competences.

Organisation

Certain important aspects must be covered:

- the new subject must be given a timetable allocation that enables it to develop fully.

- in this allocation must be a continuous period allowing out-of-school work.

- the new subject must be given status at least equivalent to the 'normal' subjects.

- the hierarchy of the school and the administration/inspectorate outside it must be visibly supportive.

- a high-level committee in the school must encourage developments in the 'normal' subjects and their liaison with the new subject.

- appropriate material and financial resources must be available to the new subject.

- appropriate in-service training for those who will teach the new subject and for the sensitisation of the rest of the staff must be provided.

- new assessment techniques in addition to the traditional system must be introduced, at least for the new subject.

- steps must be taken to explain the new subject to parents; to convince them of its value and perhaps to invite them to play a part in it.

- to ensure the full co-operation of the community, the head of the 'new subject' needs time and expenses to make contact with people in it.

- the last point can be re-inforced by some district mechanism serving several schools.

2 The introduction of a new full-time course for some students only (Section 5, options 3 and 4)

Here it is assumed that the competent authority has decided to introduce a new course based on the objectives outlined in Section 2, and the analysis of key factors in Section 3.

Such a course would normally be either in the last year of compulsory education or in a voluntary year following on; it could however cover the last two years of compulsory school.

The target group would be the 'apathetic low-achievers' and the 'disillusioned' rather than the 'school rejecters'.

Selection should preferably be self-selection by young people and their parents, after discussion with the school.

Two variants of this course will be considered: one entirely under the control of the school; the other in conjunction with a technical/vocational institute.

Points common to the previous course will not be repeated in detail.

Providing the physical context

The arguments for providing a physical space separate from the normal school classrooms made earlier apply perhaps even more strongly here. To some extent a joint course with the technical/vocational institute

automatically provides it at least for part of the course. If the course is not joint, most schools will need extra accommodation to provide "vocational tasters" and perhaps "controlled work experience". Requirements for furniture, learning space and space for film and video viewing are the same as in the first example.

Where the courses are in school only, the possibility of using accommodation completely separate from the school buildings - a disused school or factory - should be considered.

Changing the social context

For a joint course, the social atmosphere in the technical/vocational institute is already more adult and less authoritarian. It makes it important that similar relationships develop in the 'school' part of the course.

Two short residential periods are valuable for the development of a positive social atmosphere: one at the beginning, to set the general tone; the second near the end for reflection on the experience of the year individually, in groups, and with adults.

Determining content

The importance of 'methods' rather than 'content' for developing many competences must be kept in mind.

The way to determine 'content' is as described before - to ask what young people will need in the adult world. However for a full-time

course much greater scope exists for devising new integrated 'areas of study'. They are a much more practical possibility than trying to set up inter-disciplinary studies, e.g. such as a combination of history, geography, and social studies.

One major new "area of study" can be introduced. It might be called "Vocational Preparation" or "Education for Transition".

Its aims are -

- to give young people practical vocational 'taster' experience in a range of fields that could enable them, after some work exploration and experience, to decide on a career.

- to give them a degree of practical skill in a wide range of 'crafts' which, though well below that of a fully-trained craftsman, could be of value in alternatives to paid employment - work for the home, for your neighbour, in mini-enterprises.

- to develop general manual proficiency and confidence in the ability to use it.

- to exercise problem-solving in a practical rather than a theoretical setting.

Some of the skills learnt in 'vocational tasters' can be brought together towards the end of the course, into real projects in 'controlled work experience' - the building of a sports pavilion, or catering for a special occasion.

A general understanding and an introduction to the use, of the computer is essential in view of the industrial and social changes it is causing.

"Vocational preparation" of this kind should not be confused with vocational training. Its aim is to help young people explore their

capabilities, and develop the self-awareness, maturity and competences which are necessary to make a choice of vocation and to complete a training course for it successfully.

Many other integrated 'areas of study' are possible, such as "The individual in society"; "The world of work"; "Media studies"; "Our town".

Communication and numeracy skills come into all these. This means they can be treated, like other skills and knowledge, in an integrated way; or they make up a separate area of study on their own. If the former, then basic "remedial" support will be needed for those who lack essential skills.

The flexibility possible in this type of course makes it easy to change the content, when desired. Because of their novelty, an initial period of "induction" is important, for both staff and students, and the first residential period should fall within it. The central core of the course should then aim at the development of the essential competences. A final period should increasingly move the young people out into the community into which they are soon to move altogether.

Flexibility in detail should also be possible to allow students to participate in decisions about their work.

Choosing the methods

A full-time course such as this allows the full development of the kind of methods already discussed - in Section 3 and in the first example in this Section.

'Work experience' can be used widely both in the sense of the exploration of career possibilities by planned visits and short work-spells, and also in the sense of learning what it is like to work by a longer spell in one "working" situation.

Similarly, "controlled work experience" can be varied to give different types of experience; as much as one day a week can be devoted to this for some parts of the course - or a complete week.

"Vocational preparation" in the form of "vocational tasters" requires special arrangements. Probably the ideal is the multi-skill workshop with a set of bays devoted to different crafts: plumbing, masonry, electrical installation, painting and decoration, car maintenance. Young people then move from one bay to the next.

The alternative is to provide a series of "tasters" in the specialist departments of technical/vocational institutes. This can allow a very wide set of choices. Its disadvantage is that the staff are geared to training skilled craftsmen and can have difficulty in adjusting to less, or differently, motivated young people.

However "communications and numeracy" is organised, some young people will need individual instruction to remedy certain deficiencies. For this both individualised instruction and personal tutoring are valuable. For the first, the mini-computer is a flexible and valuable teaching tool. Similarly, for the general development of communication a video studio can be of great value.

Organisation

The organisational implications of a full-time course can be far-reaching. Space only allows for a very brief sketch:

- the course must be given status and visible support in the school from the top, and also from the administration/inspectorate outside it.

- adequate financial, material and human resources must be provided.

- appropriate in-service training should be given before its introduction, and continuously during it.

- new arrangements for assessment and certification will be needed, involving perhaps a modular approach, student profiling and/or records of personal achievement.*

- information for parents about the new course.

In addition, for the "joint courses", which may involve 1 or 2 days a week or block periods of two or three weeks in a technical/vocational institute:

- initial and continuing discussion and contact between the teaching staff of both institutions.

- initial and continuing contact between those in charge of each institution.

- agreement on action in case of disciplinary problems.

---

* See 'New developments in assessment', in the publications list on the last page.

3 The introduction of small-group courses, not based on schools (Section 5, option 5)

Acceptance of this particular approach will depend on the degree of importance attached to reclaiming for society the "school rejecters" who have slid into delinquency - or are in danger of doing so.

The social cost of failing to do so is high; the per capita cost of achieving it is also high. (These costs tend to fall solely on Education Ministries who, in these days of recession and demographic change, often have to manage with diminishing resources; perhaps a mechanism for transferring or sharing the costs of this with other appropriate Ministries should be found?)

Before describing this type of course, the problem of identifying such young people and recruiting them needs discussion.

The "rejecters" have disappeared from education; and unless they are in care of social workers or under the supervision of probation officers, they may be hard to find and difficult to approach. Social workers, probation officers and youth club leaders will be able to point some out, but probably not the majority. It becomes necessary to "go out and find them"; this may mean literally looking in likely places in the neighbourhood for them (cafes, pin-table or video saloons, and discos): or using more indirect approaches (such as opening walk-in advice facilities, to which young people, along with others, will come). It is in any case important that there is continuity of personnel working on these courses over several years, so that they build up a knowledge of the area and its people.

The course can only be 'sold' if it appears as something that can positively help young people in a way they can visualise. Initially this means heavy emphasis on possible economic advantage, i.e. that it may lead to work. Without too obvious an emphasis, the element that it is a second chance after school failure needs to be there too. But above all it has to be clear that no coercion exists and that the course is being run by sympathetic adults who are trying to help.

Finally it would be quite wrong to think that the bulk of this group are extrovert, tough, young people: the majority are withdrawn, lack self-confidence, and have difficulty in making personal relationships.

Providing the physical context

This should resemble an educational institution as little as possible.

Except for practical work, most buildings can easily be adapted to be suitable for ten to fifteen young people and their staff. The young people can carry out much of the modification themselves - often a highly-motivating beginning for a course.

Private dwellings - flats or houses - rooms in a youth centre, in a community centre, in a disused factory or shop can all be used. Furniture needs to be entirely informal.

Facilities for practical work are however essential. Either the course-base must be "attached" to an institute with workshops or workshops must be provided by other means. If possible, the educational institute should be a technical/vocational college, not a school.

Finally, some residential accommodation which will accept socially-demanding young people unused to living away from home needs to be found. Short periods of living together are particularly valuable for developing trust and relationships.

If a large-scale network is being set up, it will be easier to develop special hostels with attached practical facilities and to arrange that courses from an area or district use it in turn.

Providing the social context

The most important factor for developing these young people's self-confidence, confidence in dealing with the adult world, and confidence in each other, is the kind of social atmosphere and relationships they can experience on these courses.

This means more than just an absence of authoritarianism. It means a positive attitude from adults that accepts young people as they are, 'warts and all'. It means also actively encouraging them to make decisions themselves on their behaviour and the work they do; later they need to take part in similar decisions by the group. Such an attitude on the part of staff can probably only come if they have some knowledge of the 'family' background, (many single-parent, some with a parent in prison). Such understanding must come to terms with different values: stealing from anywhere, except perhaps others in their own group may be acceptable: prostitution may be regarded, intentionally or not, as a possible career. Those in charge of these young people should be prepared for surprises, and ready to accept such differences.

When relationships have developed in the group, learning situations for them in the real world, which bring them into contact with reasonably sympathetic adults, must be found. They may be in the form of work or community experience, but the sensitisation of the adults concerned is a pre-requisite for the success of the experience the

young people have of them. By the end of the course the young people need to be able to manage some 'normal' social relationships in work and in the community.

Much can be done to accelerate the development of a good social atmosphere by residential periods, one of which should be close to the beginning of the course. On these, living together, particularly if it involves catering as well, puts adults and young people in a situation to observe, and relate to, each other. A second residential period, when the young people have begun to develop confidence, can be of a different type - a visit to the capital city for instance, which provides a new set of experiences.

Content

The content to be learnt on these courses is even less important than in those already described.

Nevertheless the same questions need to be asked, keeping in mind the social inadequacy and lack of achievement of the young people concerned. They need, however, knowledge of how to operate in the world around them - how to travel, to use the post and telephone systems, to benefit from the social services, to budget, to plan, to seek work, to use social services.

Many will be functionally illiterate; all will have a very limited reading capacity. Most will find listening and speaking difficult. Most will have limited ability to use numbers.

Each individual will need special targets for these skills. For example, for some even the lowest level of functional literacy may be impossible over the duration of the course. Recognition of key words used on notices may be all that can be expected.

Methods

In principle the methods that will result in the development of these young people are the same as described already. However, as personal success is even more important to individuals in this group, arrangements must be made to suit the needs of each individual.

Course planning in detail is therefore inappropriate. Staff need to have, both materially and imaginatively, a set of possible learning situations which can be used flexibly. Decisions must be taken in conjunction with the the young people - both for the individual and for the group.

Formal teaching methods are entirely inappropriate; but as the course progresses some individualised instruction for language and number may become possible - particularly through the (unthreatening) medium of the micro-computer. (It may well however be necessary to write special programmes for these particular target groups which use an appropriate pace and examples, and an acceptable level of instruction language).

As self-confidence develops, methods involving maximum contact with adults are what matter. This means work and community experience, or controlled work experience using "outside" adults.

The importance of residential periods has already been stressed; they are important both for developing social relationships and also for providing a wide range of new learning situations - e.g. budgeting; buying and cooking food; exploring a big city, using its complex travel systems. The financing of such trips can also be used for motivation; for instance, controlled work situations can be used to make and sell products, the profits going towards a trip.

Organisation

The provision of small-group courses, which need complete freedom of action to develop what will suit the individual young person and can use the particular resources of the local community, will pose many organisational problems. Such courses may be scattered widely through a country, but they need a common philosophy, common objectives, and some common acceptance of the appropriate social context, content, and methods. Practice, however, may differ greatly according to the needs of the young people. The staff need to be carefully chosen, to be given initial training and, above all, to have plenty of opportunities to discuss their job with others, with any central animators provided, and with the administration.

Administrative help may well be necessary to find premises, to make practical arrangements with technical/vocational institutes, and perhaps to establish some links with local industry or the community. Help also may be necessary in finding appropriate residential accommodation.

Though such courses can be organised independently, there are advantages in establishing a network:

- a common philosophy, objectives and general method can be established.

- common in-service training before and during the course can be organised.

- regular meetings of course leaders and personnel in a district can be arranged.

- administrative support and control can be provided more easily.

4 Courses based on working situations (Section 5, option 6)

An alternative to this kind of small-group course is a work-based course in which the major activity is work itself.

For the 'school rejecters' and socially disadvantaged such courses are particularly motivating - a purposeful activity, apparently unrelated to education.

The objectives remain the same as with the small-group course. Some can be achieved directly through work situations e.g. co-operation, decision-making. Others, such as communication or social skills, are better achieved by introducing educational activities designed to develop them as and when the young people come to realise the need for them.

In these work situations the young people not only act as unskilled or semi-skilled workers but also as management - in the same way as students perform in 'controlled work experience'. They thus participate in decisions at all levels, in planning, production and marketing.

Work-based courses can, but need not, be residential. When they are, they can more easily develop a positive social atmosphere and in some cases will have the advantage of taking young people away from a negative home, or peer-group, background.

The same problem exists as for the small-group course, namely to find the participants and persuade them to take part.

Providing the physical context

The physical context clearly depends on the 'work' chosen. It can be a farm with out-houses, a small disused factory or a private house. It must have limited but suitable accommodation for individual and small-group study and for group meetings. The young people can take part in the initial conversion and later modification of the premises. Necessary tools and equipment must be provided.

The social context

The social atmosphere conducive to the learning of personal and inter-personal relationships is comparatively easy to develop, particularly if the adults concerned have not had a traditional teachers' training.

However, when staff are recruited from industry and commerce it is essential that they fully understand that successful production is not the major aim. The aim is the development of the young people, and this involves an acceptance, on their part, of student participation. The staff have to realise that, within the limits of acceptable risk, wrong decisions are themselves a learning situation.

Residential courses lead naturally to closer and useful relationships between staff and young people and between the young people themselves.

Content

It is important to ask the same questions about the knowledge and understanding that young people will need in the world as for other courses.

A tendency exists to presume that because the working situation that forms the core of the course is 'real', young people will automatically acquire all the knowledge they need of the adult world. This is not true. They will not automatically learn about the social services, family and personal relationships, or local and national government. Nor will one type of work introduce young people to the various other possibilities that exist, both of traditional work and of alternatives to it.

So it is necessary to identify the content that is not implied or included in the work itself and to take steps to ensure that this knowledge can be acquired.

Methods

The same danger applies here - of assuming that the working situation itself automatically provides all that is needed.

There are two important considerations. The first is to ensure that the work, its planning and its implementation, give rise to decision-making, to co-operation, to opportunities for initiative. Individual and group success must be built on. Above all, reflection on what the young people are achieving, both individually and in groups, is essential - and this is perhaps the most important role that staff have.

The second necessity is to organise the learning which does not come from direct participation in work - in particular communication and numeracy skills.

At one level this can be provided by the staff themselves either after the 'work', or by leaving a part of the week free from 'work'.

Such learning can be individualised or in small groups. Programmes on mini-computers can be provided. The work situation may throw up the need for vocational skills - accounting, typing, craft skills. Once a reasonable level of proficiency in communication and numeracy skills is achieved, use can be made of local technical/vocational institutes either in the evenings or by day-release.

Finally, to provide opportunities for learning more about society as a whole and how it operates locally, and for exploring, through visits and discussions, other forms of work, a day or half-day a week can be set aside from the normal work.

Organisation

Many of the needs and problems discussed in relation to small-group courses apply equally here, though certain emphases may be different. For instance, the initial training and follow-up staff development needs to be geared to the particular importance of using the work situation for general learning. Similarly, regulations may need to be relaxed to allow freedom and flexibility, educationally and financially, while maintaining reasonable control.

Annexe

Sources of Information

Further information is available both from European Community publications, and from national publications on the results of pilot projects in the Transition Programme which include detailed project and evaluation reports. The Community publications are listed on the last page of this report. For details of national material, readers should consult the address list of the individual Projects contained in Part C of the Final Programme Report (referred to on the last page also): the relevant Project numbers are given below.

Projects that have particular relevance to the four types of course described in the last section:

The introduction of a new subject

- Sheffield Project - U.K. (Project No.25)
- Dublin Project - Ireland (Project No.16)
- Trento Sub-Project - Italy (Project No.19.1).

The introduction of a complete course

- The ILEA Project - U.K. (School/Technical Institute) (Project No.24).
- The Dublin Project - Ireland (Project No.16).

The introduction of a network of small-group courses

- The "Actions Jeunes" project - France (Project No.13).

The introduction of work-based courses

- The Aabaek Project (residential) - Denmark (Project No.3.2).
- The Tvind Project (residential) - Denmark (Project No.4).
- The Mid Glamorgan Project (day) - U.K. (Project No.29).

Apart from these, certain projects have particular interest for the development of methods.

- Use of outside world (mini-companies, community-based learning, liaison groups) Shannon Project - Ireland. (Project No.15).

- Use of residential periods for the follow-up of work experience: Schullandheim Project - Germany (Project No.9).

- Use of technical/vocational institutes: Storstrom Project - Denmark (Project No.3.1).

- Development of 'modular' courses with criteria based assessment: Unités Capitalisables Project - Belgium (Projects No.1.1 and 1.2).

- Work experience in vocational education: Dutch Pilot Project (Project No.23).

European Communities — Commission

Social Europe
Supplement on Education, vocational training and youth policy
Education for transition — The curriculum challenge

Luxembourg: Office for Official Publications of the European Communities

1985 — 52 pp. — 21.0 × 29.7 cm

DE, EN, FR

ISBN 92-825-5185-7

Catalogue number: CE-ND-85-004-EN-C

Price (excluding VAT) in Luxembourg:
ECU 2.24 BFR 100 IRL 1.70 UKL 1.40 USD 2

Salg og abonnement · Verkauf und Abonnement · Πωλήσεις και συνδρομές · Sales and subscriptions Vente et abonnements · Vendita e abbonamenti · Verkoop en abonnementen

BELGIQUE / BELGIË

Moniteur belge / Belgisch Staatsblad
Rue de Louvain 40-42 / Leuvensestraat 40-42
1000 Bruxelles / 1000 Brussel
Tél. 512 00 26
CCP/Postrekening 000-2005502-27

Sous-dépôts / Agentschappen:

Librairie européenne / Europese Boekhandel
Rue de la Loi 244 / Wetstraat 244
1040 Bruxelles / 1040 Brussel

CREDOC
Rue de la Montagne 34 / Bergstraat 34
Bte 11 / Bus 11
1000 Bruxelles / 1000 Brussel

DANMARK

Schultz Forlag
Møntergade 21
1116 København K
Tlf: (01) 12 11 95
Girokonto 200 11 95

BR DEUTSCHLAND

Verlag Bundesanzeiger
Breite Straße
Postfach 10 80 06
5000 Köln 1
Tel. (02 21) 20 29-0
Fernschreiber:
ANZEIGER BONN 8 882 595

GREECE

G.C. Eleftheroudakis SA
International Bookstore
4 Nikis Street
Athens (126)
Tel. 322 63 23
Telex 219410 ELEF

Sub-agent for Northern Greece:

Molho's Bookstore
The Business Bookshop
10 Tsimiski Street
Thessaloniki
Tel. 275 271
Telex 412885 LIMO

FRANCE

Service de vente en France des publications des Communautés européennes

Journal officiel
26, rue Desaix
75732 Paris Cedex 15
Tél. (1) 578 61 39

IRELAND

Government Publications Sales Office
Sun Alliance House
Molesworth Street
Dublin 2
Tel. 71 03 09

or by post

Stationery Office
St Martin's House
Waterloo Road
Dublin 4
Tel. 68 90 66

ITALIA

Licosa Spa
Via Lamarmora, 45
Casella postale 552
50 121 Firenze
Tel. 57 97 51
Telex 570466 LICOSA I
CCP 343 509

Subagente:

Libreria scientifica Lucio de Biasio - AEIOU
Via Meravigli, 16
20 123 Milano
Tel. 80 76 79

GRAND-DUCHÉ DE LUXEMBOURG

Office des publications officielles des Communautés européennes
5, rue du Commerce
L-2985 Luxembourg
Tél. 49 00 81 - 49 01 91
Télex PUBOF - Lu 1322
CCP 19190-81
CC bancaire BIL 8-109/6003/200

Messageries Paul Kraus
11, rue Christophe Plantin
L-2339 Luxembourg
Tél. 48 21 31
Télex 2515
CCP 49242-63

NEDERLAND

Staatsdrukkerij- en uitgeverijbedrijf
Christoffel Plantijnstraat
Postbus 20014
2500 EA 's-Gravenhage
Tel. (070) 78 99 11

UNITED KINGDOM

HM Stationery Office
HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. 01-211 3935

Sub-agent:

Alan Armstrong & Associates
European Bookshop
London Business School
Sussex Place
London NW1 4SA
Tel. 01-723 3902

ESPAÑA

Mundi-Prensa Libros, S.A.
Castelló 37
E–28001 Madrid
Tel. (91) 276 02 53 - 275 46 55
Telex 49370-MPLI-E

PORTUGAL

Livraria Bertrand, s.a.r.l.
Rua João de Deus
Venda Nova
Amadora
Tél. 97 45 71
Telex 12709-LITRAN-P

SCHWEIZ / SUISSE / SVIZZERA

Librairie Payot
6, rue Grenus
1211 Genève
Tél. 31 89 50
CCP 12-236

UNITED STATES OF AMERICA

European Community Information Service
2100 M Street, NW
Suite 707
Washington, DC 20037
Tel. (202) 862 9500

CANADA

Renouf Publishing Co., Ltd
61 Sparks Street (Mall)
Ottawa
Ontario K1P 5A6
Tel. Toll Free 1 (800) 267 4164
Ottawa Region (613) 238 8985-6

JAPAN

Kinokuniya Company Ltd
17-7 Shinjuku 3-Chome
Shiniuku-ku
Tokyo 160-91
Tel. (03) 354 0131

Price (excluding VAT) in Luxembourg

	ECU	BFR	IRL	UKL	USD
Supplement : Education for transition	2.24	100	1.70	1.40	2
Annual subscription					
Social Europe (General review)	15.43	700	11.20	9.25	12
Social Europe (with supplements)	44.07	2 000	31.90	26	33

ISBN 92-825-5185-7

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES
L — 2985 Luxembourg