This section lists the most important and recent publications on developments in training and qualifications at an international and European level. Giving preference to comparative works, it also lists national studies carried out as part of international and European programmes, analyses of the impact of Community action on the Member States and national studies seen from an external perspective.

Information, comparative studies

Arbeitsbeziehungen in Mittelosteuropa: Transformation und Integration: die acht EU-Beitrittsländer im Vergleich / Heribert Kohl und Hans-Wolfgang Platzer. [Labour relations in Central and Eastern Europe: transformation and integration: comparison of the eight candidate countries.]
ISBN 3-8329-0093-4

On the basis of comparable country surveys and expert hearings in the accession countries, this study analyses the transformation in industrial relations and records the current status. By comparing the bases and practice of labour laws at corporate, sectoral and national level, a contoured outline of industrial relations in Central Europe is presented. The transformation is oriented to Western Europe, but the development follows different socio-cultural paths. At the same time structural characteristics appear which show a kind of industrial relations typical for societies undergoing transformation. The main characteristics are specific structural deficits and innovative forms of corporate participation and inter-corporate concertation and distribution policy. In an East-West comparison of the basic models and transnational trends of industrial relations in the former EU, central labour and wage issues in the enlarged Union and the current challenges facing the 'European social model' are presented. Dr. Heribert Kohl is a freelance consultant and author with an office for scientific journalism and policy guidance (BwP) in Erkrath. Prof. Dr. Hans-Wolfgang Platzer is working in the Faculty of Social and Cultural Sciences in the Fachhochschule (Technical College of Higher Education) in Fulda.

Career guidance and public policy: bridging the gap.
Organisation for Economic Co-operation and Development - OECD
ISBN 92-64-10564-6 (en)

OECD countries are attaching rising importance to lifelong learning and active employment policies as tools of economic growth and social equity. Effective information and guidance systems are essential to support the implementation of these policies, and all citizens need to develop the skills to self-manage their careers. Yet there are large gaps between these policy goals and the capacity of national career guidance systems. Access to services is limited, particularly for adults. Too often services fail to develop people's career management skills, but focus upon immediate decisions. Training and qualification systems for those who provide services are often inadequate or inappropriate. Co-ordination between key ministries and stakeholders is poor. The evidence base is insufficient to allow proper steering of services by policy makers, with inadequate data being available on costs, benefits, client characteristics or outcomes. And in delivering services insufficient use is made of ICT and other cost-effective ways to meet client needs more flexibly. Based upon a review conducted in 14 OECD countries, the publication explores how the gap between career guidance services and public policy might be narrowed. It advocates improved national coordination arrangements and greater attention to research and data collection to inform policy makers. It also promotes the development of improved and more specialised training programmes for practitioners and the creation of more specialised career guidance organisations for the delivery of services.

Completing the foundation for lifelong learning: an OECD survey of upper secondary schools.
Organisation for Economic Co-operation and Development - OECD
ISBN 92-64-10372-4

Changing economic and social conditions are giving education a central role in the success of individuals and nations. As the final stage of formal education for the majority of students in OECD countries, upper secondary education is a crucial link. How successful are upper secondary schools in meeting the demands of modern societies?
What are the main obstacles that they perceive in preparing young adults for life and a longer and increasingly complex transition from education to employment? This report provides, for the first time, internationally comparable data from schools on these issues. It sheds light on how upper secondary schools are managed and financed, on their approaches to and difficulties in securing qualified teachers, and on their efforts to support the professional development of teachers. It also compares student admission policies and how upper secondary schools support students in their transition to the working world. The extent to which schools are successful in integrating information and communication technologies into the instructional process is also examined. The report is based on OECD’s International Survey of Upper Secondary Schools that was conducted in 2001 in Belgium (Fl), Denmark, Finland, France, Hungary, Ireland, Italy, Korea, Mexico, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland.

Education, training and labour market outcomes in Europe / Daniele Checchi, Claudio Lucifora.
ISBN 140392080X

This volume takes a fresh look at the traditional debate on education, training and labour market outcomes. It provides empirical evidence on these themes, including data specifically relating to Italy and the UK. The contributions collected in this volume take a fresh look at the traditional debate on education, training and labour market outcomes. The quality of education is difficult to measure in the education market and does not always find clear recognition in the labour market. This book provides empirical evidence on these themes, including data specifically relating to Italy and the UK.

High skills: globalization, competitiveness, and skill formation / Phillip Brown, Andy Green and Hugh Lauder.

A major contribution to current debates about the future of skill formation in a context of economic globalisation, rapid technological innovation, and change within education, training, and the labour market. It represents a major theoretical advance in its holistic approach to the political economy of high skills, and has implications that stand at the core of firm strategies and government policy in Europe, North America, and Asia.

Institutional approaches to teacher education within higher education in Europe: current models and new developments / edited by Leland Conley Barrows.
UNESCO - CEPES
(Studies on higher education)

This volume, with its fourteen national studies and the concluding comparative analysis, is the principal outcome of the project.
that comprised a rigorous selection process to identify experts to write the studies and the holding of two meetings. The objective of the first meeting was to present and to discuss the guidelines that UNESCO-CEPES had proposed for the elaboration of the national case studies so as to elaborate a definitive outline based on the suggestions of the participants. The second meeting, a seminar, was the occasion for the authors to present and to discuss the drafts of their studies and to comment on a presentation of the comparative analysis of the studies before preparing their final versions. The volume, the principal outcome of the project on teacher education, reveals many of the common factors influencing teacher education in the region. It identifies both innovating developments and new trends in the design of institutional models of teacher education. It provides additional information with regard to future policies and possible common lines of action in teacher education and training, aimed at improving the performance and the status of teachers, and of assisting them in coping with a series of new developments in education in general, and higher education in particular, that include the continued evolution of the "Bologna Process" that is expected to give rise to a European Higher Education Area by 2010, the assimilation of the information and communication technologies into all the areas of endeavour, and the linear emphasis on periodic in-service training for all teachers. 


National Foundation for Educational Research - NFER
Qualifications and Curriculum Authority - QCA

This is one of a series of studies conducted as part of the International review of curriculum and assessment framework (INCA) project. This report summarises the provision of primary education in the 18 countries of the INCA Archive. These countries are: Australia, Canada, England, France, Germany, Hungary, Ireland, Italy, Japan, Korea, the Netherlands, New Zealand, Singapore, Spain, Sweden, Switzerland, the USA and Wales. The report draws on the information in the Archive along with oral contributions from participants at an invitational seminar held on 19-21 February 2003 (see Annex 2). Following this introduction, the report includes a summary of trends emerging from the study. Section 3 summarises policy and provision in the 18 countries, based on the thematic probe, Primary Education: an International Perspective, 6 and on the contributions and documentation provided by seminar participants, under six headings: control; structure and organisation; curriculum; assessing, recording and reporting progress; teaching methodologies; teaching and learning materials. Information on Northern Ireland has not been included, because the curriculum in that country is currently in the midst of a major reform. For details, see http://www.ccea.org.uk/currreview.htm. Section 4 of the report focuses on the international seminar held as part of this study. It specifically reflects the views of the seminar participants on the key priorities in their country, the issues surrounding the above aspects of provision and their vision for the future.


Learners for life: student approaches to learning: results from PISA 2000 / Cordula Artelt [et al.]

Organisation for Economic Co-operation and Development - OECD
ISBN 92-64-10390-2

What are students like as learners as they near the end of compulsory education? The answer matters greatly, not only because those with stronger approaches to learning get better results at school but also because young adults who are able to set learning goals and manage their own learning are much more likely to take up further study and become lifelong learners. The OECD Programme for International Student Assessment (PISA), which surveys 15-year-olds in OECD countries on a three-yearly basis, provides a unique opportunity to look at how students approach learning and how well they perform in terms of reading literacy. This report analyses the results, focusing on students’ motivation, self-beliefs and use of various learning strategies. In particular, it looks at those characteristics that together make it more likely that a student will become a confident and self-managed learner. The results confirm strong links between student approaches to learning and meas-
urable student outcomes. For example, students who demonstrate a strong interest in reading and are more confident of their ability to solve problems that they find difficult are more likely to perform well. The report also shows particularly strong links between students' tendency to control their own learning, by consciously monitoring progress towards personal goals, and their motivation and self-beliefs. This suggests that effective learning cannot simply be taught as a skill, but also depends heavily on developing positive attitudes. The report offers policy makers a fine-grained analysis of which particular learner characteristics are prevalent in different countries. It also identifies differences between the approaches to learning of various groups, including male and female students, and those from more and less advantaged social backgrounds. The results point to ways in which education systems can focus efforts to help different groups of students become more effective learners.


Managing education for lifelong learning / Júlia Sapsál (ed.).
National Institute of Public Education

The publication contains the two-day seminar "Managing Schools for Lifelong Learning organised by OECD Centre for Educational Research and Innovation (CERI) and the Ministry of Education of Hungary in December 2001. The participants were prominent members of the community of experts in international educational policy, who were extremely active in discussing the issues of educational management and governance. The international experts invited by OECD Directorate for Education and the Ministry of Education of Hungary, the international and Hungarian delegates of the respective ministries of several OECD member states reviewed and discussed the challenges facing school management and national governance of educational systems. The 14 talks given at the seminar were discussed in three consecutive, thematic sessions by 23 international and 23 Hungarian experts. The seminar centred around three major goals: (1) to contribute to national and international dissemination of a comparative analysis of new school management approaches carried out by OECD CERI and also to put this reflection on management at institutional level into a wider perspective of system-wide governance; (2) to start off joint reflection on the role that educational management could play in realising key educational priorities of OECD countries; and (3) to familiarise the international community with educational management initiatives in Hungary and to get relevant international feedback on them from this community.

Sultana, Ronald G.; Zelloth, Helmut
European Training Foundation - ETF
Luxembourg: EUR-OP, 2002
ISBN 92-9157-349-3;

The provision of career information and guidance throughout a citizen’s life has become an issue of great importance worldwide, as societies prepare themselves to meet the challenges that the transition to knowledge-
based economies represents. An unprecedented research effort has in fact been initiated by the OECD, which has distributed a dedicated questionnaire to 14 countries internationally in order to create a baseline of information on the current state of policy development in career guidance. That same survey instrument has been used by Cedefop to gather data on the remaining EU countries, and by the ETF in relation to 11 ACCs. The World Bank has initiated a parallel review in a number of middle-income countries, again using the OECD questionnaire. The thematic review by these key partners will lead to the development of the most extensive harmonised international database ever on guidance policy and practice. This synthesis report summarises the state of play in the development of career information and guidance in both the education and labor market sectors in Bulgaria, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia. Experts from each of these countries have written a report, structured around the OECD survey and on the basis of their own knowledge of the field, often following extensive consultation with key partners. The broad purpose of this exercise is, first of all, to provide an account of the most recent and most significant developments, trends, challenges and major issues, as well as the strengths and weaknesses, of national career information and guidance systems and policies, in such a way as to render the data susceptible to comparative analysis. Secondly, the synthesis report aims to facilitate the generation of benchmarks, enabling the countries that participated in the review to gauge how well they are doing in career information and guidance provision in relation to other comparable countries.


**Student engagement at school: a sense of belonging and participation: results from PISA 2000 / Jon Douglas Willms.**

Organisation for Economic Co-operation and Development - OECD
ISBN 92-64-01892-1

How widespread is student disaffection with school in different education systems? What policies and practices are most effective in fostering students’ sense of belonging and participation in school? These questions are of great concern to educators in many countries, not only because of the interrelationship between student engagement at school and learning outcomes, but also because student engagement represents a valued outcome in itself. The OECD Programme for International Student Assessment (PISA) offers an opportunity to study student engagement within an internationally comparative framework as students approach the end of compulsory schooling. PISA provides not only information on students’ literacy skills, but also on their attitudes and values, their social backgrounds, and on important features of the schools they attend. This report examines several aspects of student engagement at school. The results indicate that the prevalence of disaffected students varies considerably both within and among schools in most countries, and that this variation is not attributable solely to students’ family backgrounds. The analyses also identify some of the school factors related to student engagement and provide evidence that achieving strong student engagement at school does not have to be at the expense of academic performance.

**European Union: policies, programmes, participants**

**Continuing training in enterprises in Europe: results of the second European Continuing Vocational Training Survey in enterprises.**

European Commission, Directorate General for Education and Culture

This publication presents important results from the second Continuing Vocational Training Survey (CVTS2), carried out in 2000/2001.
CVTS is the first and only community survey to provide comparable data at European level on investment in human resources in companies. It is therefore one of the major tools of the European Union for the establishment of indicators in the area of lifelong learning.


All the acceding and candidate countries (ACCs) have human capital development needs in order to reach the levels of provision and labour market responsiveness of EU Member States in one or more following areas of intervention: Active labour market measures (mainly for the unemployed), capacity-building of the public employment services, continuous vocational training (mainly for the employed), education and initial vocational education and training (VET). In many of the countries examined, among the highest - though not necessarily the most expensive - needs to address are active labour market measures and associated capacity-building of the PES administration. However, in virtually all cases, the most expensive need - and in several cases also the highest need - to be addressed is support to the education and initial VET systems. Also in continuing vocational training (CVT) the ACCs have to catch up with EU levels.


"Research in relation to education challenges in Europe is an integral part of the European Union’s programme of research in the social sciences and the humanities. The projects address a wide range of issues that include: the challenges for future education and training policies in Europe; the dynamics of education and employment; issues of teacher education; issues of higher education; the use of ICTs in learning; issues of education for citizenship; issues of education and social exclusion; lifelong learning strategies; issues of competence development and learning in organisations; innovative pedagogies and school improvement. The research results demonstrate that in a world of rapid social, political and economic changes, education and training are inextricably linked to concerns that include citizenship and democratic participation, inequalities and social justice, cultural diversity and quality of life. Research shows that questions of education and training should be carefully taken into account in the formation of policies on housing, health, welfare, youth, employment and migration."

http://www.mennet.net/files/%7B6a0d18ed-346f-44f1-9053-050564f5e365%7D_european%20union%20supported%20educational%20research%201995-20020003.pdf


The distance between European citizens and the institutions is a serious problem for the institutions. If it wants to reduce the problem the European Union must give greater weight and character to its own information policy. For this purpose it is desirable and important to strengthen cooperation between the European institutions, and/or the individual Member States to actively contribute to the success of the Community priority information campaigns. The European Union’s information policy must manage to combine in a creative and effective manner the assertion of its common values, such as democracy, pluralism, cultural and linguistic diversity, cohesion and solidarity with the prac-
tical advantages deriving from membership of the Union.

European Parliament
Session document, A5-0080/2003
European Parliament, Bâtiment Schuman, Place de l’Europe, L-2929 Luxembourg, Tel.: (352) 430022597, Fax: (352) 430022457, URL: http://www.europarl.eu.int/

The e-Learning Programme is a multi-annual programme for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe. Content: this proposal concerns the adoption of a financial support programme. The overall objective is to improve the quality and accessibility of European education and training systems through the effective integration of new technologies (e-learning), supporting and complementing the actions of Member States in this field.

VQT-dialogue: vocational qualifications within the framework of social dialogue: presentation of the results, final conclusions and recommendations / Esperanza Roquero [et al.]
European Commission, Directorate General for Education and Culture;
The studies carried out to date have analysed new qualifications needs in diverse sectors, but have not concentrated particularly on the aspects of qualifications bargaining or professional classification systems arising out of collective labour agreements and, on a wider level, within Social Partnership processes. This research project is therefore unique, insofar as it aims to study and re-construct in detail, by sector and area of bargaining, the practical concerns of the agents involved in social partnership processes, such as qualification criteria, continuous training, skills and so on. The objective is thus to illustrate, on the basis of direct fieldwork, the realities prevailing at country, regional and sector level, as well as the concerns and actions of social partners (e.g. their negotiating criteria, the “concept” of training, etc. The basis for the study is, of course, a European comparison, which is in itself a first step towards achieving clarity with regard to differences between qualification from one country to another and between sectors. The particular contribution of the project is that it will concentrate on the reality on the ground, approaching as close as possible to social processes.’

Strengthening the local dimension of the European employment strategy: feasibility study on indicators for the regional and local level and social economy / Jacques Dahan.
European Commission, Directorate General for Employment and Social Affairs;
The objective of the study, finalised in 2004, was to identify whether reliable and comparable data already exists to measure employment performance at local level and in the social economy and to develop and propose a set of common quantitative and qualitative indicators which could be used by stakeholders. The study is expected to contribute in raising awareness and stimulate the discussion at national and sub-national levels about using indicators and data on local employment development. It will serve as a methodological instrument for possible use by interested actors at national, regional and local level.
The AMS qualification barometer is the first comprehensive Austria-wide online information system on qualification trends. The AMS qualification barometer is addressed to AMS clients and employees, journalists and responsible actors in politics and industry, and to persons who have to take a decision on their future careers. Given the abundance of the data it contains, its up-to-date status, its forecasting function and, last but not least, the clear and well-arranged presentation, it is an indispensable tool for all those who - for private or professional reasons - are interested in developments affecting the labour market and qualification requirements. The AMS qualification barometer is divided into three levels: occupational areas; occupational fields; occupations. Labour market and qualification trends are described in detail at the ‘occupational area’ and ‘occupational field’ levels. Here specific regional characteristics are taken into consideration and, for the first time, a micro-level assessment (occupations) is undertaken. In addition to this, the AMS qualification barometer also has a glossary on more than 1,000 qualifications. Links to background information (‘Additional information’) on about 700 detailed occupational profiles and some 500 references to sources round off this comprehensive and well-arranged presentation.

In 1992, the Danish Parliament adopted a scheme which made it possible for VET trainees to spend part of their practical training periods abroad (Praktik i Ulandet - PIU). The motives behind the scheme were partly the major problems providing practical training places for trainees in Denmark, partly the desire to make VET more attractive. This publication describes the first 10 years with the PIU scheme and provides ten examples of good practices from vocational colleges and enterprises in Denmark. Over the ten years, the PIU scheme has become an important part of the efforts to internationalise the Danish VET system.

This pamphlet describes the scheme for general adult education (almen voksenuddannelse - AVU) in Denmark. AVU aims at offering adults the possibility to improve or upgrade their general qualifications. The programme is organised as single-subject education qualifying for an examination. The examinations are equivalent to the examinations after 9 or 10 years of basic schooling (folkeskole). The courses are organised in a way which makes it possible for the participants to take a course which fits into their planning (day or evening classes). AVU takes place at the adult education centres (voksenuddannelsescentre - VUC). In the pamphlet all subjects on offer under AVU are described in detail.

**From the Member States**

**AT**  
AMS-Qualifikations-Barometer.  
[AMS qualification barometer.]  
Arbeitsmarktservice Österreich - AMS  
Vienna: AMS, 2003-

In 1992, the Danish Parliament adopted a scheme which made it possible for VET trainees to spend part of their practical training periods abroad (Praktik i Ulandet - PIU). The motives behind the scheme were partly the major problems providing practical training places for trainees in Denmark, partly the desire to make VET more attractive. This publication describes the first 10 years with the PIU scheme and provides ten examples of good practices from vocational colleges and enterprises in Denmark. Over the ten years, the PIU scheme has become an important part of the efforts to internationalise the Danish VET system.

http://www.ciriusonline.dk/download/PIU_ti_aar_2848.pdf

**DK**  
10 år med PIU: ti eksempler på god praksis / Lars Møller Bentsen [et al]  
[10 years with practical training abroad: ten examples of good practice.]  
Møller Bentsen, Lars  
Cirius  
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http://www.ciriusonline.dk/download/PIU_ti_aar_2848.pdf

As Estonia became a full Community Member in 2004, the most important task is to acknowledge the new educational paradigm which has been worked out by the European Commission and mostly emphasises: lifelong learning as a new possibility for all; the need to widen access to learning, especially to adult learning; the importance of building a new learning area. The Estonian Minister of Education initiated the process of elaborating a strategy for lifelong learning by calling outstanding persons from different fields of activities to work out the White Paper on Lifelong Learning in Estonia. To provide the work group members with better background for their work, some surveys were initiated for collecting the necessary data. The paper discusses the results of surveys on adult learning, also the possibilities and state of building the area of lifelong learning in Estonia. Last visit to page: 10/2003. http://www.vdu.lt/alearning2003/II%20Dalis/Talvi%20Marja_en.doc

Towards closer European cooperation in vocational education and training: the Leonardo da Vinci programme supporting the Copenhagen Declaration: case Finland / Paula Rouhiainen and Sonja Valjus.

Helsinki: CIMO, 2004, 44 p
Centre for International Mobility - CIMO, Leonardo unit, URL: www.cimo.fi

“This report deals with the role of the Leonardo da Vinci programme in relation to the discourse concerning vocational education in Europe. More specifically, the report is linked to the so-called Copenhagen process, which aims at a closer cooperation in vocational training, improving the attractiveness of training and promoting mobility. The report is a summary of a survey carried out in the summer of 2003. The purpose of this survey was to find examples of Leonardo projects that support the Copenhagen process.”

Apprendre autrement au 3ème millénaire: la cyberformation / Stéphane Héroult, Laurence Le Bars.
[New ways of learning in the 3rd millennium: cyber-training]
Saint-Denis-La Plaine: Centre INFFO, 2003, 372 p. (Dossier documentaire) ISBN 2-84821-014-1

The last few years have seen the development of new distance learning practices using information and communication technologies. Irrespective of the terms used: e-training, e-learning, electronic learning or cyber-training, these training modes have now become an integral part of the education and training landscape. The abundant literature on the subject reflects the multiplicity and diversity of constantly evolving experiences and practices. This dossier has the ambitious aim of compiling all the work done on the subject and identifying the main sources of information. It contains almost 900 bibliographic references and is illustrated by about thirty selected items (specialised press articles and extracts from works), a webography of some hundred sites, specialised journals either online or on paper, and a list of events in 2003/2004 dealing with open and distance learning and e-learning.
The OECD-Projekt 'The role of qualifications systems in promoting lifelong learning': country report: Germany / Georg Hanf, Jochen Reuling.

The national Country Report is part of an OECD Project of the same name. Country reports were produced by the member states participating in the project on how the national qualifications systems influence the patterns and the quality of lifelong learning and what actions have been taken to promote lifelong learning. In the first part of the report the most important qualifications subsystems in Germany after upper secondary education are described. Then, on the basis of available research findings, the influence of qualifications systems on learning is analysed. This is followed by documentation and analysis of the principal reforms in the vocational qualifications subsystems in the past few years and their effects on mechanisms that may be of importance for lifelong learning. Finally, with the help of examples, the connection between qualifications systems and learning at the level of providers and users of teaching and learning programmes is examined.

Stewards of the land: the American Farm School and Greece in the 20th Century / Marder, Brenda L.

A history of the American Farm School in Thessaloniki.

The aim of the discussion forum was to update Irish stakeholders in Irish vocational education and training on developments in Europe in relation to the implementation of the Copenhagen Declaration and on the linkage with developments in Ireland. It was hosted by FETAC-Further Education and Training Awards Council and the NQAI-National Qualifications Authority. It was attended by a range of participants engaged in education and training, including state agencies, ministerial bodies, awarding agencies and providers. The forum heard that significant progress had been made in advancing the key areas of quality assurance, transparency and credit transfer. The biggest obstacle to a European knowledge area and labour market, a Ministry spokesman said, was the cumbersome recognition process which inhibits free movement between countries, sectors, jobs and institutions. The implementation process for the Copenhagen Declaration in Ireland was described in terms of the working groups and technical groups set up, the progress of which could be followed on the virtual communities that have been established for each one. The work of the groups in the areas of quality assurance, credit accumulation and transfer, transparency of qualifications is described in detail. Links to related websites are provided at the end of the conference report.

http://www.nqai.ie/copenhagenforum.pdf

The book provides a state-of-the-art review of where guidance is at in Malta, in comparison to other countries in Europe and beyond, along with a set of criteria and dimensions that have been used internationally to assess the field. In doing so, it moves on from describing what is taking place, to identifying key gaps in provision as well as challenges that the service has to face.

This study looks at the right of vocational training in general and in particular in Uruguay. Different aspects are analysed in relation to the different types of work contract, selection process, training legislation, youth training legislation, salary standards, working hours, unemployment benefits, dismissal, and collective bargaining.


This is a comprehensive study dealing with the many issues surrounding the difficult topic of vocational training in Spain. Firstly referring to the socio-economic background it details with the complexity of the training system and its variants. Then it presents the development of an empirical study on trainees in the training centres and the needs and demands of training for companies in the city of Burgos. It closes with an interpretation of the results, the conclusions to be drawn and the aspects to be improved.


Sheffield: University of Sheffield, 2003, 10 p. University of Sheffield, Elmfield Lodge, Northumberland Road, UK-Sheffield S10 2TY, URL: http://www.shef.ac.uk/

Examines the policy implications in the UK for the adoption of a system of the assessment of prior experiential learning (APEL) such as the French have recently introduced. Specifically focuses on the implications for higher education.


London: London School of Economics, 2003, 0 p. London School of Economics and Political Science, Houghton Street, UK-London WC2A 2AE, Tel.: (44-20) 74057686, URL: http://www.lse.ac.uk/

This paper examines the main characteristics of the UK system, in comparison with our main international competitors. Specifically, we compare the key features of our system with the education systems in a selection of European countries and the United States. We identify the distinctive nature of the UK education system, focusing on both quantitative differences (e.g. the level of qualification attainment) and qualitative differences (e.g. the importance of the private sector).
Towards a history of vocational education and training (VET) in Europe in a comparative perspective

Proceedings of the first international conference

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