

This handbook is addressed both to guidance practitioners who already work in a transnational dimension supporting European mobility for educational and/or working purposes and to practitioners who would like to be involved in such activities.

According to the Lisbon Strategy (2000) the European Union should become by 2010 the most competitive and dynamic knowledge-based economy in the world. The reference context for guidance services should be Europe: guidance practitioners should be in charge with offering information on training and working opportunities not only at a national level. Modern guidance services should be able to answer to new individual information and guidance needs that go beyond national and local contexts.

A direct consequence of this challenge is that guidance practitioners should be prepared to network with other organisations in Europe and to communicate within culturally different contexts. For that, quality standards of guidance services and the professional profile of guidance practitioners should be framed according to European standards.

This book is one of the main products of the Ergo-in-Net project, financed by the European Commission within the Leonardo da Vinci programme. It has been edited by *ASTER S.Cons.p.a.* (Italy) and it has been carried out with a partnership of 11 organisations from 5 European countries: Italy, France, Germany, Poland and the UK. In detail, these were:

**In Italy** - *Regione Liguria* (the project promoter), *ASTER soc. cons. p.a.* (the project coordinator), *Centro Studi Pluriversum* and *Padova University*, task force of guidance for the Coimbra Group of universities;

**In Germany** – the *European Service of the German Federal Employment Agency (ES-BA)*

**In France** – the *Lyon University/Euroguidance France*

**In Poland** – the *Jagiellonian University and the Ministry of Labour and Social Policy/Euroguidance Poland*

**In the UK** – *Careers Europe/Euroguidance UK*

The main project goal was reached thanks to the continuous exchange among guidance practitioners and the promotion of the intercultural dialogue among different organisations.

All the project outputs are available on the project website: <http://www.ergoinnet.net>



Mobility in Europe

ERGO-IN-NET Handbook



ERGO-IN-NET Handbook



# Mobility in Europe

Guidelines  
for guidance  
practitioners



Also available in:  
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## **Legal aspects and other stay formalities**

by Marcus Offer and Cecile Besrest-Butler and based on kits and national reports of Antonella Tajani and Giulio Iannisi, Elisabeth Gros, Katja Kannwischer and Ramiro Vera-Fluixá, Paulina Bogdanska and Irena Mazek

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# Foreword

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This handbook is addressed both to guidance practitioners who already work in a transnational dimension supporting European mobility for educational and/or working purposes and to practitioners who would like to be involved in such activities.

According to the Lisbon Strategy (2000) the European Union should become by 2010 the most competitive and dynamic knowledge-based economy in the world. The reference context for guidance services should be Europe: guidance practitioners should be in charge with offering information on training and working opportunities not only at a national level. Modern guidance services should be able to answer to new individual information and guidance needs that go beyond national and local contexts.

A direct consequence of this challenge is that guidance practitioners should be prepared to network with other organisations in Europe and to communicate within culturally different contexts. For that, quality standards of guidance services and the professional profile of guidance practitioners should be framed according to European standards.

This handbook is not an exhaustive product. We are overloaded by information and one of the challenges of experts working to this publication has been that to select in a reasoned way the most useful information contents and best practices on guidance and mobility and to make them easy accessible to guidance practitioners.

This handbook is the result of a networking and fruitful collaboration of a group of experts in mobility fields and of guidance practitioners, i.e. the direct beneficiaries, who gave their feed-back during the whole project's development, according a bottom-up approach, both helping the project partners to identify the handbook contents' fields and evaluating and validating its contents.

Information resources, best practices and contents were selected according to eight main subjects which correspond to the chapters of this publication. These study contents were the result of a survey which was carried out with a sample of guidance practitioners in Europe aiming at identifying their information and training needs when working in a transnational perspective. The product is an information and methodological tool for guidance actions in a European dimension but it can also be used as a training material for the up-dating of guidance practitioners' competences.

This book is not the main product of the Ergo-in-Net project. It is one of the project outcomes together with the collaborative methodology carried out with local and transnational networks, communities of guidance practitioners and stakeholders and with dissemination activities and training events addressed to stakeholders and guidance practitioners that were carried out both at a national and a transnational level during the project's duration.

Ergo-in-Net has been a network project, financed by the European Commission within the Leonardo da Vinci programme and carried out with a partnership of 11 organisations from 5 European countries: Italy, France, Germany, Poland and the UK. In detail, these were:

- In Italy - *Regione Liguria* (the project promoter), *ASTER Soc. cons. p.a.* (the project coordinator), *Centro Studi Pluriversum* and *Padova University*, task force of guidance for the *Coimbra Group* of universities;
- In Germany – the *European Service* of the *German Federal Employment Agency (ES-BA)* ;

- In France – the *Lyon University/Euroguidance France*;
- In Poland – the *Jagiellonian University* and the *Ministry of Labour and Social Policy/Euroguidance Poland* ;
- In the UK – *Careers Europe/Euroguidance UK*.

The project has been based on the cooperation of different local and transnational networks organised in 4 different levels, composed by heterogeneous services in dimension and type:

- *Euroguidance*, a European network of more than 65 national resource centres for guidance throughout 31 European countries supporting the guidance community and promoting good practice and developments within European guidance;
- *Universities of the Coimbra group*, an association of long-established European multidisciplinary universities of high international standard aiming to promote, for the benefit of its members, internationalisation, academic collaboration, excellence in learning and research, and service to society;
- *Institutional bodies* in charge with guidance and education policies at a local and national level;
- *National and local guidance and information centres* in the partner countries, both users and disseminators of the contents, members of local networks.

The main focus of the project was the implementation among guidance practitioners of guidance in a transnational dimension. As previously mentioned, beneficiaries have been all those guidance professionals that work in education and employment services, giving advice to their clients wishing to go abroad for study or job reasons. But contents of the project have been also addressed to professionals in charge with giving information and advice to target users coming from other cultural contexts such as immigrants or in-coming citizens from other countries.

The main project goal was reached thanks to the continuous exchange among guidance practitioners and the promotion of the intercultural dialogue among different organisations. In particular, with reference to these issues, the project activities aimed at:

- Creating a transnational network able to collect, summarise and develop the main knowledge and meaningful European best practices in the guidance field with the aim to support the dissemination of worthwhile methodologies and the professional up-dating of guidance practitioners;
- Promoting the exchange of knowledge on European issues for guidance among guidance professionals, creating networking opportunities among experts, favouring innovation processes of information tools and services at a local level;
- Identifying and analysing the information and training needs of guidance practitioners;
- Valorising existing best practices in guidance in other European countries and improving the mainstreaming of results obtained in other EC-funded projects;
- Promoting the role and tasks of the European Guidance Practitioner as a new “emerging” professional profile;
- Improving the dissemination strategy of methodologies, tools and materials, training modules and information resources thanks to a dynamic system of networks.

The project ended in a final conference organised in Genova on 24<sup>th</sup> November 2006. All the project outputs are available on the project website: <http://www.ergoinnet.net>

Michele Claudio Cassinelli  
*Regione Liguria*

# Introduction

Several studies developed by international organisations<sup>1</sup> and political documents at a EU level<sup>2</sup> emphasise the importance for guidance and employment centres to have an international approach in delivering their services. That means they should be able to offer job, education and guidance opportunities not only at a national but also at a transnational level.

National societies have changed: people movements among countries have been increasing and we do not speak only of the movement of students within EC programmes such as Socrates-Erasmus or Leonardo da Vinci. Non-EU people move to other countries looking for jobs, for study reasons or even for a better quality of life. A recent study of the OECD<sup>3</sup> says that in the last 20 years movements of students from one country to another one have doubled and European countries receive most incoming students in the world (however, out-migration of students is also significant in these countries). The success of EU mobility programmes can be identified in the circuit of cultural exchanges that sources out from these experiences as these programmes favour the knowledge of national contexts which are near but different anyway, the comparison among methods and customs, etc.

Mobility, for educational, professional or other reasons, can be connected to:

- The socio-economic conditions of the countries and families of in-coming and out-going people;
- The motivations which induce one person to study or work in a different country from his/her own;
- The capacity/level of education and employment in the hosting country.

Thus, guidance practitioners involved in the education and labour sectors work within a very heterogeneous context and have to answer to very different individual needs. Indeed, there are people who can freely make their own choice to go abroad and spend some time studying or working in a different country while other ones are increasingly obliged to leave their own country due to its socio-political situation. Some people have financial difficulties whilst others are economically autonomous; some people move within a "culturally shared area" while other people come from very distant cultural traditions. Moreover, there are people going abroad with the idea to live there while others simply wish to spend a short working or studying experience in the hosting country with the idea to come back to their own country and reap the benefits of the experience back in their home country.

Such a phenomenon is increasing more and more and that obliges public institutions to develop the right integration strategies of these people, thanks to specific politics giving access to training, studying, working or guidance opportunities with a particular attention to those people (students or workers) that are in disadvantaged conditions.

We can speak about the "*mobility right*", especially in the educational field but not only there, that is for example the need to guarantee to all students the opportunity to make any working or studying experience abroad within specific programmes. It is an important right as those students spending some time abroad become more competitive in the labour market when coming back and they acquire important transferable competences which can be spent not only in the labour field but also more generally in their social life.

Given this context, are guidance practitioners ready to face this situation and to answer to these users'?

<sup>1</sup> OECD (2004). *Career Guidance and Public Policy - Bridging the Gap*.

<sup>2</sup> CEDEFOP (1998). *Training for Changing Society - A Report on Current Vocational Education and Training Research in Europe*.

<sup>3</sup> OECD (2004). *Internationalisation and Trade in Higher Education. Opportunities and Challenges*.

needs (e.g. do they know that students receive a certain number of credit points for a semester spent in another country)? The aforementioned international studies section suggests that they are not ready for that and that they often do not have enough instruments to carry out their activities in this context.

Guidance practitioners need to improve their competences in order to adequately face the issues surrounding "mobility". Guidance practitioners are however not the only ones facing and working with mobility issues (i.e. EURES advisers, guidance practitioners working within university international departments) but also those practitioners working with the national employment centres who face more and more with this new situation (i.e. immigrants, people wishing to study and/or work abroad). In addition, it is important to "sensibilise" stakeholders in order to encourage them in the short and long term to start taking the right measures when planning public policies in labour, education and guidance fields, both when designing training or refreshment courses for guidance practitioners and when implementing already developed "mobility" tools and methodological models within the public services they manage.

This publication tries facing these issues, offering information and advice to guidance practitioners within the above mentioned context.

When we started working on the handbook we had to be realistic. We could not manage all information, in particular information spread informally by informal associations, clusters, etc., an important resource but not easily to be found out and organised. In addition, non formal information is supposed to be more and more available through fora on mobility experiences of youngsters, i.e. information given from youngsters who already had such an experience abroad and those ones who are likely to leave. Guidance services should encourage such initiatives.

We just included some contents and best practices, giving references anyway in order to find out additional information.

The handbook is composed of three sections:

- One with a more methodological approach, composed of eight chapters focused on the study subjects of the Ergo-in-Net project. It offers a reasoned overview of the theme and practical details about the guidance practitioner who is facing those themes;
- One with a more informative approach, composed of specific annexes to each chapter. There are a lot of information resources up-dated at September 2006 but for the nature of data contained (i.e. useful links and addresses for each country, contact phone numbers, etc.) these information will go out-of-date more quickly. So, it is recommendable for guidance practitioners using or giving these information to their client to check beforehand if it is still applicable;
- A glossary with some terms contained in the handbook or anyway useful for guidance practitioners.
- This handbook has been translated into the partner languages and these texts are available in the CD-Rom included in this book.

The project study subjects identified thanks to a survey with guidance practitioners in the partner countries (and which this handbook chapters are based on) were the following ones:

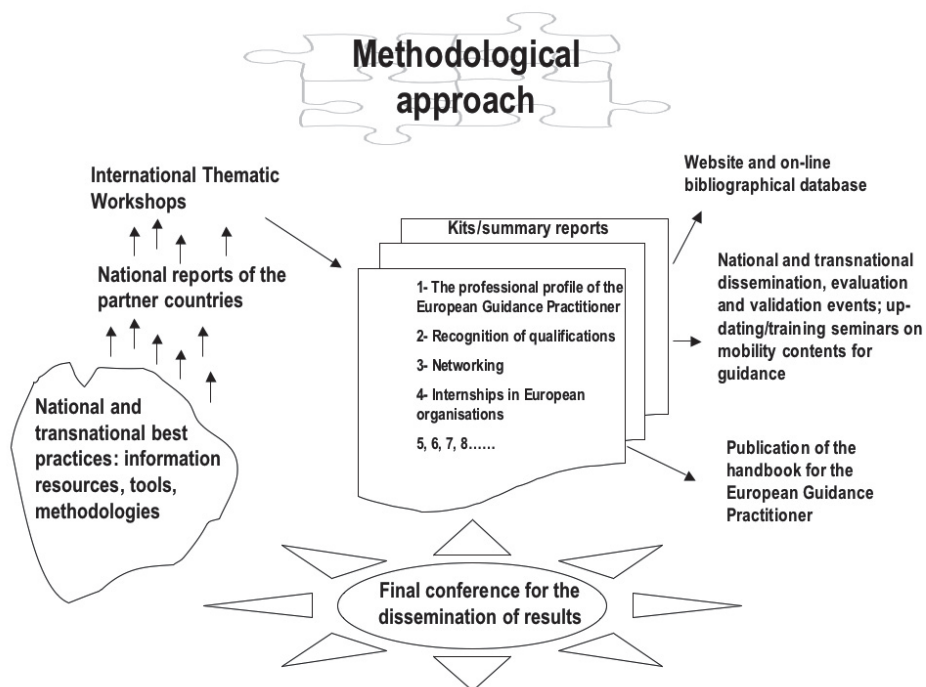
- The professional profile of the guidance practitioner working with mobility issues ;
- Networking at a European level;
- Intercultural awareness;
- The recognition of European vocational qualifications and study titles;
- The European labour market;
- Career guidance on labour market;
- Internships at a European level;

- Educational aspects on EU mobility;
- Legal aspects and other stay formalities concerning mobility at a European level.

The methodological approach followed during the project development was to involve guidance practitioners and decision makers in charge with or simply interested in guidance and mobility issues since the project beginning. That was done both by involving them in a survey aiming at identifying the most interesting "guidance to mobility" subjects (in terms of professionals' information and training needs) and in asking their feed-back for the evaluation and validation of the developed contents. That was done through specific transnational reports (called "kits"<sup>4</sup>), based on national papers produced by partners, which were spread and analysed in focus groups and seminars with professionals in guidance and mobility. A bibliography on the information resources collected for the reports was up-loaded on an on-line database (on the project website) which gathers the existing literature (projects, articles, training modules, etc.) on the project subjects mainly in the 5 partner countries but also at a more international level.

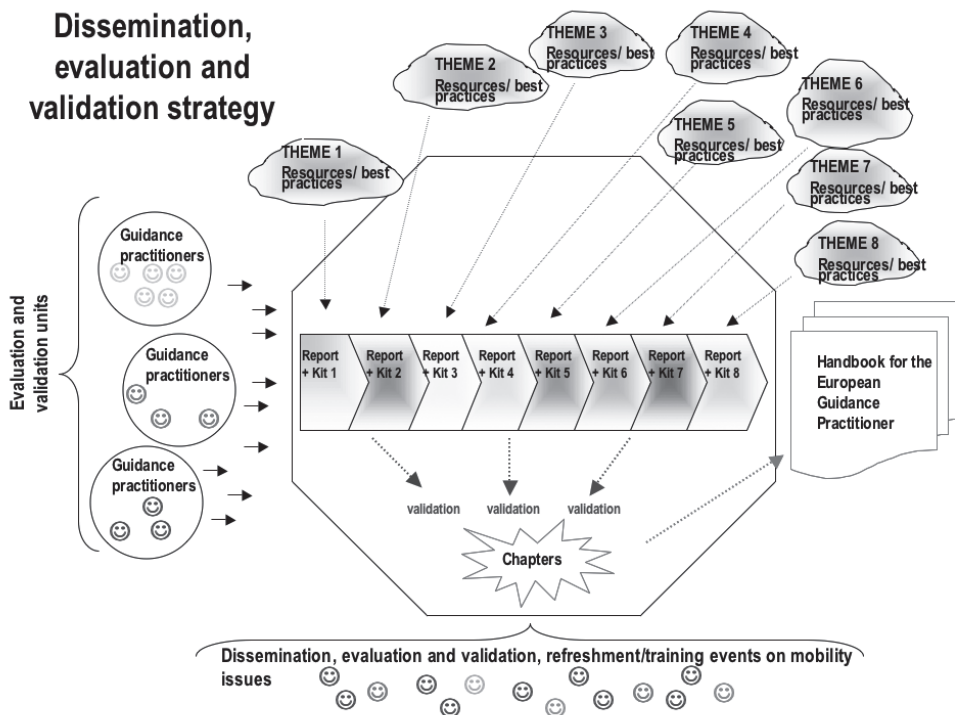
The following pictures summarise the methodological approach, including the dissemination, evaluation and validation process of the project outputs.

Picture 1. The methodological approach followed during the project



<sup>4</sup> Kits have been translated into all partners languages and are available on the project's website, together with the bibliographical database: <http://www.ergoinnet.net>

Picture 2. The dissemination, evaluation and validation process





We started our work in 2003 with some questions:

- How could we define the professional profile of a guidance practitioner working within a transnational context? What are specific competences needed in order to work within other national and cultural situations?
- How could we support guidance professional's decision to work within a transnational dimension? How could we "convince" them about the importance to work within a European context?
- Why is it so important to support transnational mobility?
- How could we help guidance practitioners to advise their clients wishing to go abroad for working and/or studying reasons? How could we organise information resources and spread best practices carried out within other national and organisation/project contexts?

We did our best to find answers to these questions in this handbook. Let's keep them in mind for an ongoing debate, taking the European Year of Workers' Mobility 2006 as a good hint for that.

Finally, we would like to give a special thank you to all those guidance practitioners and stakeholders who took part in the project development and who gave to us their precious feed-back during these three years.

Cristina Cogoi  
*ASTER S. Cons. p.a.*

# 01

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chapter

Guidance  
professionals  
in a European  
dimension

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## Introduction - A case history

### **Good morning, how can I help you?**

*Giorgia was sitting in the big hall of the guidance centre in Siena, reading the handbook "Study abroad". She was nineteen, she came from Tuscany and she was studying at the local university.*

*"Good morning, how can I help you?"*

She turned her head to see who was speaking. A young lady was standing, looking at her. She smiled, asking: *"Where do you want to study?"*

Giorgia spent a few seconds to find an answer... *"Really, I would like an experience abroad, but I haven't decided where yet.... maybe ... in England?"*

*"How is your English?" - asked the lady - "But first: what do you want to study? There are plenty of different possibilities for study in the United Kingdom. Before deciding, it is important to know what do you hope to gain from this experience abroad"*

*"I am studying History, but at the moment I am more interested in archaeology... could you give me some advice?"* answered Giorgia. She needed information and guidance but already understood that moving abroad to study could

bring a lot of new experiences and knowledge she had never even imagined before.

The lady said: *"I am a guidance practitioner. I can help you, but we need time to work together to plan your study abroad. Would you like to make an appointment to meet next week? On Monday, ten o'clock? Here is a check list of information you need before moving abroad."*

Giorgia read quickly through the check list: *"Accommodation... Benefits... Cost of living... Culture... Finance... Health... Languages courses... Legal aspects... Meals... Study opportunities... Timings... Weather... useful Websites... temporary Work..."*

"A long list of things to learn" thought Giorgia "but I will also learn a lot of other things in England". She closed her eyes for a moment and in her mind she suddenly remembered a beautiful picture of Stonehenge. She instantly felt better and more motivated. She reflected " ... the situation is perhaps more complex than I thought, but I must not feel afraid... I have found help".

*"Thank you!"* said Giorgia. *"See you soon! I am really looking forward to getting started!"*

Mobility is a good example of where guidance is especially necessary. Mobility issues often throw up complex guidance needs with individuals often with very different and varying issues and needs.

Increasing globalization, advances in information technology (IT), and significant demographic shifts has created a changing context for career guidance. There is a growing recognition that career choice and decision making is a life long process. This shift in focus implies a need for a different approach to career guidance<sup>5</sup> and new ethical issues. Career guidance professionals need to expand their professional borders to include a lifelong career perspective in a European dimension of guidance.

There are demands for a greater range of services and for new forms of delivery (mainly distance guidance). Guidance practitioners are also expected to work with many clients who have been mandated to come for counselling. This also means a significant change in the guidance relationship and in the working alliance between the practitioner and the clients.

The aim of this chapter is to offer to the European guidance practitioners some different perspectives and ideas to reflect upon regarding their daily working practice and the big changes that are happening at a European, national and local level. In Europe the contribution career guidance can make to the achievement of public policy goals, in the fields of lifelong learning, social inclusion, labour market efficiency and economic development, is increasingly widely acknowledged. Such public policy goals are fundamental to the attainment of the Lisbon Council (2000) aim of making Europe, by 2010, the most competitive economy and knowledge based society in the

world, marked by social cohesion<sup>6</sup>.

The most important challenge for the future is to build up a European guidance system to assure all citizens the right to access guidance services at any point in their lives:

*"With a view to ensuring the effective exercise of the right to vocational guidance, the Parties undertake to provide or promote, as necessary, a service which will assist all persons, including the handicapped, to solve problems related to occupational choice and progress, with due regard to the individual's characteristics and their relation to occupational opportunity: this assistance should be available free of charge, both to young persons, including schoolchildren, and to adults"<sup>7</sup>.*

In this perspective, guidance plays a new strategic role as a complex and widespread tool to promote the EU priorities. The question is... are the guidance practitioners sufficiently prepared and adequately aware of this new responsibility?

To indicate guidance as one of the key factors to promote the European policies entrusts a big responsibility to the guidance professionals. Indeed, guidance professionals work in markedly different contexts and conditions throughout Europe, from Ireland to Greece and from Poland to Portugal. Although all such professionals share common ethical principles and the same quality standards across the continent.

This chapter also proposes some references to help evaluate the guidance practitioners' skills to work in a European dimension and to also to help practitioners access training and updating opportunities.

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**5** Amundson, N.E. (2005). *Challenges for Career Interventions in Changing Contexts*. Presentation in the 2005 IAEVG Conference in Lisbon.

**6** NICEC and The Guidance Council (May 2004). *Preliminary Study on Quality Guidelines and Criteria in Guidance*. Final report commissioned by the CEDEFOP.

**7** Council of Europe (1996 Revision). *European Social Charter. Article 9. The right to vocational guidance*.

We hope this paper contributes to the development of a new European professional identity within the guidance community. With practitioners better able to share common ethical standards and to ensure high quality levels of guidance services.

## Guidance in a European dimension

In Europe, the contribution of guidance services to improve lifelong learning system and support workforce development was recognised in the Resolution of the Council of European Education Ministers (2004). *"Guidance throughout life contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and workforce development."*

This document (see in the annexes) highlighted the need to reform existing services and to improve coordination between services at national, regional and local levels<sup>8</sup>. The Resolution prioritised the centrality of the individual/learner in the provision of such services, and the need to refocus services to develop individuals' career competency, widen access to services and improve the quality of the services.

The European Commission's Expert Group on Lifelong Guidance has already defined a set of common aims and principles for lifelong guidance provision agreed under the auspices of the European Union's Education and Training 2010 work programme.

The principles for guidance provision are included also in the OECD-EU publication

*Career Guidance: A Handbook For Policy Makers*, as a priority for governments and policy makers<sup>9</sup>.

The EU also gives us the Common European Principles of lifelong guidance provision:

- Centrality of the beneficiary (independence, impartiality, confidentiality, equal opportunities);
- Empowerment of citizens (empowerment, active involvement);
- Improvement of access (transparency, friendliness, continuity, availability, accessibility, responsiveness);
- Assuring quality (appropriateness of methods, continuous improvement, right of redress, competent staff).

In addition, it promoted the Common European reference points for quality assurance systems for lifelong guidance provision:

- Citizen and user involvement (entitlement information, user consultation, use of consultation findings, role of user in design, monitoring and evaluation);
- Practitioner competence (having the required competence and relevant qualification, monitoring of work performance, continuous professional development);
- Service improvement (defined service standards, measuring impact of improvements, target group needs, working through non-formal guidance sources, technical specifications for materials, especially tests);
- Coherence across sectors (government ministries, sectors, target groups, links between providers);
- Independent provision (application to non-state providers such as private agencies, employers, trade unions).

<sup>8</sup> McCarthy, J. (2005). *Improving Guidance Services: A European Perspective*. Presentation in Wiesbadener Konferenz zum Lebensbegleitenden Lernen.

<sup>9</sup> OECD and European Communities (2004). *Career Guidance: A Handbook For Policy Makers*.

At a national level, each Government has to specify and to apply the principles and the quality standards<sup>10</sup>.

In order to develop a European dimension of guidance the project *Ergo-in-Net* promoted a wide dissemination of these principles and standards within the professional community of guidance practitioners and the public institutions, to improve the quality of services and the qualifications of these professionals.

The professional profile of the guidance practitioner has never been regulated in many countries and, consequently is not recognised at a European level. This is due in many cases, to the lack of a national regulation and subsequently a national framework where guidance counselling could formally find its own place.

In some countries public institutions or private organisations try to regulate this professional profile: the *German Association of Career Counsellors (dvv)*<sup>11</sup> maintains a Directory of Certified Career Counsellors. This directory is seen as important to ensure the transparency to clients of the formal competencies of guidance practitioners (<http://www.bbregister.de>).

The *Institute of Career Guidance* in the UK also now maintains a Register of Guidance Practitioners (<http://www.icg-uk.org/register.html>).

One of the most important associations of guidance counsellors is the *IAEVG - International Association for Educational and Vocational Guidance* (<http://www.iaveg.org>).

## How can guidance facilitate mobility?

As we have already seen, the importance of the European dimension of guidance is widely recognised. There is, of course, another key

role that a European lifelong guidance systems can play and that is to facilitate European mobility.

In Europe, one of the purposes of the Single European Market is to increase personal mobility within the European Union. Guidance counsellors have a very important role in supporting their clients in developing the mobility process.

Freedom of movement for individuals is one of the founding principles of the European Union, going hand in hand with the promotion of economic and social progress, the generations of a high level of employment and the achievement of balanced and sustainable development. It is inseparable from the creation of an area without internal frontiers, and the strengthening of economic and social cohesion and active citizenship.

The Commission's *Action Plan on Skills and Mobility*<sup>12</sup> is designed to further the principle of freedom of movement for workers, underscore the importance of labour market mobility in advancing the Employment Strategy, and open up the European labour markets so that they are accessible for all.

Greater labour force mobility, both between jobs (occupational mobility) and within and between countries (geographic mobility), will contribute to meeting all of these objectives, by enabling the European economy, employment and labour force to adapt to changing circumstances more smoothly and efficiently, and to drive change in a competitive global economy. Equipping human resources with the skills needed to address multifaceted challenges is an integral part of the change process.

The rapid rate of change and development makes it necessary to constantly acquire and enhance knowledge and skills throughout one's

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<sup>10</sup> The PRAO organization (*Pôle Rhône-Alpes pour l'Orientation*) is a good example of quality and integration of services in a French territory (<http://www.prao.org>).

<sup>11</sup> See <http://www.dvv-fachverband.de>

<sup>12</sup> European Commission (COM(2002)72), Communication from the Commission to the Council, the European Parliament, The Economic and Social Committee and the Committee of the Regions - *Commission's Action Plan for skills and mobility*, Brussels, 13.2.2002.

life. Lifelong learning is one of the foundations for lifelong employability. Working and/or studying in another country may, in addition, be an enriching experience that helps to develop important transnational competences.

According to the November 2003 European Commission progress report *Mobility and European Co-operation*<sup>13</sup>, “the promotion of trans-national mobility for learning purposes contributes to the feeling of belonging to Europe and to the development of a European conscience and makes it possible to improve professional and personal skills and therefore the competitiveness of the European economy with respect to the rest of the world. Mobility also has the potential for helping people to gain the confidence and skills to live together in multiethnic and multi-lingual societies – both in Europe as a whole and also within their own countries.”

Efforts to support geographic mobility need to be combined with measures to expand occupational mobility in order to provide openings for workers to move between sectors and regions.

Guidance practitioners can facilitate mobility in Europe in a very effective way:

- Giving good quality and updated information about educational, training and employment trends and the labour market in European countries;
- Having access to actual job offers in Europe;
- Having helpful information about social circumstances (working and living conditions) in other European countries;
- Assisting clients in their decision making process;
- Helping clients to develop the right strategy for applying to a job;

- Having good information about CV standards in other European countries;
- Giving information about possible financial aid during the job seeking process;
- Giving information about cultural differences.

Their first aim is to make their clients aware of the opportunities available to them. In many EU countries some mobility programmes are under-subscribed and many clients are unaware of the opportunities available to them. Thus, the guidance counsellor can play an important role in promoting and highlighting the benefits of such opportunities as *Socrates-Erasmus*, *Leonardo da Vinci* and *Youth For Europe*<sup>14</sup>.

Guidance practitioners also play a very important role in supporting their clients in developing the mobility process. It is essential that clients going to live, work, train or study in another country are given all relevant information and guidance to support them in undertaking their mobility project. This includes an evaluation and discussion as to whether moving abroad is the right option for an individual, for example, regarding issues such as whether language skills are of a sufficiently high standard, and whether individuals’ plans meet with their own long-term objectives.

In this perspective, every guidance practitioner should be able to give general and basic information about study and work possibilities in Europe. Everyone should know the most important facts about mobility in Europe and should be able to have access to websites that provide very good, detailed information about mobility issues, because an increasing number of clients need help in making such decisions. Guidance practitioners should be familiar with these information tools and should be able to use them<sup>15</sup>.

**13** European Commission (2003). Working Group - *Mobility and European Co-operation*. Progress report, November 2003. See: [http://ec.europa.eu/education/policies/2010/doc/mobility\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/mobility_en.pdf)

**14** See chapters 6 and 7.

**15** See annexes, the project’s products and the on-line bibliographical database available on the project’s website: <http://www.ergoinnet.net>

In addition, specialists are also needed to promote mobility, to provide deeper, more specific and individualized information. More active assistance is required by clients in order to realise their mobility aims in Europe and develop personal and individual strategies for their specific situations. Mobility issues in Europe are quite complex (i.e. recognition of titles and degrees, information about social systems, labour markets) and it is not easy for general guidance counsellors to be well-informed about all of these subjects. In this case it is very useful to join a guidance network.

With regard to mobility in the EU, the immediate reference is to the *EURES - European Employment Services* (<http://europa.eu.int/eures/home.jsp>) as well as to *Euroguidance* (<http://www.euroguidance.net>), the network of *National Resource Centres for Vocational Guidance (NRCVGs)*<sup>16</sup>.

One of the tasks of the Commission is a better operational integration between Eures and Euroguidance, in order to ensure proper management and exchange of information in all the European countries. While the problem of information could be solved in a short time, with the support of ICT, the development of a European guidance system is now the most difficult task, because of the great differences among national guidance systems.

In many EU regions information and guidance concerning mobility in Europe are not available at a local level. In some countries people can find well-trained advisors, while in other countries clients can find only general information at the local level.

The risk is that the majority of specialist advice and information on European opportunities might not be directly available to the public. For example, the *Euroguidance Resource Centres* are often not open to the public, because they operate by providing a support service to guidance counsellors on a national level.

This is why it should be important that all guidance counsellors in Europe be able to offer advice and guidance on mobility issues and be able to make their clients aware of the opportunities available to them.

At the moment, good connections and cooperation between general and specialist advisors is very important to promote guidance at any level (contacts, information tools, workshops, easy communication possibilities by phone, mail or personal meetings). For example, the Euroguidance network provides training, information and a telephone support service with the aim of improving the knowledge and expertise of guidance counsellors across Europe.

## The practitioner' skills

Like many services, the quality of career guidance depends overall on the professionalism of the staff. At the moment, there is no common set of skills that identify the "European guidance counsellor," because in many EU countries there are a variety of services offered to clients by different types of professionals, involving different activities, clients and types of training.

A good example of quality standards aimed at guidance professionals comes from *IAVEG, the International Association for Educational and Vocational Guidance*. This "competences framework" includes core and specialised competences, all based on a code of ethics<sup>17</sup>.

Core competences are defined as the skills, knowledge and attitudes common to all career development practitioners. In some work settings core competences may be sufficient to deliver the range of services provided. Other work settings may require service providers with competence in one or more specialised areas.

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<sup>16</sup> See chapter 2.

<sup>17</sup> See in the annexes.



The IAEVG model provides a framework within which a variety of roles can be identified. The framework outlines a number of core competences which all career development practitioners need to have, regardless of their employment setting. It also includes a range of specialised competences, the need for which will vary according to the nature of the service being provided, the type of work setting, and the client groups that are being served.

Some national associations of trainers and guidance practitioners have set out what they consider to be good practices in the curriculum of the initial training of guidance workers. Focus is often placed on ethical standards.

The quality standards and consequently the skills of the guidance practitioners are products of international and cross-sectoral efforts. Especially in the fragmented field of career guidance and counselling, with so many actors and stakeholders, a European framework of quality and skills should be a product of a high and broad participative process.

A good analysis of the skills of the European guidance practitioners is one of the products of the Leonardo project *Mevoc* (<http://www.mevoc.net>). This project aims to develop a practice-oriented, interactive online tool that helps educational and vocational counsellors to identify high-quality counselling. In addition it aims to facilitate an assessment of their own counselling services and an improvement of required competences. The main products of the project are: quality standards for educational and vocational counsellors building on existing national and international guidelines, a self assessment-tool for checking counsellor competences and skills and identifying deficits, a database that provides

a wide range of information on how to improve counsellor skills and competences.

The *Eures Charter*<sup>18</sup> defines a specific job description for the EURES managers and advisors. The main tasks of a EURES manager are to promote integration of the European mobility dimension and to coordinate the EURES activities. A variety of functions is expected from the EURES advisers, some of which may require a degree of specialisation. The functions expected of EURES advisers are to:

- Provide or coordinate the provision of information, career guidance and assistance on placement to employers and job-seekers as experts on mobility issues;
- Contribute to the integration of EURES services within their organisation and provide training and support for other staff;
- Contribute to cooperation within the framework of the EURES network.

An initial training programme is compulsory in order to be qualified as EURES adviser.

## Training and networking

There are wide variations both among and within countries in terms of the extent and nature of the training required to practise as guidance workers<sup>19</sup>. There is huge variation in the length of initial training programmes, which range from three weeks to five years. Much of the very brief training that is provided is inadequate to develop the knowledge and skills needed for the job. In many European countries, there are not enough well-trained career guidance practitioners to meet demand. In most countries there are no graded and integrated learning pathways that

<sup>18</sup> European Commission (2003/C 106/03). *Eures Charter*, Official Journal of the European Union, 3.5.2003.

<sup>19</sup> Mc Carthy, J. (2001). *The Skills, Training and Qualifications of Guidance Workers*. OECD.

<sup>20</sup> See the report *Using ICT in guidance: Practitioners competences and training* produced in 2005 within the framework of the Leonardo da Vinci project *ICT Skills for Guidance Counsellors*. URL: <http://www.ictskills.org> (click on "Publication of the research").

enable guidance workers to progress from non-expert to expert status.

There are many gaps in the content of training programmes. These include: skills in ICT use<sup>20</sup>; training for support staff; skills for delivering career education through the curriculum; knowledge of labour market changes; the international dimension of guidance; and how to organise and manage services<sup>21</sup>.

There is a great need to develop high quality training programmes that combine classroom-based learning with practical skills development and on-the-job experience. It is not only a question of initial training for new generations of guidance counsellors; it is also important to create international training and qualifications pathways to enable European career guidance practitioners to progress from non-expert to expert roles.

Training programmes should also improve the use of distance learning and ICT to make training more accessible. Distance education should also deliver recurrent training for guidance workers at a European level.

For example, the *University of East London* offers a Postgraduate Diploma in Career Guidance that can be undertaken by those with a recognised university degree or equivalent. It can be completed either in one year full-time or in two to three years part-time. It trains people to work with a range of client groups. Successful completion can satisfy requirements for membership in the *Institute of Career Guidance* (ICG).

The course covers guidance theory and practice, equal opportunities (including strategies to promote equal opportunities in a career guidance context), organisational change and development (including examination of a guidance agency in the framework of organisation theory and change management), labour market studies, and education systems and practice<sup>22</sup>.

The *Transnational Vocational Counselling* project is a pilot project implemented under the second phase of Leonardo da Vinci Programme and promoted by the Polish Ministry of Labour and Social Policy (<http://www.praca.gov.pl/tvc/en/index.htm>). It aimed to developing a uniform system of Eurocounsellors' education and to introduce European dimension in vocational guidance. The project produced a detailed post-graduate education programme for counsellors in the field of European guidance.

The Leonardo project *EGEIS* (<http://www.egeis.net>) elaborated a Standard European Curriculum for Guidance Counsellors, based on research on the various curricula already in use in the different European countries, the exchange of information and experiences between guidance counsellors themselves and with the help of European experts in the field of guidance. The *EGEIS* project developed a model training course to train European guidance counsellors, in particular to improve the European dimension of guidance and to strengthen the capacity of practitioners to evaluate competences acquired in non-formal or informal contexts, through the use of the portfolio method.

An important example of training opportunities in a lifelong learning perspective is the European *Academia* Project (<http://www.ac-creteil.fr/steurop/welcome.html>), funded by the LEONARDO programme, which provides two-week placements for guidance counsellors in other European countries.

All these experiences confirm the importance of formal and informal learning in the field of guidance. The project *Ergo-in-Net* aims to promote the creation of new knowledge and the improvement of the professional identity of European guidance practitioners.

Learning is a complex and active process that involve different aspects and factors. It is very

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22 URL: <http://www.uel.ac.uk/programmes/psychology/postgraduate/summary/careersguidancepract.htm>

21 OECD and European Communities (2004). *Career Guidance: A Handbook for Policy Makers*.

important to connect all the resources and the opportunities to develop formal, informal and non-formal training for the practitioners.

As we can see, the development of quality standards and training in the field of guidance can not be promoted without a wide use of the European networks. Networking is a key skill for guidance practitioners, but also an approach to managing complex problems at the European level.

*Euroguidance*, the network of the NRCVG - National Resource Centres for Vocational Guidance, can be taken as a best practice example of a European network, because it simultaneously promotes ideas, information, guidance tools, training opportunities for counsellors, mobility throughout Europe, and an active and professional community of guidance counsellors<sup>23</sup>.

The *Overcoming Intercultural and Linguistic Barriers in Continuously Accessible Vocational Guidance and Counselling* project (<http://glossary.ambernet.lt>) describes vocational guidance systems and practices in Lithuania, France, Germany, Spain and the UK. It has developed a very comprehensive vocational guidance glossary that translates approximately 50 terms and defines them. It is a good example of creating and sharing new knowledge in the guidance field.

Other useful resources for the training and updating of guidance practitioners are available on the CEDEFOP web page on guidance: <http://www.trainingvillage.gr/etv> (click "Guidance" under "Projects and Networks")<sup>24</sup>. It is a very important resource both for the provision of information on recent European Union policy developments in guidance and for the exchange of views. It includes links to relevant initiatives, working groups, news, publications, events on the European level.

A way to have access to information and

updating events is to be member of a professional association. Membership helps the development of a professional identity, the sharing of common values and the promotion on ethical principles. There are professional associations in each country: a list of national professional associations from all over the world is available on the IAVEG official web site <http://www.iaevg.org>

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<sup>23</sup> See chapter 2.

<sup>24</sup> See chapter 2.

02

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chapter

Networking

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## Introduction

*First to say, networking is to communicate between real people, even if we use mostly virtual means.*

The idea of networking is to establish relationships with particular people and to involve oneself in particular professional communities.

Nowadays, the development of networking is very linked with ICT. Even if the principle of working altogether between professionals on the same task, the same theme, in the same professional organization, was established long ago. We could have called them work groups or associations or clusters. The daily use of Internet has developed this method reducing distance, delay of answers, allowing a greater number of new networks to grow and develop, especially on an international basis. Networking is one of key-skills of a guidance counsellor, especially when he is working on mobility issues.

To have a clear knowledge of each network facilitates the referral system, each time we need to refer our client or our colleague to another network or another practitioner. As an example, the Rhone-Alps Region, throughout the PRAO project, has developed a synergy between all the guidance networks in the region, to promote them, to identify each of them clearly and all the actors as well, to

share their tools (databases for instance) their methods and training opportunities.<sup>25</sup>

This chapter aims at giving a clear definition of what must be a good network at a European level, giving examples throughout a list of relevant European networks, which can be useful for any counsellor who wants to broaden his views on the European scene. Each network is presented according to the same criteria, on a same model.

In the annexes, you will find tables describing all the guidance services in each partner country and it could be a good opportunity to contact another colleague in another country.

## Definitions: Network and Networking?

A network is a social process involving a certain number of actors to achieve a common goal.

The network can offer a wide range of aspects, from a loosely based occasional co-operation between organisations that operate in the same field to more formalised interaction with agreed standards of operation.

Networking is the ability to use the different networks to develop and promote one's own professional activities, to exchange information and practices.

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<sup>25</sup> The Prao site <http://www.prao.org>

## A guidance network?

The term “Guidance Network” is used to describe the formal partnership arrangements which exist between guidance providers to offer the most effective guidance service to clients. It does not refer to informal networking and personal contacts, although these practices are in themselves very important.

A network is usually formed by a group of guidance providers from a variety of organisations who:

- Have common areas of interest;
- Share aims and objectives and wish to develop their service to clients through an exchange of information and experience;
- Establish new and effective working links with organizations that may have previously been unknown to them. A characteristic of a guidance network is that it will result in more effective joint working practices for both practitioners and their organisations.

*In a transnational perspective*, the network is the way to build relationships with other practitioners in Europe for the benefit of the end-users, it can be in an informal or formal way in order to:

- Share and exchange updated, validated, relevant information in the fields of labour offers and learning and training opportunities;
- Find a European professional identity through common key themes, shared experiences and resources;
- Get a relevant approach to intercultural realities and specificities in the country;
- Exchange good practices and innovative experiences;
- Get the key entrance to other national guidance networks of professionals in each country.

## What would constitute a good network?

- Responsive;

- Based on reciprocity;
- Respectful of ethical principles;
- Giving concise, concrete, accurate and updated responses;
- Operating to agreed/formalised quality standards which all members meet;
- Innovative;
- Cooperative with other networks;
- Not just a virtual community but people who know each other;
- Identified members through “identity cards” and professional backgrounds;
- Good marketing with outstanding events.

## Skills for networking

- ICT skills;
- Flexibility;
- Creativity;
- Good communication.

## And at a European level?

- Intercultural knowledge;
- Language skills, fluency in English;
- Very open-minded;
- A European culture on VET, guidance, life long learning, labour market, regulations and legislation.

## Benefits of Networking

Organisations that participate in guidance networks will recognise the following benefits for membership:

- Exchange of information, knowledge and ideas with other members;
- Sharing good practice;
- Efficient use of resources;
- Collaborative staff development;
- Opportunities for joint-working projects;
- Mutual support;
- Effective referral systems;
- Joint marketing and publicity;
- Participation in joint promotional events;
- Pressure group support;

## A possible network model at a European level: a proposal

- The core: generally the initiator with other members which are really the heart of everything and play the part of the moderator without any research for influence or power;
- The members considering themselves as equal, being interested in the area defined by the network and really active, participating, producing exchanging, not only consumers;
- A technical team to support the network for organizations of meetings, ICT portals, events, different outputs;
- Maybe some clusters to work more precisely on important issues;
- Being innovative, a sort of think tank;
- Giving a detailed and clear definition of the network, what it can do, its fields, its limits, its target public compared with other European networks;
- Being in close interconnections with other networks at national levels in the same area;
- Offering training opportunities for newcomers as a sort of relay point;
- A network stability linked with the coaching of monitoring of newcomers.

In the annexes to this chapter, you can have a complete survey of the guidance networks at a national level in each partner country that is to say (France, Germany, Italy, Poland and United Kingdom).

## Guidance networks at a European level

Here we give a list of number of outstanding networks which can be useful in the daily working life of a guidance practitioner.

An attempt to classify these networks encouraging mobility in Europe, developing European dimension directly meant for end users but also guidance professionals.

## EUROGUIDANCE

### *Description*

Euroguidance is the European network of the National Guidance Resource Centres; it is supported by the European Commission and by the relevant national authorities in each country, through the Leonardo da Vinci programme accompanying measures. Among its innovative aspects, the online tool based communication practices within the network stand out.

### *Members*

One or more operational centres are available in each member state. An additional innovation brought in by Euroguidance is its level spanning configuration, including sites which can be:

- National, represented by the National Resource Centres;
- Territorial, represented by dissemination points, differing by legal status, service provision and territorial coverage;
- Local, represented by all legal individuals offering end user services.

### *Key Activities*

Mobility experiences in each European country are encouraged and facilitated through information collection, processing, exchange and dissemination, regarding opportunities associated with education, vocational training, mobility, national education and training systems, qualifications and diplomas, guidance systems. The network products and tools include portals, such as Ploteus, publications and informative guidelines. The Euroguidance centres join the working group activities carried out by a number of transnational networks, with Eures (introduced further on) among them.

*Website:* <http://www.euroguidance.net>

The website includes a password controlled access section which allows timely responses to operators from each participating country, with all information they may require.

### **Target User Base**

Euroguidance network territorial and local members, end users.

### **How can guidance practitioners use this network?**

The Euroguidance centres in each country act as national resource centres for the guidance community in that country. Practitioners may contact them with general or specific enquiries concerning inward or outward mobility. Many centres are also involved in the Academia programme, organising study placements in other countries for guidance practitioners. They can also assist in finding partner organisations for pilot and mobility projects in the field of guidance. Euroguidance centres can also offer training for guidance practitioners in their own countries. Euroguidance centres also usually have their own websites supporting the guidance community in their own country. In order to find the contact details for your national centre, go to the Euroguidance website: <http://www.euroguidance.net>

The NRCVG's created and update the portal on learning opportunities in Europe: <http://europa.eu.int/ploteus/portal/home.jsp>

## **EURODESK**

### **Description**

Funded by the European Youth Programme, Eurodesk has a presence in about 30 countries, where it aims to disseminate information about youth targeted European programmes. This network is run by an international association (Eurodesk AISBL) located in Brussels supported by the European Commission.

### **Members**

Eurodesk is a multilevel structure network, coordinated by a Brussels based operational unit, through a collaboration with the individual national coordinating structures, which are in charge of result dissemination across the

service providing decentralised local points (around 600 local relay points across Europe).

### **Key Activities**

The network has been established to grant:

- Information spreading across the decentralised points about the National Structure;
- Local decentralised point detection of the user base profile and information requirements; transmission to the national structure of the collected data;
- Information sharing and exchange among all network participants.

In addition to the internet website, the information spreading tools include a monthly newsletter and the Eurodesk database, also available in simplified format through the website. Capillary information spreading across all decentralised points is also achieved thanks to training initiatives.

*Website:* <http://www.eurodesk.org>

### **Target User Base**

Youth, youth motivators, associations and informal groups, civil servants and local bodies, information and guidance services, higher secondary school institutions, universities, vocational training bodies, students and workers in general, unemployed groups.

### **How can guidance practitioners use this network?**

By accessing their information through their local representatives, such as Youth Information Centres in most countries, by asking questions through the Youth Portal: <http://europa.eu.int/youth>



## **EURES**

### **Description**

Eures (European Employment Services) is a European Union network service aiming to make work demand and supply meet within the European Economic Space.

### **Members**

Euro counsellors are located in those countries where service provision conforms to minimum service standards and practices. Operator training has a significant role in achieving standards and conformance.

### **Key Activities**

Services to citizens:

- Information for anybody considering a work experience abroad;
- Guidance meetings for discussion and defining of the user's professional project, including the presentation of active job search techniques in other European countries;
- Demand/supply matching, through the identification of suitable offers and the application submission to the relevant euro counsellor.

Services to enterprises:

- International pre selection of personnel via entering the position vacancy notice in a database and making available in all identified countries;
- Supply and demand matching, achieved through the screening of the available curricula and the delivery of a prospective applicant list to the employer;
- Consultancy to address the legal aspects that an employer must be aware of.

Website: <http://ec.eu.int/eures>

### **Target user base**

End users, companies, career advisers

### **How can guidance practitioners use this network?**

Eures is a useful network if a guidance practitioner has a client who wishes to find a job in another Member State. The client can be directed to the EURES website or nearest EURES adviser. On the EURES website one can also find good information on the Labour Market in Europe, and on working conditions in other Member States.

## **CEDEFOP VIRTUAL COMMUNITY**

### **Description**

Cedefop - the European Centre for the Development of Vocational Training, established in 1975, is a European agency that helps promote and develop vocational education and training in the European Union (EU). It is the EU's reference centre for vocational education and training.

Cedefop was one of the first specialised and decentralised agencies set up to provide scientific and technical know-how in specific fields and promote exchanges of ideas between different European partners: <http://www.cedefop.gr>

Cedefop has developed a virtual community of practitioners, policymakers and researchers, it is known as the "Training village".

### **Members**

The ETV is an interactive platform bringing together policy-makers, social partners, practitioners, researchers and all those with an interest in vocational education and training. Established in 1998, the ETV has become an expert community counting up to more than 45,000 registered members.

### **Key Activities**

The ETV provides up-to-date information on vocational education and training in Europe. The website is structured around six main

areas, "ETV news"; "Information resources"; "Projects and networks"; "Exchange of views"; "Youth at ETV" and "Extranets". It also provides access to Cedefop's knowledge management system that contains information on vocational education and training which is structured according to 11 themes and several sub-themes.

The ETV also has areas for cooperative working to enable users to make contacts and exchange information. It also hosts several virtual communities supporting developments in policy and research. They provide a platform for members to engage in dialogue, publish documents, share bookmarks and access news.

*Website:* <http://www.trainingvillage.gr>

### **Target User Base**

Any practitioner, expert or policy-maker in the field of VET or guidance.

### **How can guidance practitioners use this network?**

Any guidance practitioner can join this community registering oneself through a login and a password on the site. It is a good way to get informed of anything new concerning VET and guidance on a European level, to exchange ideas, to find partners or experts.

## **GUIDENET**

### **Description**

Careers Europe promotes Guidenet, a pilot project funded within the Leonardo da Vinci Community Program - Transnational Network Measure, aiming to create a European guidance expert network. Guidenet offers the Italian operator community the opportunity of working in a network environment, where strong links are established with various kinds of bodies in charge of education and guidance in the European Union countries, or in the EEA, and with bodies which are entering their membership application process.

### **Members**

Guidance operators, guidance bodies, institutional actors and other bodies / individuals with an involvement in transnational and / or national guidance activities.

### **Key activities**

Transnational expert network established to collect, assess and analyse all information on guidance related initiatives, enabling its dissemination to the widest possible user base, within the guidance operator community in Europe.

*Website:* <http://www.guidenet.org>

### **Target User Base**

Guidance practitioners and experts

### **How can guidance practitioners use this network?**

Membership of Guidenet is open to individuals and organisations working in the field of Career Guidance. Membership is free and offers you the opportunity to network with colleagues from across Europe, sharing ideas on good practice and innovation in guidance.

## **FEDORA**

### **Description**

Forum européen de l'orientation académique. FEDORA is an association for those involved in all aspects of student guidance in institutions of higher education in Europe.

### **Members**

FEDORA is an association of individuals and not of organisations or their representatives. It aims to collaborate closely with other organisations involved in university student guidance, both within and outside the European Union. Full Membership of the Association is open to any person working in the area of student guidance

in higher education in one of the Member States of the European Union. Such work could be in any of the following: educational guidance, personal counselling, careers guidance, placement, employment assistance or advisor/counsellor training.

Associate Membership is also open to people involved in similar activities in other European countries outside the European Union, as well as people in the EU who are interested in student guidance but whose work does not involve them directly in this activity. Associate Membership is open to representatives of employers who are interested in graduate recruitment.

The Annual subscription (2005) is 70 Euros for full and individual associate members. Membership is only effective after payment is received.

### **Key activities**

Exchange of information and good practices, running of workshops, training sessions and meetings.

*Website:* <http://www.fedora.eu.org>

### **Target User Base**

Guidance practitioners and experts working in the field of guidance for students.

### **How can guidance practitioners use this network?**

By joining this network guidance counsellors or advisers involved in higher education can exchange and meet with other professionals working in the same field of activities.

## **GUIDANCEFORUM**

### **Description**

A network for discussion, documentation, research and training in careers and educational guidance for adults via the Internet.

### **Members**

Some of us are careers guidance practitioners either already conducting or interested in conducting careers guidance activities through the use of the Internet, others have been engaged in the study of careers guidance for a number of years. All of us are interested in studying and researching Internet potential for further improving careers guidance activities.

### **Key activities**

To put together a comprehensive overview of all the work that has been done and is currently being done in the various countries of the partners participating in the project and also elsewhere in Europe in the area of IT-careers guidance for adults. To disseminate this information through existing forums to other professionals involved in adult guidance.

The main resources are considered to be:

- The Services: examples of best practices and testimonials.
- The Projects: current cutting edge projects and planned future projects.
- Bibliographical resources: articles, books, websites.
- Established Meetings / Forums: seminars, conferences, discussion groups, trainings, meetings and other channels for distributing information from our group.

*Website:* [http://www.guidanceforum.net/pages/pag\\_uk/home.asp](http://www.guidanceforum.net/pages/pag_uk/home.asp)

### **Target User Base**

Guidance practitioners and experts.

### **How can guidance practitioners use this network?**

They can join the mailing list to get informed of what is going on. They can also bring their own experiences or their own knowledge on this topic and exchange with other practitioners.

## THE EUROPEAN GUIDANCE AND COUNSELLING RESEARCH FORUM (EGCRF)

### **Description**

This is being developed through the Leonardo da Vinci project *Supporting innovative counselling and guidance: building dialogue between research and practice*. The project aims to pilot the development of a network for guidance and counselling, supported by a web-site to bring research and practice closer together to improve services to clients.

The EGCRF is linked to the process that led to the *National Guidance Research Forum* in the UK. The NGRF site was developed through an innovative ongoing consultative process which involved extensive face-to-face and online participation by members of the communities the site is intended to serve. The framework and seeds of the site's content were developed together with representatives of the guidance community and the quality and suitability of the content has since been improved by periods of editorial work, feedback and continual improvement.

The EGCRF is an ongoing effort, constantly trialing and testing similar processes in other European countries and contexts.

### **Members**

For the moment the partners of the project.

### **Key activities**

Mainly discussion groups through community activities area.

*Website:* <http://www.guidance-europe.org>

### **Target User Base**

Guidance practitioners and experts

### **How can guidance practitioners use this network?**

If you are interested in participating in discussion and debate about guidance and counselling across different European contexts, please join the site

and participate in discussions at the Community Activities area.

## THE IAEVG/AIOSP

### **Description**

International Association for Educational and Vocational Guidance, is an association of guidance practitioners. In 2003, they agreed *International Competencies for Educational and Vocational Guidance Practitioners* which can be downloaded from their site (see chapter 1 and in the annexes). They publish a newsletter, a journal and hold an annual conference.

### **Members**

Membership in IAEVG falls into several categories. Membership application forms may be printed from by first clicking on the type of membership, and then printing the application form.

*Individual Members:* guidance counsellors or any other professional person concerned with educational and vocational guidance. The annual fee for individual members currently is US\$60.00, or equivalent.

*Association Members:* National or regional associations of guidance counsellors or associations whose aims involve educational and vocational guidance.

*Supportive Members:* ministries, institutions and organisations active in the field of educational and vocational guidance.

IAEVG has members in some 60 countries, on all continents.

For membership information please contact the *IAEVG Administration Center at the Canadian Career Development Foundation:* [membership@iaevg.org](mailto:membership@iaevg.org)

### **Key activities**

- Advocate that all citizens who need and want educational and vocational guidance and

counselling can receive this counselling from a competent and recognised professional;

- Recommend the basic nature and quality of service that should typify the service provided to students and adults;
- Recommend the essential training and other qualifications that all counsellors in educational and vocational guidance should have;
- Urge governments to enhance, facilitate or establish an agency, institution, or office with responsibility to develop and maintain;
- Policies governing the provision of educational and vocational guidance;
- The provision of training and continuing education programs for counselling and guidance practitioners;
- The development and provision of appropriate and effective methods and materials for guidance;
- The conduct of research and development helping to create new, more comprehensive ways of conducting educational and vocational guidance;
- The development of appropriate methods of evaluation of counselling and guidance;
- The advancement of public awareness as to the protection of individual integrity, when appealing to services rendered by educational and vocational guidance practitioners, who accept a publicly known code of ethics in connection with an independent body with which the public can lodge any grievances.

Organising of international conferences, producing publications.

Website: <http://www.iaevg.org>

### **Target User Base**

Guidance practitioners and experts all over the world.

### **How can guidance practitioners use this network?**

To exchange ideas with practitioners from all over the world, to identify the outstanding themes and issues concerning the world of guidance and to share experiences, ideas and projects.

## **References**

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*Beiträge zur Hochschulpolitik 9/2001: From Bologna to Prague - Reform of Study Programmes and Structures in Germany*. Conference organised by the Association of Universities and Other Higher Education Institutions in Germany (Hochschulrektorenkonferenz), Berlin, 5 - 6 October 2000 Bonn, August 2001.

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D'Elia, A. and Ricci, A. (2003). "Il lavoro in rete", in Consolini, M. *Progettare un servizio di informazione*. Franco Angeli Editore. Milano.

German Rector's Conference (Deutsche Hochschulrektorenkonferenz). *Beiträge zur Hochschulpolitik 7/2000: Voneinander lernen - Hochschulübergreifende Qualitätssicherung in Netzwerken und Verbänden 2*. Nationales Expertenseminar zur Qualitätssicherung Bonn, 23.-24. September 1999, Projekt Qualitätssicherung Bonn, Juli 2000.  
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URL: <http://www.ergoinnet.net> (click on "Resources").

NCGE (2003). *The Educational Management of adult guidance training manual*. Scottish Office Educational and Industry Department, Glasgow Caledonian University (CETD). URL: [http://www.guidance-research.org/EG/ip/ip/network\\_sharing](http://www.guidance-research.org/EG/ip/ip/network_sharing)

Pavoncello, D. and Marcigliano, F. (October 2003). "Le reti territoriali. Sviluppo e organizzazione dei servizi di orientamento (D.M. 166/2001)" in *Magellano*, n. 17, pp. 33- 42.

Progetto RIRÒ. *Working documents*.  
URL: <http://www.orientamentoirreer.it/riro/RicercaRreIndiceRiro2.htm>

No. 17. "Centres for Career Information and Planning in 21st century", National Labour Office, Warsaw 2000.

No. 22. "National Resource Centre for Vocational Guidance - Development of Eurocounselling", National Labour Office, Warsaw 2002.

No. 23. "New trends in vocational guidance at the threshold of 21st century", Ministry of Economy.

03

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chapter

Intercultural  
awareness

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## Introduction

*“The key to the development of the sensitivity and the skills necessary for intercultural communications resides first in the vision (or perception) that each person has when faced with cultural difference”.*

Milton J. Benner, 1986<sup>26</sup>

What contributes to labour and educational mobility is a good knowledge of living and working conditions in other countries. Therefore, a career counsellor should know as much as possible about another nation’s culture in order to be able to help his/her clients to solve problems they encounter after moving to another country. Such knowledge is useful for the counsellors, as it helps them understand a foreigner from a country with different customs or values and also allows them to assist their compatriots intending to go abroad in fast adaptation to a different culture.

The data gathered in this report will facilitate the work of career counsellors from other countries. It will help individuals achieve trust and openness and also reduce the risk of various problems and conflicts that may arise out of the lack of knowledge of cultural differences between nations.

The way of life, customs, educational methods and standards in other countries can be very different. You may feel at a disadvantage if you don’t speak the language. Laws on personal and business relationships, trade unions, driving, personal freedom, internal travel, buying and selling and other aspects of daily life can also be quite different from your own country’s. Research the situation in the country you are going to thoroughly, and contact some of the organisations listed in this booklet for more information before leaving.

## Cultural heritage in historical context

### Most important facts in the history of the nation

## FRANCE

Strong and long-established national unity and centralised decision making are characteristics that illustrate France well.

### *Early History*

The first identifiable figure in France’s history is undoubtedly Clovis, the first King of the Franks. He was the first to attempt to unify a territory under the name of the Kingdom of the Franks, which he made into a Christian Kingdom in the 6<sup>th</sup>-century.

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<sup>26</sup> Milton J. Bennett (1986). “A developmental Approach to Training for Intercultural Sensitivity”; in *Intercultural Journal of Intercultural Relations*, vol. 10, n° 2, New York.

### *Early Modern History*

The 18<sup>th</sup>-century, in which Louis XVI reigned, marked the history of France by its magnificence, its absolute power and its influence over the whole of Europe. Louis XVI was the king to emulate.

Following this period, and after the Age of Enlightenment in the 18<sup>th</sup>-century, the major event was probably the French Revolution resulting in the declaration of the Rights of Man and of the Citizen, the abolishment of the old Regime of Absolute Monarchy and the creation of the First Republic, even if elements of the old system re-emerged occasionally. Jacobin centralism appeared with the Revolution and was reinforced under Napoleon. Paris became the centre of France: you need only to take a look at the French railway system to be convinced of this.

So one of the important dates is undoubtedly the day of the storming of the Bastille fortress, emblem of royal absolutism. The 14<sup>th</sup> July, 1789 became the symbol of the revolution and its anniversary has become our National holiday. Apart from Napoleon's conquests keeping all of Europe under his yoke, he was also a great organiser and the administrator of a hyper-centralised state. France could boast a rich past where it influenced others through its language, culture and ideas.

### *Modern History*

The First World War sealed the fate of the French Empire and marked the beginning of the modern era. The development of the "Front Populaire" enabled important progress to be made to the benefit of the working class. On the 7<sup>th</sup> May, 1936 the Matignon agreements introduced the right to strike, labour agreements and substantial wage increases. The working week was then limited to 40 hours and the first paid holidays were introduced. The two main dates of the Second World War were when De Gaulle appealed to French men and women to resist on the 18<sup>th</sup> June, 1940, and the D-day landings in Normandy by the Allied Forces on the 6<sup>th</sup> June, 1944.

The Second World War obviously ripped the country apart, as was the case all over Europe and throughout the world, and everything, or nearly everything, had to be reconstructed using all the lifeblood of the population, starting with women who obtained the right to vote in 1947. Strong political parties, such as the Gaullist and Communist parties, grew out of the resistance. The 5<sup>th</sup> Republic, beginning in 1958, established a presidential system of government which still exists today.

The following years saw the end of colonialism and the beginning of the making of Europe, with France being one of its founding countries. In spite of the uproar of May '68, which was a true cultural and societal revolution, France experienced a thirty-year boom period after the war (called "les Trente Glorieuses"), which lasted up to the first oil crisis. After the 1973 and 1979 oil crises, France entered into a period of mass unemployment which still exists 30 years on. Since the Left's coming to power in 1981, France has alternated between left-wing and right-wing governments and has experienced periods of coalition government. France is currently losing faith in the future and in Europe, and during national and regional elections the country has taken refuge in extreme left-wing and right-wing votes. This has been coupled with a high abstention rate and, therefore, an increasing loss of faith in its political elite. France no longer has the prestigious reputation it once had on the international scene. It continues to try to preserve its advantages in terms of social welfare and labour rights, and many foreigners see it as the country of Human rights, a country full of history and culture, and, ultimately, a country with a great quality of life.

[http://www.diplomatie.gouv.fr/fr/france\\_829/decouvrir-france\\_4177/france-a-z\\_2259/histoire\\_2612/index.html](http://www.diplomatie.gouv.fr/fr/france_829/decouvrir-france_4177/france-a-z_2259/histoire_2612/index.html)

## **GERMANY**

### *Early History*

For most of its history, Germany was not a



unified state but a loose association of territorial states that together made up the “Holy Roman Empire of the German Nation”. It was a long time until the founding of the German Reich in 1871. Charlemagne, or Charles the Great, extended the Frankish Empire from 768 and was the Emperor of the Holy Roman Empire from 800 to 814, which included what is now modern-day Germany.

### *Early Modern*

In 1871 Otto von Bismarck founded the German Empire and became its first chancellor. Previously Germany had been split into small individual states after the fall of the first German Empire (after 1815).

### *Modern History*

After the end of the First World War (1914–1918), the empire was followed by the Weimar Republic, the first German democracy.

Economic and political turmoil and, in the main part, the lack of any democratic will on the part of the elite class, led to the collapse of the Weimar Republic on the 30<sup>th</sup> January 1933 when Adolf Hitler was appointed Chancellor of Germany. The National Socialist (Nazi) dictatorship that followed was responsible for genocide, the holocaust and the Second World War (1939–1945). Germany surrendered on the 8<sup>th</sup> of May 1945 and the allied victors including the Soviet Union, USA, Great Britain and France – took control of Germany and divided the country into four zones of occupation. Under the auspices of France, Britain and the USA, the Federal Republic of Germany (FRG) was founded on the 23<sup>rd</sup> of May 1949 in the three western zones. The new FRG was a parliamentary democracy with a written constitution known as the Basic Law (“Grundgesetz”). The first federal chancellor, Konrad Adenauer had an enormous influence on the founding years of the FRG.

In the Soviet zone to the East, the German Democratic Republic (GDR) was founded on the 7<sup>th</sup> of October 1949. The constitution of the GDR was on paper a parliamentary

democracy but the state was dominated by the monopoly of power held by the governing socialist/communist party – the SED.

The defining symbol of the East-West conflict during the 1950s and 1960s was the Berlin Wall, which was erected in 1961. Willy Brandt’s and Walter Scheel’s government policy of “Ostpolitik” (encouraging closer relations with East Germany) in the 1970s finally brought East and West Germany closer together. The Soviet Union with “Glasnost” and “Perestroika” brought about political change, signalling the end of the Iron Curtain and brought about the downfall of the political system in East Germany in the late 1980s.

A flood of East German refugees since August 1989 and the so-called “Monday Demonstrations” for democratic reform in East Germany culminated in the fall of the Berlin Wall on the 9<sup>th</sup> of November 1989. The first free elections in the GDR took place in March 1990. Monetary, Economic and Social Union was established between East and West Germany on the 2<sup>nd</sup> of July 1990 and, on the 3<sup>rd</sup> of October 1990, Germany was reunited. Chancellor Helmut Kohl played a substantial role in the reunification of Germany and the growing together of Europe.

### *Time table:*

1830–1848: The Vormärz  
 1871: Founding of the German Reich  
 1914–1918: The First World War  
 1919–1933: The Weimar Republic  
 1933–1945: The era of National Socialism  
 1949–1990: The two German states  
 1990: Reunification

### *Additional information:*

<http://www.tatsachen-ueber-deutschland.de>  
<http://www.handbuch-deutschland.de>  
<http://www.hdg.de> - the museum “Haus der Geschichte der Bundesrepublik Deutschland” in Bonn details the history of the Federal Republic of Germany starting in 1945.  
<http://www.dhm.de> - “Fragen an die deutsche Geschichte” (Questions on German History)  
[http://en.wikipedia.org/wiki/History\\_of\\_Germany](http://en.wikipedia.org/wiki/History_of_Germany)

## ITALY

The Italian history is very rich and full of interesting events.

The name Italy is an ancient name for the country and people of southern Italy. The multi-ethnic area of Italia was subsumed and classed as the central unit of the Roman Empire by the time of Emperor Augustus.

The most known facts are related to the most recent history or to some particular anecdotes as for example set fire to Rome, or Pompei that was destroyed by the eruption of Vesuvius.

*Additional information:*

<http://www.esteri.it>

<http://www.arcaini.com/ITALY/ItalyHistory/ItalyHistory.html>

<http://www.italy1.com/history>

<http://www.tricolore.net/cgi-bin/sections.html?subcat=2>

<http://www.italylink.com/woi/history>

[http://en.wikipedia.org/wiki/Italian\\_history](http://en.wikipedia.org/wiki/Italian_history)

## POLAND

*Early History*

996 – Baptism of Poland

1410 – Battle of Tannenberg, the power of Teutonic Knights crushed

*Early Modern*

1772, 1793, 1795 – Subsequent partitions of Poland and loss of independence for approx. 150 years

1791 – Enactment of the Constitution of May 3<sup>rd</sup>

1830, 1863 – National insurrections

*Modern History*

1918 – Poland regains independence

1939-1945 – World War II, including Warsaw Uprising in 1944

1980 – Creation of the „Solidarność” Independent Self-Governing Trade Union

1989 – first free elections in Poland after WWII

## UNITED KINGDOM

Every school child learns about the Battle of Hastings and 1066 when William the Conqueror became King of England. During the reign of King Henry VIII in the first half of the 16<sup>th</sup> Century the course of history was forever altered as Henry broke ties with the Roman Catholic Church, installed himself as leader of the Church of England and carried out the dissolution of the monasteries. In 1605 the gunpowder plot to blow up the Houses of Parliament was foiled and in 1666 the Great Fire of London destroyed much of our capital. In 1805 British troops defeated Napoleon at the Battle of Trafalgar and more recently the 8<sup>th</sup> May 1945 is still celebrated as Victory in Europe (VE) day when the Allied Forces brought World War II to an end.

*Additional information:*

<http://www.history.uk.com>

<http://www.great-britain.co.uk/history/history.htm>

**National homogeneity and national identity. National minorities. Ethnic conflicts**

## FRANCE

France is a country of 62 millions inhabitants with 24 regions. Here is a map of the regions: <http://www.urec.cnrs.fr/annuaire/cartes/index.shtml>

Regional idiosyncrasies are strong and distinct (Brittany, Alsace, Auvergne, etc.) and in spite of a great intermixture of nationalities over the centuries, France has a relatively strong national identity, with only Corsica still resisting (it has a rather special status). Outside metropolitan France, its overseas departments and territories have maintained a very strong identity with relative autonomy. France has been a country of immigrants for

a long time, with two major waves arriving in the nineteen-twenties and the nineteen-sixties. After the First World War, Belgians, Poles, Italians, North Africans and Indochinese arrived to boost the labour force, which had been severely affected by the loss of 1.4 million young men and the large number of war wounded. After 1945, Spaniards, Portuguese, African and, more especially, North Africans, were encouraged to immigrate to overcome labour shortages and meet the needs of a booming economy. After 1974, the economic crisis led to the official end of immigration, except for family reunification and asylum procedures.

It is difficult to know the exact number of immigrants, because immigrants' children born in France are French. The latest population census in 1999 showed 4,310,000 immigrants from the most diverse range of origins. They account for 7.4% of the population, a proportion that has been the same since 1975. More than one in three immigrants holds French nationality and the number of naturalisations doubled in ten years.

Recently, the image of silent integration of the majority of immigrants is tarnished by problems in some suburban areas. Violence appeared and racist crimes and incidents occurred more frequently. Some immigrants reject integration and some 20% seek the promise of a better world through fundamentalist Islam.

[http://www.diplomatie.gouv.fr/en/france\\_159/discovering-france\\_2005/france-from-to-z\\_1978/society\\_1987/immigration\\_1458.html](http://www.diplomatie.gouv.fr/en/france_159/discovering-france_2005/france-from-to-z_1978/society_1987/immigration_1458.html)

### Immigrants by country of birth

| Country of birth | Aggregate | Naturalised French | Foreigners |
|------------------|-----------|--------------------|------------|
| Aggregate        | 4 308 527 | 1 554 939          | 2 753 588  |
| Europe           | 1 934 758 | 772 364            | 1 162 394  |
| of which:        |           |                    |            |
| - Spain          | 316 544   | 172 505            | 144 039    |
| - Italy          | 380 798   | 210 529            | 170 269    |
| - Portugal       | 570 243   | 115 755            | 454 488    |
| Africa           | 1 692 110 | 510 738            | 1 181 372  |
| of which:        |           |                    |            |
| - Algeria        | 575 740   | 156 856            | 418 884    |
| - Morocco        | 521 059   | 133 405            | 387 654    |
| - Tunisia        | 201 700   | 80 987             | 120 713    |
| Asia             | 550 166   | 220 671            | 329 495    |
| of which:        |           |                    |            |
| - Cambodia       | 50 526    | 30 589             | 19 937     |
| - Viet-nam       | 72 318    | 53 884             | 18 434     |
| - Turkey         | 175 987   | 26 759             | 149 228    |

Source (INSEE 1999)

## GERMANY

Germany is divided into 16 federal states (*Länder*), each responsible for the government of its own state, some of them have a long tradition.

The population in Germany is very unevenly distributed. One third of the inhabitants live in 82 large towns. Some 50.5 million people live in communities and towns that count between 2,000 and 100,000 inhabitants. Around 6.4 million have their homes in villages with up to 2,000 inhabitants. With a population density of 230 persons per square kilometre, Germany is overall one of the most densely populated country in Europe, although there are great differences between the former West Germany and what was once the GDR.

German society is considered to be a society of immigrants. For economic, demographic and humanitarian reasons immigration has become an important issue for German society over the past 50 years: over 14 million people with a *migration background* are living in Germany today. They are immigrants themselves or second generation immigrants. One out of five marriages is a binational one and one out of four children born in Germany has at least one foreign parent. Every third teenager in West Germany has a migration background, while in some areas this rises to almost 40%, tendency increasing. Immigration has substantially changed the ways our society works – ethnic, linguistic, cultural, and religious diversity have become a living reality for a long time already.

There are more than seven million *foreigners*, almost nine percent of the population, living in Germany. In addition there are also 1.5 million foreigners who have taken German citizenship, and some 4.5 million repatriates (repatriates of German descent, who for generations have been living in the states of the former Soviet Union, Romania and Poland, are a second major group of immigrants. Since the collapse of the communist systems they have been returning to Germany in increasing numbers). Some 95 percent of foreigners live in Western Germany, primarily

in big cities, where in some cases they make up more than 30 percent of the population.

Among the foreigners, 1.8 million persons with Turkish citizenship form the largest group. There is also a significant number of Italians (550,000), immigrants from Serbia-Montenegro (a good 500,000), Greeks (320,000) and Poles (almost 300,000), followed by Croats, Russians, Bosnians, Ukrainians, Portuguese and Spaniards. More than one million people are refugees. There are four *national minorities* in Germany: the Danish minority, the Friesian ethnic minority in Germany, the German Sinti and Roma and the Sorbs. The Framework Convention for the Protection of National Minorities, which Germany ratified in 1997 unites all four groups.

*Additional information:*

<http://www.tatsachen-ueber-deutschland.de/en/society/main-content-08/immigration-and-integration.html>

[http://www.zuwanderung.de/1\\_statistik.html](http://www.zuwanderung.de/1_statistik.html)

<http://www.bmi.bund.de/>

<http://www.bamf.de>

<http://www.handbuch-deutschland.de>

## ITALY

Italy is divided into twenty regions, each being autonomous yet connected to the central government of Rome. This autonomy can be seen in the differences of local policies and taxes, and cultural and historical diversities. The early colonization of Italy by Greeks and Etruscans, then invasions by countries surrounding Italy helped to incorporate pieces of each culture into a rich tapestry of provincial centres and regional pride.

Italy is largely homogeneous in language and religion but is diverse culturally, economically and politically. The country has the fifth-highest population density in Europe at 193 persons per square kilometre. Indigenous minority groups are small for a country of 58.4 million. Indeed, Italy has a smaller number of migrants compared to both France and Germany.

The number of immigrants or foreign residents in Italy has steadily increased to reach 2,402,157, according to the latest figures of ISTAT (1/2005). They currently make up a little more than 4 % of the official total population. According to these statistics, the largest foreign minorities are Albanians (316,659), Moroccan (294,945), Romanian (248,8491), Chinese (111,712), and Ukrainian (93,441). Other significant groups include Tunisian, Macedonian, Serbian, Philipino, etc..

Since the beginning of Roman civilisation, important ethnic groups like Greek settlers, Germanic and Celtic and Norman colonisers have all left important impressions on the people today. However, they have all been absorbed in a homogeneous Italian ethnic group.

*Additional information:*

<http://www.italylink.com/woi/people/index.html>

## **POLAND**

Poland is a country of significant homogeneity, however people living in different regions of Poland present language and custom particularities. Indeed, National minorities make up about 3-4% (according to census of 2002) of the Polish population. Some of these ethnic minority groups include Belarussians, Czechs, Lithuanians, Germans, Armenians, Russians, Slovaks, Ukrainians, Jews, Karaims, Lemkos, Romanis and Tatars. In addition, the Pomorskie voivodship is inhabited by Kaszubs, a community who maintain their own regional dialect. The largest minorities however are Silesian and German (about 150 thousand people each), Belarussian (50 thousand) and Ukrainian (30 thousand). In recent years Poland has seen a large influx of foreign nationals looking to live and work in the country. Racial conflict is not considered a problem within the country.

## **UNITED KINGDOM**

The United Kingdom is made up of England, Scotland, Wales and Northern Ireland and

each of these 4 countries (but perhaps the last 3 most notably) have a strong sense of their own national identity, heritage and culture. Regional assemblies have recently been set up in Scotland, Wales and Northern Ireland in an attempt to devolve power away from London and allow the assemblies some decision making that is perhaps more relevant to the idiosyncrasies of their own country. Events such as football's World Cup bring to the fore some largely friendly rivalries between the 4 countries of the UK but generally speaking the relationships within the UK are good and most people are proud to consider themselves as citizens of the same country. Most people consider themselves to be monarchists and are happy to have Queen Elizabeth II as our Head of State in preference to a President. Whilst people in the UK generally move around much more than their European counterparts for work and study and a relatively large proportion of Britons live somewhere other than where they were born and brought up there are still areas of the UK which have a strong and proud sense of regional identity. These include Cornwall, in the extreme Southwest tip of England which has its own Gaelic dialect; Yorkshire in England which still maintains a friendly rivalry with Lancashire with which the famous Wars of the Roses were fought and areas of Wales where Welsh remains the first language. It is fair to say however that much of England is homogenous.

The UK is home to a huge number of ethnic groups. It is often said that people from everywhere in the world live in London but elsewhere in England there are large communities of ethnic groups in many of our cities. Many of the textile towns and cities of West Yorkshire are home to large Bangladeshi and Pakistani communities; Birmingham has thriving West Indian Afro-Caribbean and Indian Sikh communities as do Manchester and Leeds.

*Additional information:*

<http://www.eu-cu.com/uk/htm>

[http://www.statistics.gov.uk/about/ethnic\\_group\\_statistics](http://www.statistics.gov.uk/about/ethnic_group_statistics)

<http://www.statistics.gov.uk>

## National language and official languages

### FRANCE

French is the only official language, but regional languages exist and may be taught as a second language at school. Some of them are more enduring than others, such as Corsican, Catalan, Breton, Basque, Alsatian and Occitan.

### GERMANY

German is the national and official language spoken by the majority of Germans. Germany is also rich of dialects in each federal state or almost each region. Usually, a person's dialect or accent shows where he or she comes from. For example: if one person from Mecklenburg would talk to somebody from Bavaria in their respective dialect, this would cause real difficulties in their understanding. Many Germans however also speak English.

In the border regions, such as France and Germany e.g., people usually are brought up bilingual.

The minorities' languages - Danish, North and Sater Friesian, Romany, and Lower and Upper Sorbian - are promoted under the terms of the European Charter for Regional or Minority Languages, which Germany ratified in 1998.

*Additional information:*

[http://www.tatsachen-ueber-deutschland.de/en/federal-states/content/background-1/the-german-language.html?type=&no\\_cache=1&sword\\_list%5B0%5D=language](http://www.tatsachen-ueber-deutschland.de/en/federal-states/content/background-1/the-german-language.html?type=&no_cache=1&sword_list%5B0%5D=language)

### ITALY

Italian is the language spoken by the vast majority of Italians. Parts of the Trentino-Alto Adige region are predominantly German speaking with Ladin spoken by a minority. There is a small French-speaking minority in the Valle d'Aosta region and Slovenian is

spoken by a minority in the Trieste-Gorizia area. English is spoken fairly commonly on the well-travelled path, but you'll want a good phrasebook for anything remote although even this may not help for the smaller towns and villages as many areas still speak dialects that you won't find in any phrasebooks. Indeed, it was not until the 1960s, when economic growth enabled widespread access to the television programmes of the state television broadcaster, RAI, that Italian truly became broadly-known and quite standardised.

Today, despite regional variations in the form of accents and vowel emphasis, Italian is fully comprehensible to all throughout the country. Nevertheless certain dialects have become cherished beacons of regional variation-the Neapolitan dialect which is extensively used for the singing of popular folk-songs, for instance-and in recent years many people have developed a particular pride in their dialects.

### POLAND

The national and official language is Polish. Following the National Minorities Act of 2005, ethnic minority groups now have their rights protected to maintain their respective languages and cultures. In the regions inhabited by minority groups, there are schools where the native language of the minority is taught. It is not uncommon to be able to learn Belarussian, Lithuanian, Lemkos, German, Slovak and Ukrainian within Polish schools. There are also the so-called Romani classes, and it is possible to learn Hebrew (2 private schools - Warsaw and Wroclaw) and Yiddish (courses).

### UNITED KINGDOM

The national language is English and whilst regional accents very much exist there is not much in the way of regional dialect except in so far as some regions (particularly Tyneside, Yorkshire and Lancashire in the North and Devon and Cornwall in the Southwest) have their own very distinctive words which would

be quite incomprehensible to an outsider. As previously mentioned, Welsh is still very much spoken in certain parts of Wales and some more remote areas of Scotland have their own language as well as some very strong dialects. Northern Ireland has a markedly different accent but much of England speak in a very similar manner.

### **Religion and religiousness. Religious tolerance. Tolerance to dissimilarity**

## **FRANCE**

France was called the 'Eldest Daughter of the Catholic Church' for a long time. The Church and State have been separated since 1905 and France is now a non-religious State. All religions are represented, but it has remained Catholic by tradition (even though the number of practising Catholics is diminishing). The second most common religion is Islam due to high levels of North-African immigration in the 60's and 70's, although Protestantism and Judaism are also well represented.

French society is multiethnic, most people are open to others but for several years, and following economic difficulties, there has been a rise in popularity for far right politics in France. Also despite continuing to implement measures for the integration of disabled individuals, these people's daily lives aren't always as easy as they might be.

## **GERMANY**

The most prevalent religions in Germany are the Protestantism and Catholicism, with respectively around 28 million members. Muslims make up the next largest group with around 3 million members. The vast majority of Muslims are Sunni. Shiites and Alevites form a much smaller group. Jews make up the third largest religious community in Germany. Other religious groups found in Germany are the Orthodox Christians, Hindus, Buddhists and Baha'i. There are more than 160 different religious communities in Germany. The holy

days of Muslim, Jewish and other minority religious groups, such as the Islamic Eid ul Fitr and Eid ul Adha or the Jewish Rosh Hashanah and Yom Kippur are no public holidays in Germany.

The Basic Law guarantees freedom of faith and religious/ideological belief, as well as the opportunity to practice one's faith unhindered. There is no established state church in Germany, i.e., no ties between state and church administration and therefore no control of the churches by the state. The relationship between the state and the churches is that of a partnership; in addition to the constitution it is founded on concordats and contracts. The state participates in the financing of certain establishments run by the church such as kindergartens and schools. The churches are entitled to levy taxes from their members; these are normally collected by the state against reimbursement of the costs incurred. Prospective theologians are for the most part educated at state universities; the churches enjoy a say in appointments to chairs of theology that is guaranteed by charter. The social and charitable commitment of the churches is an integral part of public life. Their activities are indispensable in hospitals, senior citizens homes, care homes, in counselling and care in all situations, in schools and training establishments.

*Additional information:*

<http://www.handbuch-deutschland.de>

<http://www.tatsachen-ueber-deutschland.de>

## **ITALY**

Italy is a deeply religious country, home to the Catholic Church and the Pope himself. Over 87 per cent of the population is Roman Catholic whereas around 13% identify with either other religions or none at all. According to numerous surveys (from Gallup and others) Italy can claim above 40% weekly church attendance rates.

Protestant, Orthodox, Jewish and Muslim minorities also coexist, but their presence, as the statistics suggest, is limited and often

restricted to the more cosmopolitan areas of the country.

Around 30,000 Jews, 30,000 Buddhists and over 1 million Muslims currently live in Italy. Islam was almost entirely absent in Italy from the time of the country's unification in 1861 until the 1970s, when the first trickle of North African immigrants began arriving. These North Africans, mostly of Berber or Arab origin, came mainly from heavily Islamic Marocco, though they have been followed in more recent years by Tunisians, Albanians and to a lesser extent, Libyans, Egyptians, Pakistanis, Middle Eastern Arabs and Kurds. Some estimate the number of Italian converts to Islam to be around 10,000.

The third report (may 2006) on Italy made by the European Commission against Racism and Intolerance (ECRI) says that some progress has been made. As part of the changes introduced to antidiscrimination legislation, the Italian authorities have established a specialised body to combat racial discrimination, which assists victims and raise awareness of this phenomenon among the general public. Antidiscrimination legislation has been applied in some cases in the fields of employment and housing.

The use of racist and xenophobic discourse in politics has intensified and targets in particular non-EU citizens, Rom, and Muslims. Members of these groups have continued to experience prejudice and discrimination across a wide range of areas. Immigration legislation has made the situation of many non-EU citizens more precarious, and its implementation, notably in respect of immigrants without legal status, has resulted in the exposure of these persons to a higher risk of human rights violations. Members of Muslim communities have also experienced a deterioration in their situation, notably due to the generalisations and the associations made in public debate and the media between the members of these communities and terrorism. The vulnerability of the members of these and other groups to racism and racial discrimination has been increased by the lack of political support for protection of individuals against incitement to racial violence and discrimination.

The Italian authorities have reported that racist,

xenophobic and antisemitic incidents are relatively rare in Italy and have been characterised by a generally decreasing trend in recent years.

In reality the members of Muslim communities in Italy are reported to have been increasingly exposed to prejudice and discrimination. In particular since the events of 11 September 2001, pre-existing prejudice concerning the members of these communities has been fuelled by the frequent generalisations and the associations made in public debate and the media between Muslims and fundamentalism or terrorism.

## POLAND

In Poland, over 20 Christian denomination churches are registered, about 10 non-Christian denominations and nearly 20 other religious associations. However, the dominating religion is the Catholic denomination of the Roman rite. Poles are a relatively religious people with 96% of Poles declaring themselves Catholic. Nevertheless, only 58% systematically participate in religious practices. Also here, one cannot see significant differences between regions.

Poles participate most often in the Sunday holy mass church services. Furthermore 18% of Poles declare that they only occasionally participate in religious practices, and 8% do not participate in them at all.

Although the Roman Catholic Church dominates other faiths are accepted. However, there are still individuals and groups who are rather intolerant of religious dissimilarity. Furthermore, Poland could be perceived to be one of the more accommodating, more multicultural societies in Europe. Indeed Poland has very little legislation denying citizenship rights to immigrants residing in Poland. Only 1 in 15 is against the granting of full citizen rights to immigrants.

Additional information:

<http://www.cbos.com.pl>

[http://paiz.gov.pl/nawosci?id\\_news376&lang\\_id=2](http://paiz.gov.pl/nawosci?id_news376&lang_id=2)



## UNITED KINGDOM

The two main religions in the UK are Church of England which itself has many subdivisions (such as Methodist, Baptist, United Reformed) and Catholicism. Followers of these two main religions are on the decrease and church attendance is very much in decline. Due to the ethnic groups that live in the UK there are also many Muslims, Sikhs, Hindus and large Jewish communities existing in many of our cities. Religious tolerance is generally good but places of worship often become targets during times of ethnic tension as mentioned in the previous section. Some church schools exist in the UK but many others are ensuring that they are inclusive to all religious groups and pupils are taught about many different world religions.

In many ways citizens of the UK are more open-minded and tolerant than they have ever been before and the younger generation especially pays much less attention to different sexuality, race, colour and religion than many of their parents did. There is also much more awareness of mental and physical disability and much has been done to ensure that all people have the same rights and opportunities. Employment laws protect people against discrimination and schools have to be totally inclusive institutions.

*Additional information:*

<http://www.eu-cu.com/uk.htm>

[http://www.statistics.gov.uk/about/ethnic\\_group\\_statistics](http://www.statistics.gov.uk/about/ethnic_group_statistics)

### Commonly known historical figures

## FRANCE

Joan of Arc (Heroine of France and a Saint of the Roman Catholic Church), Napoleon Bonaparte (Emperor of the French), Jean Jaurès (French Socialist Leader), Jean Moulin (French Resistance), General de Gaulle (Military Leader and President of France), Louis Pasteur (French Microbiologist and

chemist), Pierre and Marie Curie (Physicists), Great writers: Molière, La Fontaine, Voltaire, Rousseau, Diderot, Victor Hugo, Baudelaire, Alexandre Dumas, Balzac, Zola.

## GERMANY

In 2003 Konrad Adenauer was voted as the "Best German" during a Television Show from the ZDF followed by Martin Luther, Karl Marx, Geschwister Scholl, Willy Brandt, Johann Sebastian Bach, Johann Wolfgang von Goethe, Johannes Gutenberg, Otto von Bismarck and Albert Einstein.

Some other examples: Ludwig van Beethoven and Richard Wagner as composers, Heinrich Heine, Thomas und Heinrich Mann, Immanuel Kant, Friederich Schiller, Heinrich von Kleist, Bertolt Brecht, Heinrich Böll, Hegel, Friedrich Nietzsche, Günter Grass and also the Gebrüder Grimm, Wilhelm Busch as great writers, philosophers or thinkers.

As researchers or inventors worldwide known: Daimler, Carl Friedrich Benz, Rudolf Diesel, Robert Koch, Max Planck, Werner von Siemens, Johannes Gutenberg, Alexander von Humboldt. etc..

Some politicians known as historical figures like Ludwig Erhard. Member of the resistance during the Second World War: Dietrich Bonhoeffer, Geschwister Scholl.

*Additional information:*

<http://www.zdf.de/ZDFmediathek/inhalt/25/0,4070,2079865-6-10,00.html>

[http://www.muenchen-stadtteile.de/haidhausen-news/friedensreich-hundertwasser\\_100118\\_100586.html](http://www.muenchen-stadtteile.de/haidhausen-news/friedensreich-hundertwasser_100118_100586.html)

## ITALY

Europe's Renaissance period began in Italy during the 14<sup>th</sup> and 15<sup>th</sup> centuries. Literary achievements, such as the poetry of Dante Alighieri, Petrarca, Tasso, and Ariosto and the prose of Boccaccio and Machiavelli exerted a tremendous and lasting influence on the subsequent development of Western culture, as did the painting, sculpture, and architecture

contributed by giants such as Filippo Brunelleschi, Leonardo da Vinci, Raffaello, Botticelli, Beato Angelico and Michelangelo.

The musical influence of Italian composers Palestrina, Monteverdi, Corelli and Vivaldi proved epochal. In the 19<sup>th</sup> century, Italian romantic opera flourished under composers Gioacchino Rossini, Giuseppe Verdi and Giacomo Puccini.

*Additional information:*

<http://www.daddezio.com/genealogy/italian/famous/index.html>

<http://www.answers.com/topic/italian>

<http://www.italylink.com/woi/famousitalians/index.html>

[http://www.tricolore.net/cgi-bin/display\\_](http://www.tricolore.net/cgi-bin/display_celeb.html)

[celeb.html](http://www.tricolore.net/cgi-bin/display_celeb.html)

## **POLAND**

Władysław Jagiełło – king and victor of the battle at Tannenberg 1410

Fryderyk Chopin – Pianist and composer

Mikołaj Kopernik (Copernicus) – Astronomer

Tadeusz Kościuszko – General and Leader of uprising against the Russian Empire

Maria Skłodowska-Curie (Marie Curie) – Discovered radium and polonium, twice awarded with the Nobel prize

Stanisław Moniuszko – Conductor and composer

Adam Mickiewicz, Juliusz Słowacki, Cyprian Kamil Norwid – writers of the Romanticism

Józef Piłsudski – Marshal, Commander of the State and twice the Prime Minister of Poland between the world wars

Karol Wojtyła – the pope John Paul II

## **UNITED KINGDOM**

A recent poll to find who the British people considered to be the Greatest Britons was won by Winston Churchill, the British Prime Minister who brought us victorious out of World War II. Runners up included Isambard Kingdom Brunel (famous Engineer), William Shakespeare (Writer), Charles Darwin

(Naturalist), John Lennon (Musician), Princess Diana (Princess of Wales), Isaac Newton (Physicist, Mathematician, Astronomer, Alchemist), Horatio Nelson (English Admiral) and Queen Elizabeth I.

## **Culturally established attitudes and behaviours**

### **Attitudes to one's family. Strength of family ties. Traditional family pattern**

## **FRANCE**

The family has considerably evolved. If we believe one of the more recent studies by INSEE (National Institute for Statistics and Economic Studies) in 1999, Metropolitan France counts 23.8 million households. The way in which households and families are constructed is evolving and reflects behavioural changes. Households are smaller and there are many more unmarried and childless couples as well as single-parent families. More than half of households include one or two members: one out of three people live alone and one in four couples are childless. The family is no longer the support base for society. It remains a place of refuge in the event of major set-backs or for young people who have trouble finding a job. The home is a safe haven you can come back to in the event of major difficulties.

The father is no longer the dominant authoritarian figure; he shares this role with the mother. Child-parent relations are more about discussing and exchanging ideas in relationships that are more egalitarian than authoritarian. Grandparents are considered to be a source of stability and refuge and they sometimes have a very fulfilling relationship with their grandchildren.

[http://www.insee.fr/fr/ffc/accueil\\_ffc.asp](http://www.insee.fr/fr/ffc/accueil_ffc.asp)

## **GERMANY**

The demographic change not only means the aging of the population but also a change in

the patterns of living together in a partnership. Marriage, as the social institution and family in its well-known form hasn't disappeared yet. The proportion of people getting married and having children however, is decreasing.

Nevertheless, family still represents the first and most important social group for people and therefore one of the most significant social institutions. Over the years its importance as the nucleus of life has rather increased than decreased. For almost 90 percent of the population family counts more than work concerning their personal priorities. Four out of every five people in Germany (81 percent) live in a family. Almost every second person (47 percent) lives in a traditional family consisting of a married couple with children.

Yet, ideas about the pattern of families, as well as their structure have changed dramatically in the wake of social change. In the traditional family the roles of the gender were strictly divided: the father was the breadwinner and the mother the housewife. This "breadwinner" model is no longer the predominant way of life. A far wider range of forms of cohabitation has emerged. There is now far greater leeway in choosing between various family forms and even deciding not to have a family at all. This is in no small way connected to the altered role women play: Nowadays some 60 percent of mothers are in employment. Families have become smaller. There are more instances of single-child families than those with three or more children. Two-child families are typical. There are also increasing numbers of people living alone or as childless couples.

Over the past few decades the relations within families themselves have also progressed. Generally speaking the relationship between parents and children is exceedingly good and mostly is no longer characterized by obedience, subordination and dependence but rather by involvement, equal rights, support, affection and being brought up to be independent.

It is a fact nowadays, that one family consisting of three generations living under the same roof, has become very rare. However, there

are strong emotional bonds between grown-up children and their parents and between grandparents and their grandchildren.

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It is a fact nowadays, that one family consisting of three generations living under the same roof, has become very rare. However, there are strong emotional bonds between grown-up children and their parents and between grandparents and their grandchildren.

*Additional information:*

<http://www.tatsachen-ueber-deutschland.de/en/society/main-content-08/families.html>

<http://www.destatis.de>

<http://www.handbuch-deutschland.de>

## ITALY

The family structures are changing according to the changing role of the woman. Weddings are less common, the number of divorces is growing and the couples who live together without being married are rising.

In Italy it is very common to find sons who live with their parents for longer than in other western countries, often until the age of thirty to thirty-five. It is normal in Italy for young people to remain in the family home and be economically dependent on the family until marriage. The classic family pattern with children still dominates although it has become more common for marriages to occur later in life due to more women investing in their careers and starting a family later in life.

Central in Italians' lives is the family where "Mama" is queen. Parents often live in their children's homes and care for the grandchildren. Aunts and uncles play a big part

in the children's lives as well. The extended family is getting smaller, but is still the main source of security.

*Additional information:*

<http://www.italica.rai.it/principali/lingua/culture/famiglia.htm>

<http://www.edscuola.it/archivio/statistiche/famiglia.html>

[http://www.forumfamiglie.org/forumroot/in\\_evidenza/GIFSchedaFAM.RTF](http://www.forumfamiglie.org/forumroot/in_evidenza/GIFSchedaFAM.RTF)

<http://www.personal.psu.edu/staff/g/x/gxb2/Memories.html>

## POLAND

In the Polish family the independence of members within the family has increased. The possibility to decide one's own destiny has become greater and as a result, the contact with the family decreases and the bonds between its members weaken. The scope of freedom and independence of children, especially teenagers, in the family is much greater than a dozen or so years ago.

Until quite recently, a rather traditional model of the family dominated in Poland with the father (the head of the family) working to support the family and the mother taking care of the household and the children. This model has been significantly transformed in the recent years. Most women receive good educations and start working right after graduation. They want to participate in working life, regardless of whether they are bringing up children or not.

Therefore, the partnership model of the family is becoming more and more popular and desired by the Poles. Although, it is often not fully realised with the man usually "helping" the woman in the household, but leaving the main responsibility for its functioning to the woman. Thus the division of tasks is not always perceived as fair, especially for the woman.

In a three-generation family, the grandparents still have an important role. More remote members of the family (relatives)

most often have no defined roles with only the kinship bonds crucially important. The contacts are maintained most often through family meetings (First Communions, weddings, funerals, etc.).

## UNITED KINGDOM

Generally, in the UK, the typical family unit is said to have been eroding away over the last few decades. There is much talk of dysfunctional families and many social ills are blamed on the breakdown of cohesive family units. With a rising divorce rate (the highest in Western Europe) many children live with only one parent or in step-families. There is much talk of a lack of respect on the part of the younger generations towards their elders. That said, the majority of families in the UK remain solid and harmonious and for very many people family gatherings are an essential and cherished part of everyday life.

There can no longer be said to be a traditional family pattern in the UK and it is no longer the case that the head of the family is always male. It is no longer the norm that the fathers go out to work while the mothers look after the house as it was 30 or 40 years ago and in many families today both parents have careers and share the household chores and the parental responsibilities. Grandparents play an important role often looking after children when a mother needs to return to work but generally hierarchy in families has all but disappeared with an ethos of shared responsibility and partnership taking over.

**Having children. Single parents. Formal and common-law marriage. Divorce**

## FRANCE

The number of marriages has decreased from 319,900 in 1960 to 278,000 in 2005. Couples often marry after having their first child for the sake of legitimacy. France has one of the highest fertility rates in Europe. The number of births

rose in 2005, almost reaching the record level of 2000. Families generally include two children.

The number of marriages is stable for the first time since the peak of 2000, and the number of PACS (Civil Solidarity Pact) is increasing. One out of three marriages ends in divorce; this rate is higher in urban areas and particularly in the Paris region. See: [http://www.diplomatie.gouv.fr/en/france\\_159/discovering-france\\_2005/profile-of-france\\_1977/french-society\\_1400.html](http://www.diplomatie.gouv.fr/en/france_159/discovering-france_2005/profile-of-france_1977/french-society_1400.html)

## GERMANY

Great importance continues to be placed on a firm relationship with a partner – in Germany 21.6 million couples live together, 89 percent of them with a traditional marriage certificate. For most couples, children make up a complete family. According to a representative poll (a mini-census) in April 2002, just 12 percent of 35 to 40-year old married women had no children.

Around 2.4 million people, mostly women, lived as single parents. Of the total population in Germany, 17 percent live alone, significantly more women than men. Even if most people still favour the traditional form of marriage, living together without being married has become more pronounced over the past few years. Since 1996, the number of unmarried couples living together in the West German states rose by 25 percent to 1.7 million, in the East German states by 24 percent to 543,000.

There are no reliable comparable figures for same-sex households, but the Federal Statistics Office puts the number in the region of 53,000 to 148,000. The Act Governing the Legal Rights of Unmarried Couples of 2002 accords partners of different or the same sex the same legal status as those applicable to members of a family.

Not only the ways of life but also basic moral attitudes are undergoing changes. Faithfulness

to one's partner remains an important value, but the attitude of staying together for life has become more relaxed. The expectations associated of a partnership, on the other hand, have risen. This is one of the reasons for some 40 percent of marriages over the past few years ending in divorce. As a rule most people marry again or are looking for another partner.

There has also been a marked increase in the number of couples living out of wedlock. This form of cohabitation without actually being officially married is particularly popular with young people and those whose marriage has recently failed. As a result the number of illegitimate children has also risen. In West Germany a good fifth and in East Germany more than half of all children are born to unwed mothers. One result of this change is an increase in the number of step-parents and single-parent families. One fifth of all households with children have single parents and as a rule these are single mothers.

Germany has one of the world's lowest birth rates. Too few children are being born too late. Most women are not having their first child until they are in their early thirties, and on average each woman only has 1.3 children. However, over the past years Germany's population has remained at a stable level. The deficit in births was compensated by some three million immigrants. However, this low birth rate is coupled with an increasing life expectancy – currently 74.4 for a new-born boy and 80.6 for a new-born girl – which affects the age distribution of the population.

*Additional information:*

<http://www.tatsachen-ueber-deutschland.de/en/society/main-content-08/families.html>

<http://www.destatis.de>

<http://www.handbuch-deutschland.de>

## ITALY

In the 2004 the figures of ISTAT show that women are having 1.33 children which is the highest rate recorded in the last 15 years. This

trend has constantly increased over the last 10 years, apart from 1995, when the fertility rate reached a low of just 1.19 children per woman. On an international level Italy remains one of the less prolific countries.

In 2004 marriages decreased to just 250,000 compared to 260,000 in 2003. Thus those married and getting married is decreasing whilst individuals remaining single is increasing.

The principal source when it is spoken about family is the civil code. For the civil code the family is a stable union between a man and a woman, generally widened in consequence of the birth of the sons whom, at least until to the fulfilment of the greater age cohabits with the parents, all legacies from ties affective and of blood and in which the solidarity translate herself in behaviour norms, placed from the moral, the custom, the religion that the members observe spontaneously.

Italian Constitution, instead, asserts that "the Republic recognizes the rights of the family like founded natural society on the wedding". Useless to perhaps emphasize as the truth today goes away in part from these rigid definitions: the institute of the wedding is losing in part its enamel and grows instead the cohabitations and the homosexual pairs.

It is cohabited sometimes for choice, sometimes for necessity, other times for test. Whatever is the reason, numerous pairs in Italy prefers this shape of life in common to the wedding. Draft of a new phenomenon for Italy, while in other Countries, above all those Scandinavians, is one truth by now consolidated.

At the moment in Italy the cohabitation is not disciplined from specific norms. In attended that this empty one comes overwhelmed, many are the rights deny to you to cohabiting. Also being a relationship from which duties to legal level do not derive straight, the cohabitation can affect the economic regulation between two spouses separates or divorced: who cohabits with a person and perceives a maintenance check can lose this right if the person with which she cohabits supplies to its

maintenance.

With the aim of protecting the natural union, in some Common of Italy it has been instituted the registry of the civil unions. Up to now the Common ones that they are made bearers of this proposed small "of freedom" are not many. Between the others we remember: Empoli, the first one in absolute in 1993, Tarquinia, Milan, Pisa, Voghera.

*Additional information:*

<http://www2.law.uu.nl/priv/cefl/Reports/pdf/Italy02.pdf>

## **POLAND**

The increasing activity of women caused an increase of their economic independence and the possibility for the woman to select different social roles. As a result, not only the significance of marriage as a form of economic safeguard decreased, but the perception of attractiveness of marriage and motherhood as a form of main life activity changed. Currently married and unmarried couples having children are not numerous. The most common family unit consists of just one child. Even though it is possible to find families with many children, their number decreases each year. Families with a single child make up 46.9% of all families, with two children - 36.2% and the families with three or more children - 16.9%.

The percentage of married couples with children is higher in the countryside (60.8%) than in the cities. The percentage of married couples with numerous children in the countryside is more than twice (25.3%) that of married couples in urban areas / cities.

The current situation of families in Poland is characterized by an increment of single-parent families. Single-parent families are mostly single mothers (90.6%). In 2002, 25.8% of them were divorcees, 17.5% unmarried persons and 15.6% - widows. The largest group of single fathers are widowers - 32.1%, most commonly found in the countryside.

The decision to get married and have children

is made increasingly later in life. The average age of women getting married for the first time was in 2003 24.3 years and the average age of men - 26.6 years. More and more popularity is gained by informal relationships, based only and solely on emotional bonds, which are accompanied by a common household. This solution is especially popular among young people and referred to as the "trial marriage". Informal relationships, the number of which are increasingly growing, are most often created by people between 28 and 32.

Currently, marriages end up in divorce more often than in the past. In 2004, family courts decided to dissolve 51 thousand marriages. Between 2003 and 2004 the number of divorce cases increased by 123% and separation cases by as much as 4 times. In over two thirds of cases, the divorce suit was filed by the woman.

## UNITED KINGDOM

The average number of children per family now stands at 1.7 and has decreased significantly from the average figure of 2.4 that everyone knew of some years ago. Smaller families are more usual now because of the increased numbers of women in long term careers who would find juggling jobs and childcare for more than one child too difficult. Many couples are having their families much later, again because of being on the career ladder so they often do not leave themselves with enough time to have more than one or two children. That said, there is a marked difference in family size between the less well-educated poorer classes and the higher educated, affluent middle classes.

Working class families are often larger than middle class families. Single parents are on the increase.

The proportion of people choosing to get married is at an all time low. Many people choose instead to live together and raise families together without the formality of a marriage certificate. The divorce rate of those actually getting married in the first place is higher than ever before and is

the highest in Western Europe.

*Additional information:*

<http://www.statistics.gov.uk/cci/nugget.asp?id=951>

<http://www.http://www.statistics.gov.uk/cci/nscl.asp?id=7475>

## Culturally established ways of celebrating events in private life and in working environment

### FRANCE

All events are celebrated privately and so each person organises them to their liking. Birthdays are generally celebrated with family or friends. A person's Saints Day (or Name Day) is less celebrated than it used to be, except for practising Catholics, whose number is diminishing. Even if the country has considerably turned away from Christianity, christenings and First Communions are still celebrated and remain points of reference even in non-practising families. Also funerals can be either religious or non-religious.

However, and in contrast to Anglo-Saxon countries, there is no particular award ceremony for degrees and diplomas. Although weddings and wedding anniversaries continue to be celebrated in varying degrees.

Office parties for retirements, weddings, births, Christmas, birthdays, etc. It all depends on the atmosphere at work and the relationship you have with your colleagues. This said offices do frequently give parties.

### GERMANY

Almost all Germans like to celebrate their birthday, but only a small part of them celebrate their name day.

As to the birthdays some Germans like to "celebrate in" i.e. get the festivities underway on the night before the occasion. A lot of people celebrate their birthday in a private way with their family or with friends, inviting them

to a delicious dinner. It is also popular to invite for coffee and self-made cake on your birthday. The celebration takes normally place in a private atmosphere at home or in a restaurant, all depending on your housing conditions and the number of guests.

Weddings and wedding anniversaries are celebrated in different ways. Usually a wedding consists of two parts – a ceremony in a civil registry office - the official part - and a ceremony in the church. Before the day of the great event people usually celebrate a party with friends and colleagues, a so-called *Polterabend*. After the ceremony in the church many people celebrate this special day with their families, their relatives and friends, some in private surroundings, others prefer a restaurant, etc.

The births of a child, the christening of a child, the first Communion or the protestant confirmation are traditionally celebrated with the family at home or in a restaurant.

If you start a new job you most probably will invite your new colleagues to a kind of celebration what we call "*Einstand*". This party will be normally held at work after the official working hours ("*nach Feierabend*"). Many people also invite their colleagues on their birthday to have a drink and a snack with them. This always depends on the type of company you work for as well as on the normal procedure at your place of work.

## ITALY

It is normal to go to a restaurant with friends and enlarged family for celebrating important dates. The ways of celebrating this particular events depends very much on the traditions of the individual families.

## POLAND

Poles are still convinced that family celebrations are to be celebrated riotously. Young people celebrate name days and birthdays among themselves, most often in a pub. Whereas the

older generation celebrate these occasions among closer family members and friends, at home. The celebrations such as giving birth to a child, a christening or the First Communion are celebrated with many guests. If it is an important event in the family the event is organised most often at home (depending on housing conditions) or at a restaurant. Traditionally, weddings are a particularly important event. A grand and costly party is organised at a restaurant or club.

The opportunity to celebrate is provided by different anniversaries, final school exams, general successes or promotions. Poles tend to celebrate among the closest family members, at a pub, restaurant, or in the open air. Recently, barbecue parties have become very popular.

At work everything depends on the type of company. The employees of state authorities, service companies, private companies and production facilities all act differently. In each of these places, the social bonds between the employees exist on different levels. Also the attitude of the company management is important as they may or may not be favourable to such customs. Generally, we can observe the disappearance of the custom to celebrate private occasions at work.

## UNITED KINGDOM

Nearly everyone celebrates their birthday but very few people in the UK celebrate their name day. Children nearly always have some kind of birthday party with a birthday tea, a cake with candles, balloons, games and party bags for the guests to take home. Adults often celebrate with a meal out or at home, a night in the pub or a party in a hired hall. Weddings range from the extremely lavish to the very simple. More and more couples getting married are now turning their back on church weddings in favour of a ceremony in a registry office or one of the many venues which now have a licence to marry people. Weddings generally take place on just one day and normally consist of the ceremony in which the couple exchange their vows followed by a meal (known as the



wedding breakfast whatever time of day it takes place) and some kind of dancing in the evening. On the birth of a child it is usual to send cards and bring presents and this is also the case for christenings although as with marriages fewer people are now choosing to have their children baptised. Holy Communion is normal within practising Catholic families and are usually followed by a gathering at the child's home. Big celebrations normally take place for Silver Wedding Anniversaries (25 years), Ruby (40 years), Golden (50 years) and Diamond (60 years).

Many offices have a tradition of bringing cakes in to share with colleagues if you have a birthday. Workers in towns and cities might choose to have a drink or meal together either at lunchtime or after work in a local bar or pub.

Many places of work have an annual Christmas Party but for other public and religious holidays workers are simply given the time off to celebrate them as they choose. Many large corporate companies, especially in our larger cities, regularly have nights out in order to strengthen team spirit and boost morale.

**Traditional attitude to one's home.  
Willingness to invite guests and  
hospitality**

## FRANCE

You shouldn't pop-in uninvited, not even to see a friend. Everyone respects each others privacy. The week-end is a moment to be enjoyed with invited family and friends. Apart from the odd exception, neighbours have very little contact with each other.

## GERMANY

It is not customary to "drop in" on German acquaintances without an invitation with closer friends you should judge for yourself whether or not they welcome spontaneous visits. It is always better though to let them

know in advance that you are coming. If you are invited for dinner or for celebrations it is usual to take along a small gift, more of a gesture of appreciation, such as chocolates, a bottle of wine or flowers. Your host will certainly be pleased if you thank them briefly the following day, either in person or by telephone.

## ITALY

If you are invited for supper to house of friends, it is polite to bring a good bottle of wine or flowers for the host.

## POLAND

The Polish nation is famous for its hospitality. The older generations of Poles still live by the principle "guest at home, God to home" (a Polish proverb) and many older people tend to run open homes, i.e. the company of guests is enjoyed at any time. The younger generation is not as open, they treat their homes as a retreat and believe that visits should be announced earlier or by invitation only. Therefore, when intending to visit someone you should inform your host in advance. Visits paid late at night are not very welcome.

If you are invited to someone's home it is good manners to bring flowers and/or a bottle of wine. The visit should not go on after 10 p.m., unless the hosts asks you to stay longer. Business visits are organised outside the home, at work or somewhere neutral, e.g. at a restaurant.

## UNITED KINGDOM

Most people have a relaxed attitude to inviting others into their home and this can often be just for a cup of morning coffee or afternoon tea and a chat. Many more people in the UK now have friends for dinner on a regular basis and it is said that young people nowadays enjoy cooking and eating together in their own homes more than going out. Dinner parties are generally informal and relaxed and it is usual to take something to drink (for example a bottle of wine) and maybe some

flowers or chocolates for your host.

### **Formal and informal ways of welcoming and saying goodbye. Behaviour, bodylanguage and eye-contact**

## **FRANCE**

Generally, you shake hands and say 'bonjour' when meeting somebody you know, and more informally you say 'salut', 'bonjour', or 'au revoir' or 'ciao', 'à demain', without necessarily shaking hands; at lunch time it's 'bon appétit', or more informally 'bonap' (short for bon-appetit). If you meet someone on Fridays, you wish each other a 'bon week end' (have a good week-end), and on Mondays 'bonne semaine' (have a good week). Otherwise, 'à demain' (see you tomorrow), 'à plus' (see you around), 'à bientôt' (see you soon), and 'à toute' for 'à tout à l'heure' (see you later). In certain departments of a company, the more informal 'tu' form is popular and you may also give each other a kiss on the cheek. It all depends on the degree of familiarity.

It's quite common for colleagues of a similar position to kiss each other on the cheek in the morning. Since they have a Mediterranean culture, it's also quite common to pat someone on the shoulder, touch the other person, comfort or encourage someone by holding them in your arms. This should be avoided with superiors with whom we shake hands, but it depends on the type of working environment. For example, in advertising, journalism and education, using the familiar 'tu', kissing each other on the cheek and embracing may be common, even with superiors.

## **GERMANY**

"Guten Morgen" - "Good Morning" is the most common form of greeting until midday. "Guten Tag" - "Good Day" is used until roughly 6 pm. "Guten Abend" - "Good Evening" is said after 6 pm. Many people also just use the simple "Hallo". "Auf Wiedersehen" - "Good Bye" is said when leaving. The short form is "Wiederseh'n". The Italian word "Ciao", as

well as "Tschüs", "Tschö" or "Tschüssi" can also be used to say goodbye. "Mahlzeit" is said to other colleagues at work at meal times. This combines a greeting and the wish that the respective colleagues enjoy their meal.

Kissing and bowing are not German customs but offering one's hand is. And at official functions or at first meeting, the handshake is all-important. You will immediately notice another common characteristic that Germans invariably shake hands when saying "hello" or "goodbye." But this has become rare among younger people in an increasingly relaxed and informal environment. A kiss on the cheek is relatively rare and usually restricted to the younger generation.

*Additional information:*

<http://www.handbuch-deutschland.de>

## **ITALY**

Italians greet friends with two light kisses on the cheek, first the right and then the left. Even if you're merely acquaintances, this form of greeting is usual, both on arrival and departure. However on first introduction a handshake is the norm.

Many Italians gesture a lot while they speak, and some are quite tactile. Many are however more reserved and don't accept invasions of their personal space.

## **POLAND**

Ways of greeting have tended to change recently. However, some general rules can be demonstrated, concerning the principle on who greets who and how. When meeting:

- A man greets a woman;
- A younger person greets an older one;
- A person lower in rank or position greets a person higher placed;
- A student greets his/her teacher;
- The host greets his/her guests;
- A single person greets the group;

- A person entering the room greets the persons already present.

The greeting is accompanied by a slight bow of the head. In Poland, there is no obligation to exchange handshakes and to say goodbye, but it is often practised in official situations, and between men, also in unofficial situations. When we deal with a larger group of people, we can omit the handshake with each of them separately, it is better to greet or say goodbye to all at once.

When shaking hands, it is worth remembering to hold the entire hand and to have a pleasant countenance, and most important, to look the greeted person in the eyes. It is not appropriate to hold the hand of the greeted person for too long or to shake it violently. Furthermore, acquainted men greet, apart from shaking hands, they tap their shoulders with the left hand, and acquainted women often kiss each others' cheeks.

A very characteristic for Poles and traditional way of greeting or saying goodbye is the custom requiring that a man kissed the hand of the woman he greets/says goodbye to. However, not every Polish man is used to greet women in that way, and not every Polish woman wants to be kissed in the hand. Eye contact during a direct conversation is essential. The physical distance to be kept during a conversation depends on the kind of relations we have with our interlocutor. In Poland, in private contacts we can be as close to the interlocutor as to touch him/her, whispered conversation is also possible. When having conversation with an acquaintance, the physical distance that separates us is usually equal to the length of outstretched arms.

Often in Poland when we have a conversation with a person who is in a difficult situation, it is normal to tap him/her on the shoulder or pat him/her to comfort him/her. Everything depends however on the level of intimacy of the persons talking with the more intimate the relations, the more often we touch. Couples talking in a restaurant, for instance, rather sit face to face than next to each other.

During a conversation we should avoid chewing gum, eat and talk at the same time and use vocabulary not adapted to the situation.

## UNITED KINGDOM

In the workplace it is common practice to shake hands when greeting someone and again when saying goodbye. When meeting someone for the first time it is usual to say "Nice to meet you" or "Pleased to meet you". Bowing is never necessary unless you happen to meet the Queen but it is still considered polite to stand and greet someone who enters the room after you. Handshaking is no longer common in social situations; if you are meeting someone for the first time it is usually sufficient to say "Hello. Nice to meet you" and if you already know someone very well you may kiss them on the cheek. In these situations two men would probably shake hands. When leaving you would normally say "Goodbye" or more usually just "bye" and perhaps if it was the first time you met that person you would say "It was nice to meet you".

Apart from greeting or saying goodbye to someone it is not usual to touch another person at all and many people would feel uncomfortable with any physical contact unless they know each other extremely well. Men should be particularly careful to keep an acceptable distance from female acquaintances. You would normally be expected to maintain eye to eye contact during a conversation and looking away or downwards could be interpreted as a lack of interest.

### Being punctual and attitude to time management

## FRANCE

French people are generally punctual but people will think quite well of you if you arrive late to an appointment as it shows how busy you are. Meetings often start late and go over schedule, including into the lunch hour or evening. Certain companies now fix the start and end time of meetings in addition to the agenda.

## GERMANY

Most Germans in official and in social situations appreciate punctuality. Germans are said to view punctuality as a great virtue. It is polite to be punctual for private appointments especial if your hosts invite you for dinner. Business meetings also start just in time and you have to be punctual. Nevertheless it is important to apologise and explain your lateness by a telephone call especial for a fixed meeting.

## ITALY

Punctuality at work is required, even if, being late, it is tolerated if there are good excuses and if it doesn't become an habit. It is polite to inform about the delay at a working meeting but also at a private data. At universities, lessons started always after 15 minutes for the so called "academic quarter".

The sensibility towards time management is increasing and it is supported more in the private firms than in the public. Activities becomes more and more planned both in private life and in social life.

*Additional information:*

<http://www.lifeinitaly.com/potpourri/business.asp>

## POLAND

In Poland, we are experiencing a change of attitude toward work. The work has become the basic value. The employers attach much greater importance to the quality of work and to the productivity of employees. Thus time management has become increasingly important in the life of young Poles.

Knowing that we will not make it on time to an appointed meeting, we should inform the person who will be waiting for us of that fact. If we are repeatedly late official contacts and others will perceive us to be irresponsible and incompetent. At universities and colleges, there is an implicit custom stating that the students wait for the

lecturer for 15 minutes after the planned start of classes, called the academic quarter.

## UNITED KINGDOM

Punctuality is expected in the UK both in formal and social situations and persistently poor timekeepers are often frowned upon. It is very much expected that if you are running late, especially for something like a meeting, that you will make every effort to phone ahead in order to explain and apologise for your lateness.

Most people are still shocked to hear swearing on the streets and it should certainly be avoided in most work settings.

### **USEFUL INTERCULTURAL COMMUNICATION TIPS**

- Recognize that language proficiency does not mean (inter)cultural competences;
- Seek feedback to confirm the other person understood what you were really communicating;
- Paraphrase back to the sender what you understood them to have communicated;
- Avoid expressions, jargon, acronyms and metaphors bound by your cultural references;
- Confirm your understanding of a metaphor or analogy when hearing it from someone from another culture – particularly when it makes sense;
- Listen to the silence – it means different things in different cultures;
- Observe before you react;
- Seek out a cultural informant/interpreter;
- Attempt to learn the logic inherent in another culture – the connection between appearance, behaviours, values;
- Have fun, take calculated risks and learn from your experience.

## References

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URL: <http://www.intercultures.gc.ca>

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URL: <http://www.ergoinnet.net> (click on "Resources").

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# 04

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chapter

**Academic  
and vocational  
qualifications**

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## From recognition to transparency of qualifications

*We try to answer the questions:*

*a) "Does my qualification entitle me to study a particular course in a European Country?"*

*b) "Can my qualifications allow me to work in a particular job in a European Country?"*

Case a) concerns the possibility of entering any university course (see the paragraph "The recognition of qualifications for academic purposes").

Case b) concerns the possibility of looking for a job with the diploma and the qualifications at hand (see the paragraph "The recognition of qualifications for working purposes").

Transparency means making qualifications and supporting documentation that the worker or student possesses easily translatable throughout Europe. The criterion of transparency of qualifications is an attempt to equalise qualifications.

The aim of achieving transparency has three key approaches:

- Accompany the diplomas and higher education certificates obtained by individuals with a Diploma/Certificate Supplement;
- Setting-up a national body as the first advice and information point for people who have difficulty in having their diplomas or qualifications recognised. This organisation is the National Academic Recognition Information Centres network (NARIC) found at <http://www.enic-naric.net>
- Preparing common tools and resources for those involved with recognising the qualifications, etc<sup>27</sup>.

### The recognition of qualifications for academic purposes

In the EU, national tertiary education systems should be aligned by 2010 (Bologna declaration<sup>28</sup>): a three-year Bachelor course, a two-year Master and a three-year Doctorate course. Nevertheless, the recognition of diplomas and qualifications is complicated by the abundance of academic qualifications and the persistent nonalignment of the educational systems.

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<sup>27</sup> The EQF will provide a common language to describe qualifications which will help Member States, employers and individuals compare qualifications across the EU's diverse education and training systems. *The European Qualifications Framework: a new way to understand qualifications across Europe*, Brussels, 5 September 2006. URL: <http://europa.eu/rapid/pressReleasesAction.do?reference=IP/06/1148&format=HTML&aged=0&language=FR&guiLanguage=fr>

<sup>28</sup> *The Bologna Declaration*, Joint declaration of the European Ministers of Education Convened in Bologna on the 19th of June 1999; URL: [http://www.bologna-berlin2003.de/pdf/bologna\\_declaration.pdf](http://www.bologna-berlin2003.de/pdf/bologna_declaration.pdf) With reference to the Bologna Process see all the details in *chapter 7*.

With regards transparency and recognition, for academic purposes, of a diploma or academic study period passed abroad:

- a. Tools for transparency and recognition of diplomas for academic purposes as indicated by Europass (see: <http://europass.cedefop.eu.int> - see also the paragraph "Europass documents").
- b. The *ECTS system* of accumulated and transferable credits, experienced for more than ten years with Erasmus, may help with study periods abroad.
- c. The *Diploma Supplement (DS)*, an accompanying document for an academic diploma will give precise details of the results obtained by the graduate, with confirmed attendance in the course and a description of the teaching method.

Currently no Community directives exist that impose the mutual recognition of the diplomas and no diploma exists that can be automatically recognised in each Member Country.

### **The recognition of qualifications for working purposes**

With regards recognition and transparency for professional purposes:

- a) Several European directives have been announced (<http://www.cedefop.gr>). The latest amendment (20/04/2004) clarifies and simplifies the rules, increases the liberalization of service supplies, creates autonomy in recognising the qualifications and flexibility in the procedures, improves public information about citizens' rights to assist them in obtaining recognition of their qualifications.
- b) The main principles, for recognising professions that are regulated in the destination country, are that the diploma is recognised automatically, relative to the medical, paramedic, pharmaceutical and architectural professions. For the other regulated

professions, the directives 89/48/ECC and 92/51/ECC set up a general non-automatic recognition system for diplomas giving the person candidate to recognition the chance of obtaining "compensatory measures". Additional information is available from: <http://www2.trainingvillage.gr/etv/library/certification/main.asp>

- c) For the professions that are not regulated in the destination country, the valorisation of the diploma and qualifications is the prerogative of the employer. In the event the person's qualification are not recognised or the person has problems in finding a job in line with the qualification, the person must contact the national information centres.

The relevant documents and sites for professional recognition and transparency are:

- A guide to the general recognition system of professional qualifications ([http://europa.eu.int/comm/internal\\_market/qualifications/index\\_en.htm](http://europa.eu.int/comm/internal_market/qualifications/index_en.htm));
- The behaviour code of each professions;
- Database of regulated professions;
- The national information points that allow access to the professional training and education systems (<http://www2.trainingvillage.gr/etv/transparency/fr/refpoint.asp>);
- The Europass documents (<http://europass.cedefop.eu.int> - see also the paragraph "Europass documents").

### **Europass documents**

Europass is an initiative to encourage mobility and lifelong learning among workers and learners in Europe. It is a collection of documents designed to record your skills, qualifications and experience in a standard European format. It will help you make your skills and qualifications more easily understood to employers and educational institutions abroad. This is useful whether you're looking for work or study in the EU.



The Europass documents, available in all official EU languages, are:

- The *Europass Curriculum Vitae*, is an improved version of the European CV and gives an analytical and standard format of education, professional and personal experience, etc.;
- The *Europass Mobility*, is a record of transnational mobility for learning purposes meaning that the achievement of such experiences are easier to communicate. It replaces Europass Training which has been in operation since 2000;
- The *Europass Diploma Supplement*, documents that individuals higher education achievements. It is issued by the same establishment that issued the diploma/degree and should be provided to all new higher education graduates from 2005;
- The *Europass Certificate Supplement* is a document that supplements vocational and training certificates, clarifying the professional qualifications and the acquired skills;
- The *Europass Language Portfolio* is a document in which individuals can record their linguistic skills and cultural expertise. It is based on the Common European Framework of Reference for Languages that is becoming the European standard to identify the level of language skills.

## Procedures for the recognition of qualifications

In this Section, we try to answer the questions:

- *“What am I supposed to do if I want to attend a university course in a European Country?”*
- *“What can I do if I want to get a particular job in a European Country?”*

The respective situations of each of the five project member countries are presented one by one. The recognition of academic qualifications is described in the paragraph “Academic qualifications” and that of

vocational and professional qualifications in the paragraph “Vocational and professional qualifications”.

### Academic qualifications

The recognition of an academic qualification means that a diploma/degree issued by a EU Member State university is “academically” equivalent to that issued in another State, whether an EU Member or not, so that individuals may continue their education in the host country without disadvantages.

There are no EU provisions that make the mutual recognition of qualifications compulsory, because each Member State is responsible for its own education system.

The NARIC network can provide information and advice on recognition of diplomas and study periods in EU countries ([http://europa.eu.int/comm/education/programmes/socrates/agenar\\_en.html](http://europa.eu.int/comm/education/programmes/socrates/agenar_en.html)).

Moreover, the Erasmus programme experience is described yearly by ISCO (<http://www.isco.org.uk>) which also provides lists of Erasmus placements in other European countries for UK nationals.

The conditions, procedures and documents for the recognition of a high school diploma/degree of an EU citizen wishing to enrol in an undergraduate course at a Member State university and the analogous topics for a citizen wishing to enrol in a graduate course are described in the following paragraphs.

### Recognition of high school degree of an EU citizen wishing to enrol in an undergraduate course at a Member State University

## FRANCE

In general, as long as the individual is an EU/

EEA (European Economic Area<sup>29</sup>) and Swiss student qualified to a first-level university course they are considered. Generally the possession of an upper secondary diploma equivalent to the “*baccalauréat*” along with a good command of the French language is sufficient.

There is no central board for applications. Applicants must contact the university they wish to attend directly.

A pre-registration procedure is available, generally on the university website, from March to June. For a preparatory course about entering French “*Grandes Ecoles*”. Furthermore, there is a national registration website open to EU students at: <http://www.education.gouv.fr/cid18/classes-preparatoires-aux-grandes-ecoles-c.p.g.e.html>

To apply for admission to a course, applicants must fill in a form for each IUT (*Institut Universitaire de Technologie*) in April.

To apply for admission to a BTS (*Brevet de Technicien Supérieur*) course, the best way is to contact the university SAIO (*Service Académique d'Information et d'Orientation*) in March and fill in the electronic (regional) registration form. The Rectorats, also called *Académies* which are listed at: <http://www.education.gouv.fr/pid167/les-academies-et-les-inspections-academiques.html>

To apply for admission to post-baccalauréat schools, especially those in the sector of social work, paramedic studies, engineering, and the arts, schools must be contacted from November for admission in September the following year.

For non-EU countries, it is advisable to contact the French Embassy in one's country of origin, or the CEF (Centre d'études pour la France when they exist). Information is explained on the Ministry of Foreign affairs website and is also available in various languages:

[http://www.diplomatie.gouv.fr/fr/france\\_829/venir-france\\_4062/etudier-france\\_4247/index.html](http://www.diplomatie.gouv.fr/fr/france_829/venir-france_4062/etudier-france_4247/index.html)

For non-EU or EEA students, prior admission requests (*Demande d'Admission Préalable - DAP*) are compulsory to apply for the two first university years, and the first year of architecture schools.

## GERMANY

The ministers of education and the arts in the 16 German regions have affirmed their wish to encourage and facilitate greater access to university education in Germany.

Non-German applicants must normally fulfil the following requirements in order to be accepted for German university courses:

- Applicants' diplomas must allow access to university in the state of origin;
- Diplomas must fulfill the requirements specified by the *Zentralstelle für ausländisches Bildungswesen*;
- Applicants must prove they have sufficient knowledge of the German language.

Applicants can normally refer directly to the university where they want to start their studies and are required to provide the following documents:

- Their original diplomas/degrees which proves their right to apply to university in the state of origin. This diploma / degree should be provided in both its language of origin and translated into German (translation is not always necessary, applicants should ask the *Akademisches Auslandsamt*);
- If access to the university requires an admission test, applicants must present the document (original version);
- Applicants from countries in which their diplomas are not directly recognised

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<sup>29</sup> The countries belonging to the EEA are EU countries + Iceland, Liechtenstein and Norway.

in Germany<sup>30</sup> must present the leaving certificate of the *Studienkolleg*. When diplomas of further education cannot be recognised, applicants can visit a *Studienkolleg* in Germany (<http://www.studienkollegs.de>) in order to receive adequate information regarding university-level studies. The leaving certificate of the *Studienkolleg* or the so-called *Feststellungsprüfung* permits access to university;

- Documents which prove sufficient German language skills;
- In case of doubt, the university may consult the *Zeugnisanerkennungsstelle*;
- Applicants for a study at a German *Fachhochschule* (university of applied sciences) may apply directly to this institution with the documents mentioned above; the *Fachhochschule* normally consults the competent regional diploma recognition office;

Interesting information: 50 *Fachhochschulen* have been assigned the task of checking the requisites for admission to a central organisation called ASSIST (<http://www.uni-assist.de>).

## ITALY

Holders of academic titles obtained abroad can request their recognition by the competent Italian authorities. These authorities are universities (Ministerial Decree 509/1999 and Law 148/2002). Italian universities autonomously define the teaching rules of their degree programmes in their institutional teaching regulations (*Regolamento Didattico di Ateneo*). These regulations determine the name and educational objectives of each degree programme, the general framework of teaching activities to be included in the curriculum, the number of credits to be attributed to each teaching activity and the

final dissertation. They are also responsible for the assessment of foreign academic titles and their comparison with Italian academic titles and recognition of study periods spent abroad in order to be admitted to higher education, continue university studies and achieve Italian university degrees.

Together with the application addressed to the Rector of the Italian university the following documents must be provided:

- The upper secondary degree original certificate. An official translation into Italian and a statement of validity of the title by the Italian Consulate in the originating country must be attached;
- A certificate listing the university examinations given and the study programmes for each examination. Again this must be provided in original form with accompanying translation into Italian. The certificate must be validated by the Italian representative in the original state;
- The academic title in original form;
- Three passport style photographs.

The result of the evaluation, issued after three months, is in the form of a decree by the Rector. It can lead to:

- Recognition (*equipollenza*) of the foreign academic title;
- Partial recognition of the foreign academic title, which implies either the possibility of compensation forms, enrolment in an intermediate-course year, or preparation and discussion of a new thesis;
- Rejection of the request for recognition.

EU citizens who are Italian residents can present their documentation directly to the chosen university. EU citizens who reside abroad, non-EU citizens and individuals either resident abroad or resident in Italy but without a visa, must

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<sup>30</sup> Diplomas of further education or university admission tests of the following countries normally permit direct access to German universities: Austria, Belgium, Denmark, Finland, France, Greece (admission test), Ireland, Iceland, Italy, Liechtenstein, Luxemburg, Malta, The Netherlands, Norway, Sweden, Switzerland, Slovenia, Spain (admission test) and the United Kingdom. Applicants from other European countries should consult the database of the DAAD.

present their documentation to the diplomatic representative of the foreign country to which the title refers. The representative will send the form to the chosen university.

Recognition of foreign high school degrees may also result from specific bilateral agreements with other countries.

Any information regarding the documentation to be attached to applications can be provided by the Italian students' offices or foreign students' offices at each Italian university.

## POLAND

Foreign school diplomas that give access to higher education abroad are recognised as such in Poland. They must however contain the clause that holders have access to higher education institutions in their own countries. If the certificate does not include such a clause, the school issuing the certificate should confirm this fact in a separate note.

According to the *Ordinance of the Minister of National Education on the Rules and Procedures for Nostrification of Certificates Obtained Abroad (October 15, 1997)*, any foreign school certificate has to be legalised in the country of issue and presented to the local educational authority (*Kuratorium Oświaty*) in Poland in order to be recognised (nostrified).

The credentials issued in countries with which Poland has an agreement for mutual recognition of qualifications<sup>31</sup> need not be presented to Polish local educational authorities for recognition.

General admission requirements:

- Candidates of Polish origin living abroad and foreigners who wish to study in Poland should prove their fluency in Polish if the

host university requires it. If they don't speak Polish, they have to attend a language course (about one year) and take the final examination;

- Candidates for artistic and athletic studies must meet specific requirements and pass an aptitude test;
- Candidates may apply directly to universities or to the Ministry of Education. They are expected to fill the form at the Polish representatives in their country;
- An equivalent of the Polish Matriculation Certificate and health certificate should be presented;
- Foreign students must pay for their fees (3,000 Euro) and accommodation, but may be granted full scholarship for living costs from the Polish government. Students are not charged tuition fees if they do not obtain a scholarship.

## UNITED KINGDOM

All applicants for full-time UK degree courses must apply through the centralised UCAS system (<http://www.ucas.ac.uk>). Applicants can apply for up to a maximum of six courses.

Entry requirements for UK courses are described in terms of UK examinations, either as grades or as *Tariff point scores*. It is therefore a decision for the university whether it will accept qualifications for a course. It is recommended that applicants with non-UK qualifications should discuss their situation with the chosen university offices before applying.

Most universities have a working knowledge of qualifications issued in EU countries. Their admissions office, or international office, should be able to provide information on what they will accept for their institution.

Applicants with qualifications that would

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**31** Bilateral agreements have been signed with Czech Republic, Slovak Republic, Hungary, Romania, Bulgaria, Yugoslavia, Croatia, Slovenia, Estonia, Vietnam, Cuba, Mongolia, Latvia, Libya, Syria, Russian Federation, Armenia and Moldavia. Among these countries are also those which have declared legal succession to the agreements signed by the former USSR: Belarus, Ukraine, Kazakhstan, Uzbekistan and Tajikistan.

enable them to attend university in their own country are supposed to have a sufficient level of qualification to attend university in the UK. However, although an applicant may have the minimum qualifications for entering UK Higher Education courses, those qualifications will not necessarily be acceptable for all courses. For example, some courses such as medicine, law and dentistry require higher levels of qualifications.

Further information about qualification equivalency in the UK may be provided by UK-NARIC. A standard charge of £30 is made for a written comparison. For general advice, NARIC produces an international comparison database: <http://www.naric.org.uk>

Applicants can also contact British Council offices around the world. The British Council can provide general information about UK Higher Education and about the acceptability of non-UK qualifications in the UK Higher Education system. Further information is available at: <http://www.britishcouncil.org/> where

**Recognition of university degrees of EU citizens wishing to enrol in graduate courses (Master, Ph.D.) at a Member State University**

## FRANCE

Conditions for admission to a master or doctorate program depend on the decision of the university ("*Grandes Écoles*").

A three-year degree (bachelor or similar) from other EU countries is normally accepted for master programmes. Selection of candidates depends on the criteria defined by the pedagogical teams of each programme. Generally speaking, if a research bachelor was successful in the other country, and if the average grade is adequate, admission to a selective masters course is successful.

A particular case may be that if students

in applied arts, business, or industry who realised a two-year BTS (equivalent to an HND diploma in UK) and want to get a qualification in business or other fields abroad starting from the third year at a European university.

There is no strict control of applicants' fluency in French, but a diploma in French as a foreign language is an advantage. Master programmes that are taught exclusively in English are rather rare.

Applicants for doctorate programmes in France must prove excellent academic grades on previous master courses. Generally, admission depends on the very nature of the programme: a research master is preferred to a professional one. The best thing is to contact directly the professor responsible for a research department and send her/him the application form. Of course, publications, communications and working experience are considered. If the student already has a master research thesis, it will be considered positively for her/his selection.

There is a large number of "*double diplômes*", i.e., diplomas prepared together by two or more French and foreign higher education institutions, a number of which pertain to the engineering field. For French-German universities, consult: <http://www.dfh-ufa.org> and for French-Italian ones <http://www.universita-italo-francese.org>

## GERMANY

Conditions for admission to a master or doctorate program depend on the decision of the host university.

Germany offers a wide range of international master programs, some of which are partly, or fully, taught in English. A three-year degree (bachelor or similar) from other EU countries is normally accepted for admission to a masters program. The faculty and university boards define the selection criteria. To accede to a master course, good grades for the first academic degree in the chosen field are often required.

Most *Fachhochschulen* (University of Applied Sciences), limit the access to second-level courses. Overall, only 30% of the first level students continue their studies on to a masters course. Therefore, the students who apply for a masters course need above-average grades from an accredited university.

Applicants for doctorate programmes must prove their excellent grades on a second level academic course. Candidates with foreign degrees must fulfil further conditions - for example, tests or successful participation at lectures and courses held by the university. The faculty board may recognise foreign academic titles. Applications should be sent the university admission office. The very first step is to find a "*doctor father*", i.e. a professor willing to supervise research work and the thesis during the doctorate programme.

A special form of promoting students who are working on their doctorates are the *Graduiertenkollegs* (post-graduate tutorials), which are groups of ten to fifteen people who work for a certain established period of time on a given task. The German Research Community (*Deutsche Forschungsgemeinschaft*, <http://www.dfg.de>) financially support the institutes.

If the student wants to enrol for an exchange program or for a study year (or a semester), as a guest, he can avoid the complicated recognition procedures.

There are bilateral agreements on the recognition of titles with Italy, Austria, Slovakia, Latvia, Poland, Spain, France, The Netherlands, Switzerland and Hungary. Agreement documentation can be found at: <http://www.anabin.de> (click on "*Dokumente*").

## ITALY

Universities are competent to admit EU citizens to graduate courses in Italy. Applicants must however address their enrolment applications directly to the Rector of the university chosen, together with all necessary documentation, translated into Italian and legalised by the pertinent Italian authority.

Recognition of foreign academic titles may also be arranged in bilateral or international agreements<sup>32</sup>. In this case, they are ruled by those agreements and may be recognised automatically.

For admission to a Ph.D. (*dottorato di ricerca*) course in Italy, it is necessary to pass an examination consisting of two parts, one written and one oral.

In general, enrolment in a Ph.D. course, for Italians or citizens of other EU countries, requires a second-level (Masters) university degree.

Foreign titles may be recognised as equivalent to Italian ones if the following conditions are met:

- Italian or EU citizenship of the applicant;
- The Italian academic degree or foreign academic title is recognised as equivalent to the Italian ones;
- Official documentation stating that the foreign title was awarded after three years of study and research;

The council of the host university is entitled to recognise foreign titles. University assessment generally starts from a comparison of study programmes. Universities may ask applicants to pass an Italian language test before following graduate courses.

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**32** International and bilateral agreements for mutual diploma recognition exist with: Argentina, Australia, Ecuador, France, Germany, former Yugoslavia, Malta, Mexico, UK, Slovenia, S. Marino, Spain, Switzerland, UNESCO (Arabian and European States) and Council of Europe countries. The pertinent information is available at the Ministry of Foreign Affairs website: <http://www.esteri.it> - Recognition of Austrian academic titles is founded on an international agreement regulated by Law 322/2000. In this case, there is no deadline for presentation of applications, and recognition is made by administrative rather than academic authorities.

## POLAND

The holders of foreign higher education diplomas wishing to enrol in further study courses in Poland must apply to the faculty board, or other organisational unit, of a Polish higher education institution, which may award the academic degree of *doktor* in a scientific field.

Foreign scientific titles are recognised in Poland on the basis of the *Regulation of the Chairman of the Council of Ministers on Rules and Procedures for Nostrification of Academic Degrees Obtained Abroad (July 22, 1991)*. The procedure of recognition is similar to that of higher education diplomas. Faculties can *nostrify* academic degrees and award the degree of *doktor habilitowany*.

If applicants come from a country with which Poland has signed agreements on the recognition of qualifications<sup>33</sup>, their professional titles are equivalent to Polish ones, if the higher education institutions which issued those diplomas are recognised by the state.

Admission requirements are the same as for the admission to a first-level course:

- Candidates of Polish origin living abroad and foreigners who wish to study in Poland should prove their fluency in Polish if the host university requires it. If they do not speak Polish, they have to attend a language course (about one year) and take the final examination;
- Candidates may apply directly to universities or to the Ministry of Education. They are expected to report to the Polish representatives in their country and fill the form there;
- An equivalent of the Polish Matriculation Certificate and health certificate must be presented;

- Foreign students must pay for their fees (3,000 Euro) and accommodation in Poland, but may be granted full scholarship for living costs from the Polish government. Students are not charged tuition fees if they do not obtain a scholarship.

## UNITED KINGDOM

Applicants for post-graduate courses in the UK must apply directly to the university concerned, since the decision as to whether certain qualifications are suitable for a particular post-graduate course pertain to the university itself. Applicants with non-UK qualifications should discuss their situation with the chosen university offices before applying.

Most universities have a working knowledge of qualifications issued in EU countries and the admissions office or international office should be able to provide information on what they will accept for their institution.

Applicants wishing for further information about the equivalency of their qualifications in the UK may contact UK-NARIC: <http://www.naric.org.uk> A standard charge of £30 is made for a written comparison. For general advice, NARIC produces an international comparison database.

Applicants may contact British Council offices around the world. The British Council can provide general information about UK Higher Education and about the acceptability of non-UK qualifications in the UK Higher Education system. Further information is available at <http://www.britishcouncil.org/where>

The Education UK website also provides useful information for those interested in studying in the UK <http://www.educationuk.org>

**33** Countries whose academic diplomas are recognised in Poland are: Czech Republic, Slovak Republic, Hungary, Romania, Bulgaria, Yugoslavia, Croatia, Slovenia, Estonia, Vietnam, Cuba, Mongolia, Latvia, Libya, Syria, Russian Federation, Armenia, Moldavia, Germany and Austria. However, agreements with Syria, Libya, former Yugoslavia, Croatia, Slovenia, Germany and Austria only concern the *doktor* degree (*doktor habilitowany* and *profesor* positions are excluded, and those with Germany and Austria recognise the degree of *doktor* only for academic purposes).

## Vocational and professional qualifications

The European Commission has set up systems for recognising diplomas and training to enable EU citizens to make full use of their training and skills in another EU country. There are two possibilities.

- The profession is not regulated in the destination country, so no recognition of qualifications is necessary and citizens cannot legally be prevented from going and working there on the grounds of their training or qualifications. Usually, formalities for the recruitment of a worker who is a European citizen are undertaken by the employer;
- The profession is regulated. Here, in turn, there are two possibilities;
  - Qualifications for the profession have been coordinated at EU level (doctors, general nurses, dentists, midwives, veterinary surgeons, pharmacists, architects), in which case their national qualifications will, in principle, be recognised automatically, allowing them to practice in any EU country;
  - The profession (lawyer, engineer, psychologist, etc.) is regulated in the host country, in which case citizens must apply for recognition of their qualifications there. The authorities have four months in which to reply. If the training is significantly different, in terms of either duration or content, from that given in the host country, the authorities may require evidence of additional professional experience, an adaptation period, or an aptitude test. Obviously, if the actual qualifications and entire professional experience are taken into account, this will make it easier for diplomas to be recognised. This topic is dealt with in the paragraph "What a EU citizen must do to accede to a regulated profession".

These same principles apply whether the applicant is self-employed. Some EU countries may require special qualifications for occupations such as hairdressing (in France), construction work, insurance, or trading. In these cases,

it is necessary to prove that applicants have practised their profession as self-employed people for the time span specified by the EU (generally, five or six years).

Before deciding definitively to move abroad, it is important to obtain documents from your nearest EURES Council office on the following matters:

- Employment opportunities (whenever there is a real need for qualified staff in the sector in which employment is sought, recognition problems tend to be resolved quickly);
- Practical conditions on working abroad. If looking in highly structured areas of business (as for example, the chemical or metallurgical industries or other branches of the manufacturing sectors), it is important to obtain a sufficiently clear idea of the employment conditions in the country or area concerned and of the documents that can support any professional qualifications obtained. Consular offices can provide detailed information on the opportunities available in the destination countries;
- The "First contact point" in the destination country.

A EU website for vocational qualifications is: [http://europa.eu.int/comm/internal\\_market/qualifications](http://europa.eu.int/comm/internal_market/qualifications)

The link to the database of regulated professions by country is:

[http://europa.eu.int/comm/internal\\_market/qualifications/regprof/regprofs/dsp\\_bycountry.cfm](http://europa.eu.int/comm/internal_market/qualifications/regprof/regprofs/dsp_bycountry.cfm)

### The ECVET project for VET credit recognition

The project named ECVET – European Credit System for Vocational Education and Training is a European system of accumulation (capitalisation) and transfer of credits for vocational education and training in Europe. The system is at the feasibility stage.



It enables the documentation, validation and recognition of achieved learning outcomes acquired abroad, in both formal VET or in non-formal contexts. It is based on the validation and the accumulation of the individual competences necessary for achieving a qualification.

In technical terms, ECVET is based on the description of qualifications in terms of knowledge, skills and wider competences, organised into *units* (parts of a qualification that can be transferred and accumulated) and the allocation of *credit points* to qualifications and units depending on their relative weight. A complete handbook on the methodology and tools is expected by 2006.

ECVET must be a European decentralised system based on voluntary participation of Member states and of the respective stakeholders, according to the national legislation and regulations on assessment, recognition, certification and quality assurance. It is the Member states responsibility to decide on the implementation of the ECVET at the national level.

ECVET can require and promote transparency of:

- Qualifications and learning outcomes which are expected at the end of a VET programme or any type of learning pathway;
- Procedures (e.g. Quality assurance, assessment or recognition procedures);
- Learning processes (e.g. formal, non-formal and informal learning processes and pathways);
- Structures (e.g. organisations of the VET systems, institutional responsibility of stakeholders and practitioner, and so on).

### What a EU citizen must do to accede to a regulated profession

## FRANCE

The first step is to check if the profession is

regulated in France or not. To have a list of professional associations it is useful to contact the *Chambre des métiers* (handicraft chamber), or the nearest job center: <http://www.anpe.fr> or the professional associations. The complete references for regulated professions is on: <http://www.ciep.fr/enic-naricfr/rediplettr.htm#emploi>

Interested parties should also contact the French NARIC centre, called CIEP – *Centre International d'Etudes Pédagogiques*, at the Ministry of Education. Queries must be addressed to the *Direction des Relations Internationales et de la Coopération* (address: 110 rue de Grenelle, 75357 Paris SP 07) with certified copies of diplomas translated into French. Website: <http://www.ciep.fr/enic-naricfr/rediplettr.htm#emploi>, <http://www.ciep.fr/enic-naricfr/index.htm>

The profession of Engineer is not regulated in France. In fact, one can act as an engineer in a French company, but the title of *ingénieur diplômé* in France is ruled by *Commission des titres* ([http://www.commission-cti.fr/site\\_flash/en/page4\\_2.htm](http://www.commission-cti.fr/site_flash/en/page4_2.htm)). Every year, a number of foreign institutions can ask for an expertise by the *Commission des titres* to be recognized as a school delivering the French title of *Ingénieur diplômé*. To get this title, a person has to go through a procedure of validation of her/his experience contacting a school allowed to deliver the title of *Ingénieur diplômé*.

## GERMANY

On top of the profession regulated by the EU, the following professions are regulated in Germany:

- Pedagogical professions: teachers, educators, social workers, geriatric nurses, family assistants;
- Technical and handicraft professions: engineers, technicians, technical assistants, master craftsmen;
- Professions in the sector of production and control of foods: food analysts.

- Agriculture and forestry: landscape architects, horticulture engineers, forestry officers;
- Jurisdiction: lawyers, judges, notaries;
- Accountants, auditors, tax consultants.

Some professions (interpreters, translators, conservators, etc.) are regulated only in some regions (*Bundesländer*).

The competent national authority is entitled to check that:

- Regulated professions to be practised in the host country correspond to those for which applicants are fully qualified in their state of provenance;
- The duration and content of their training do not differ substantially from the duration and content of the training required in Germany.

The competent authority has four months to take a decision (recognition, proposal of compensatory measures, refusal). If the professions are the same and the training is substantially similar, the competent authority recognises the qualifications. If there are substantial differences between the professions, or between the duration or content of the training, refusal to recognise the qualifications is not justified but the competent authority may require compensatory measures. The authority also checks whether any professional experience is likely to cover gaps in knowledge, either in full or in part. A decision rejecting the application or requiring compensatory measures must be justified, and an avenue of appeal is possible.

Applications for recognition must be sent to the competent authority in Germany, together with a full list of the documentation required. The following documentation is normally needed:

- A document proving that the applicant is a citizen of a Member State.
- A diploma certifying that the applicant is qualified to practise the profession in the Member State.
- If the profession is not regulated in the Member State, applicants must provide

proof that they have practised it for at least two of the previous ten years.

Applicants must produce original documents (or certified copies) and translations into German; and must pay administrative costs.

There are many rules, which vary from one profession to another and from one region (Bundesland) to another. Applicants should contact the competent authority in the region in which they wish to practise.

## ITALY

In Italy, some access restrictions to the job market have been placed on applicants from new European Union member countries for the first two years of membership. The quota of nationals from new Community countries has been fixed at 20,000 under a Decree of the President of the Council of Ministers. This is the number who will be allowed access to the Italian labour market for 2004. Access conditions to the Italian job market are not, however, more restrictive than those existing at the date of the membership treaty and are more favourable than those available to nationals from non-community countries (<http://www.rassegna.it/2002/lavoro/articoli/rapporto-cnel/europa.htm>).

The procedure for setting up an employment relationship is simpler than that provided for nationals of non-community countries. Once they are admitted to work in Italy, nationals from new member states enjoy full equality of treatment with Italian workers for all aspects relating to employment and working conditions, they are exempt from the requirement of an entry visa, and the administrative procedures for the grant of the required authorisation to work are simplified.

The limitations laid down will not apply:

- To nationals of new Community states who are employed in Italy at the date of membership and have been admitted to the Italian labour market for an uninterrupted

- period of more than 12 months;
- To nationals of new Community states who have carried out work activities in Italy after membership for a uninterrupted period of 12 months or more;
- To people staying in Italy who are spouses or children (under 21 or legally dependant) of a national of a new Community state working in Italy and admitted to the Italian work market for an uninterrupted period of 12 months on the date of membership.

Clarification can be obtained from the Ministry of Employment and Social Policy, General management for Immigration (Via Fornovo 8 - 00192 Roma; Tel: +39.06.36754780, Fax: +39.06.36754769; email: [allargamentoue@welfare.gov.it](mailto:allargamentoue@welfare.gov.it)) or from the Provincial Employment Offices. The contact point can put applicants in touch with the competent authority.

The authority should be contacted for a full list of the documents required. As an indication, it is probable that the following have to be provided:

- A document proving that the applicant is a citizen of a Member State;
- Diploma certifying that the applicant is qualified to practise the profession in a Member State.

If the profession is not regulated in the origin country, it will be necessary to provide proof of having practised for at least two of the previous ten years, to produce original documents (or certified copies) and translations, and to pay administrative costs.

## POLAND

Applications for the recognition of professional qualifications are to be submitted to the competent authority for each profession. The employer undertakes formalities of an EU citizen. The list of competent authorities can be found in the database on regulated professions.

During the recognition procedure, the competent authority may ask the Bureau for Academic Recognition and International Exchange to issue an opinion on the level of education implied by the title. This Bureau is a state institution reporting to the Minister of National Education and Sport. Like the Polish ENIC/NARIC centre, it co-operates closely with the ENIC/NARIC network.

The Bureau co-ordinates and organises recruitment of Polish scientists and students for studies and training abroad. It also administers scholarships for foreigners studying in Poland. With regard to academic recognition, the Bureau gives information and opinions on foreign higher education institutions and diplomas on the basis of Polish legal acts and regulations, and international agreements.

Upon the opinion of the Bureau, the competent authority takes the decision on recognition and sends it to the applicant. If some evidence is missing, the competent authority may ask applicants to supply it. The decision on recognition of qualifications must be taken within four months after the submission of necessary documents.

Employment permit is valid for a specific work and period. With this permit the applicants can apply for a work visa (C 08 or D 08) at the Polish Diplomatic representative or Consulate in their country. Employment permit and work visa are compulsory documents to work legally in Poland.

For legal professions or architecture the applicant has to include her/his diplomas and certificates translated into Polish by a sworn translator.

## UNITED KINGDOM

Those wanting to work in the UK in a regulated profession, using qualifications gained outside the UK, must approach the competent authority in the UK. This authority is usually the professional association.

The Europe Open for Professions website

provides a the list of organisations that regulate professions in the UK. Further information is available at <http://www.dfes.gov.uk/europeopen>

Another option is to obtain a Certificate of Experience. Such a certificate states that a person satisfies the criteria laid down in Article 4 of the European Directive 99/42/EC that covers craft professions: it certifies that a person has gained professional experience in a craft/trade profession in the UK and details any qualifications attained in that profession.

Certificates of Experience can be obtained from national coordinators in the member countries, although contact can be made with the UK national coordinator to check whether the profession is regulated. Details can be found at <http://www.dfes.gov.uk/europeopen>

## References

European Directives 89/48/EEC of 21 December 1988 on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration and 92/51/EEC of 18 June 1992 on a second general system for the recognition of professional education and training to supplement Directive 89/48/EEC (they cover between them all regulated professions and occupations).

URL: [http://ec.europa.eu/internal\\_market/qualifications/general-system\\_en.htm](http://ec.europa.eu/internal_market/qualifications/general-system_en.htm)

Directive 92/51/EEC of 18 June 1992 on a second general system for the recognition of professional education and training to supplement Directive 89/48/EEC (it covers occupations below degree level).

URL: [http://ec.europa.eu/internal\\_market/qualifications/general-system\\_en.htm](http://ec.europa.eu/internal_market/qualifications/general-system_en.htm)

Kit "The recognition of study titles and professional qualifications", a working document produced within the Ergo-in-Net project and based on national reports written by the project's partners,

URL: <http://www.ergoinnet.net> (click on "Resources").



# 05

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chapter

## Career guidance on labour market

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## Introduction

*Labour Market information represents an important instrument for vocational practitioners working at national and European level. This lies, on the one side, in the relevant function counsellors perform between the vocational planning of counselees in sense of work, training or study possibilities and their real and concrete opportunities on the labour market. On the other side, the even more rapid changes as well as the different development that European labour markets undergo require from vocational practitioners a frequent and intensive updating process. With Europe facing a combination of skills shortages in certain regions or sectors and a lack of jobs in others, the ability of workers to broaden their expertise and adapt to new demands is more important than ever. In the European Union, free movement of persons is one of the fundamental freedoms guaranteed by Community law.<sup>34</sup>*

For this purpose, three different levels of labour market information closely connected to each other have to be taken into account. First, the global market and its economic and social consequences on the different national and regional markets. A relevant keyword here is the so called Globalisation process. Second, the European market as a whole, considered in the framework of the European integration process. Many factors do underline the existence of a European market, especially the deepening and enlargement process of the European Union as well as the continuously elaboration of labour market policies like i.e. the Lisbon Strategy. The third information level concerns the Member States individually. According to their circumstances and characteristics, each country tackles deficits on its labour market with quite different policies and measures. European commitments are often deployed in a very different way at national level. In this chapter, labour market information of France, Germany, Italy, United Kingdom and Poland will be presented in form of comparative overviews using the same analysis criteria.

## **Labour Markets at a global, European and national dimension**

### **The global market**

The so called Globalisation represents a long

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<sup>34</sup> In this sense, the declaration of 2006 as the *European Year of Workers' Mobility (EYWM)* aimed at raising public awareness and promoting debate on the opportunities and challenges of workers' mobility. For further information about legislation on free movement, rights and obligations of workers, frontier commuter, etc., as well as the events and activities for the EYWM see: <http://europa.eu.int/workersmobility2006>

period process characterised by a strong expansion of trade in goods and services and especially in capital flows. Dramatic reductions in transportation costs, an unprecedented increase in information processing capabilities, public policy measures aiming at lowering quantitative and tariff restrictions on trade and at the liberalisation of capital movements are also some of its further characteristics<sup>35</sup>.

Nonetheless, the benefits of this process are not shared equally across all countries and groups, revealing unbalanced outcomes in the middle term<sup>36</sup>. While globalisation is likely to benefit overall those countries, enterprises, institutions or groups that are able to participate in it, it does create problems for certain categories of the population: an example of this is the mixture of reduced relative wages and employment opportunities that have affected low-skilled workers in industrialised countries<sup>37</sup>.

Particularly for EU labour markets, globalisation raises three key issues:

- Aggregate employment. There is no evidence that countries with a higher degree of openness to trade, suffer from a higher rate of unemployment. The evidence also suggests that trade integration has had only a minor impact on the decline in employment in the sector most affected by trade – namely manufacturing<sup>38</sup>;
- Speed of reallocation of labour. One of the key failings of EU labour markets in the context of globalisation is the lack of speed with which displaced workers find new employment. The successful redeployment of labour remains critical to ensuring high levels of employment and alleviating the fear of globalisation, underlining the importance of lifelong learning, and regional and sectoral mobility of workers and wage flexibility to avoid regional pockets of lower employment<sup>39</sup>;
- Low-skilled workers. The extent to which increased globalisation with emerging countries with abundant supply of low-skilled workers adversely affects the prospects of low-skilled workers in the EU, either through downward pressure on wages, increased unemployment or lower participation<sup>40</sup>.

For further up-to-date information on global labour markets see following references:

- ▶ International Institute for Labour Studies:  
<http://www.ilo.org/public/english/bureau/inst/index.htm>
- ▶ Organisation for Economic Cooperation and Development (OECD)  
(→ Statistics → Labour): <http://www.oecd.org>
- ▶ Human Development Reports (publications):  
<http://hdr.undp.org>
- ▶ International Monetary Fund (publications):  
<http://www.imf.org/external/pubind.htm>

**35** European Commission (2002). *Responses to the challenges of Globalisation*, p. 5.

**36** European Commission (2004). *The Social Dimension of Globalisation*, p. 2.

**37** European Commission (2002). *Responses to the challenges of Globalisation*, p. 7.

**38** European Commission (2005). *Responding to the challenge of globalisation*, p. 9.

**39** *Ibid.*, p. 10.

**40** *Ibid.*, p. 11.



## The European Labour Market

The so called Lisbon Strategy was adopted in 2000 in Lisbon, Portugal, by the European Council and aims at making “the EU the world’s most dynamic and competitive economy” by the 2010 deadline. The main fields are economic, social and environmental renewal and sustainability. The Lisbon Strategy is heavily based on the economic concepts of innovation as the motor for economic change, *learning economy*, social and environmental renewal<sup>41</sup>. The *Lisbon strategy* set a target in 2000 of increasing the employment rate to 70%, women workers to more than 60%, the rate of employment for workers over 55 to 50% and to reduce the unemployment rate to about 5-6%, all to be achieved by 2010.

The *European Employment Strategy* (onwards EES) plays the leading role in the implementation of the employment objectives of the Lisbon Strategy. Within its framework, Member States are committed to foster three overarching and interrelated objectives in a balanced manner: full employment; improving quality and productivity at work; strengthening social cohesion and inclusion<sup>42</sup>.

The Lisbon process is now half-way and the results are not very satisfactory. There has been recently little progress towards the three objectives of the European Employment Strategy (EES)<sup>43</sup>:

- *Achieving full employment*: Especially in Denmark, Spain, Ireland, the Netherlands, Hungary and the United Kingdom unemployment periods are becoming shorter, and vacancies are being filled more

quickly. Nevertheless, as a result of the prolonged economic downturn, the increase in the overall employment rate has come to a standstill, with the rate in the EU25 stagnating at 63% in 2003 (55% for women and 40% for older workers). The Lisbon target of 70% by 2010 looks increasingly challenging. The employment rate of older workers has the largest distance to bridge towards the 50% target for 2010– without a spectacular increase in this rate; the overall 70% employment rate target will remain unattainable. Progress towards the female employment rate target of 60% has slowed. Women have a 57% employment rate target for 2005 and the 2005 overall employment rate target is 67%. Youth unemployment, at 18.7%, is around double the total unemployment level;

- *Improving quality and productivity at work*: Labour productivity growth has fallen dramatically, whereas progress in improving labour quality is mixed (the number of accidents at work remains high and progress is uneven). The synergies between quality in work and productivity are not fully exploited;
- *Strengthening social cohesion and inclusion*: The economic slowdown has raised the profile of social inclusion problems. Employment and unemployment disparities remain widespread not only among the member states but also among regions. Some countries, such as the UK, Poland and Denmark, showed increasing earnings inequalities in the 1990s, while others such as France display the opposite trend.<sup>44</sup> Of the 92 million inactive people (survey in 2004), at least 14% (or 13 million people) were willing and able to work. These inactive people, aged between 15 and 64, are neither

<sup>41</sup> Leney (2004). *Achieving the Lisbon goal*, p. 3. Main objectives of the Community policy are employability, business environment, adaptability, equal opportunities, quality of work; investment in human capital and training for all age groups. See: <http://www.labitalia.com/articles/Approfondimenti/2018.html> (last access: April 2006), or European Commission, *Proposal for Guidelines for Member States Employment Policies* (last access: June 2006).

<sup>42</sup> European Commission (2005). *Draft Joint Employment Report* p. 4.

<sup>43</sup> *Ibid.*, p. 2.

<sup>44</sup> European Commission (2005), *New EU report shows active labour policy can increase employment rate despite low growth*.

working nor registered as unemployed. They are out of the labour market due to education, training, not seeking work, family responsibilities or disabilities.

The enlargement of 10 new Member States in 2005 –the European Union’s biggest enlargement, the fifth since 1973<sup>45</sup>– has increased the complexity and diversity of situations across the EU, especially in national and regional employment and unemployment performances. Promoting access to quality employment, including access to training, and an income that enables full participation in employment and society, is key for social inclusion.

In the 2005 Spring Report to the European Council, the Commission presented a new approach to the Lisbon strategy focusing on growth and jobs, proposing to establish a new kind of partnership with Member States in order to intensify their commitment towards the European Employment Strategy<sup>46</sup>.

It also decided to focus efforts on two main areas: productivity and employment. To make things simpler and more coherent, there should be just one national growth programme and one EU growth plan<sup>47</sup>.

For further up-to-date information on the European Labour Market see following references:

- ▶ For general statistics: Eurostat (→ Labour Market)  
<http://epp.eurostat.cec.eu.int>
- ▶ For detailed statistics: Eurostat (→ Euro-Indicators → Browse → Population and Social Conditions → Labour Market): <http://epp.eurostat.cec.eu.int>
- ▶ European Commission (→ Employment & Social Affairs → Employment Analysis → Employment in Europe): <http://europa.eu.int/comm>
- ▶ Organisation for Economic Cooperation and Development (OECD) (→ Statistics → Labour): <http://www.oecd.org>
- ▶ Specially for job vacancies in the European Economic Area (EEA) (→ Find a Job → Search for a Job): <http://europa.eu.int/eures>

**45** European Commission (2003), *More unity and more diversity*, p. 4.

**46** European Commission, *Transposition of “Lisbon” Directive*.

**47** See European Commission (without year), *A new start for the Lisbon Strategy*.

## Reality of the labour market

The main instruments of Community policy are the following ones:

- *Employability*, or persons' ability and desire to find a job and to remain in the labour market;
- *Business environment*, or the assistance available for creating new businesses. Since 90% of new jobs are created in services, the Commission invites states to concentrate their efforts on this sector;
- *Adaptability*, or the ability of workers in business to adapt themselves to change through flexible forms of work. This adaptability, entailing the introduction of new flexible forms of contract and differentiated working hours particularly for young people and women workers, requires in any case a balance to be struck between flexibility on the one hand and work safety and job security on the other;
- *Equal opportunities*, understood as increased participation by women in the jobs market. The initiatives introduced in this field, perhaps the most effective of all tried so far, involve reconciliation of time at work and family commitments, particularly through child-care facilities;
- *Quality of work*, the willingness of governments to invest more, and more effectively, in *human capital and training for all age groups*.

The most recent European Union employment data show a degree of continuity in employment growth from the end of the 1990s and a reduction in unemployment. Nonetheless, many optimistic forecasts on economic conditions over the first ten years of the new century have had to be revised because of the events following 11 September 2001, the over-valuation of the Euro against the dollar and the falls in public investment as a consequence of restrictive budgetary policies.

The *Lisbon strategy* set a target in 2000 of increasing the employment rate to 70%, women workers to more than 60%, the rate of employment for workers over 55 to 50% and

to reduce the unemployment rate to about 5-6%, all to be achieved by 2010.

These objectives are still a long way from being reached. In 2003, the general rate remained stagnant at 63% (it was 63.3% in 2000 and 64.2% in 2002). Female employment has not risen above 55% and the rate for workers over 55 has remained at 40.2%. The worst employment figures relate to young people, with a considerable reduction since 2002. The unemployment rate was 8.5% in 2000 (EU-15) and 7.8% in 2002 while it is 8.9% in the EU-25.

The employment situation in countries in the European Union is variable. In the five European Union countries chosen for study, rates of employment and unemployment can be divided into different categories.

The advantages and opportunities offered by a Europe having 25 member states will have beneficial effects in many sectors. It could represent, among other things, a factor leading to the re-launch of the European economy and job creation in the wider market. The enlargement of the European Union will lead to a 30% increase in the European jobs market, also introducing added diversity. As time goes on the traditional immigration flows in search of work between the old and new members will become effectively a cross-community form of mobility of the workforce and governed exclusively by Community law.

### **The national labour markets in Italy, France, Germany, Poland and the UK**

In the five European Union countries chosen for this study, rates of employment and unemployment can be divided into different categories.

The United Kingdom belongs to the group of countries (including Sweden, Denmark and Ireland) that have achieved, or are in the process of achieving, the extremely optimistic development objectives set out in the Lisbon strategy. France (with Spain, Portugal, Finland and Austria) has started a reform process, which, according to the European Union

experts, ought to lead to results in line with expectations. Germany (with the Netherlands and Luxemburg) is in a good position to achieve the targets set, even if later than the date fixed. Italy (with Belgium and Greece) is experiencing delays in almost all official categories, particularly with reference to long-term unemployment<sup>48</sup>.

The labour market information of the countries involved in the Ergo-in-Net Project – France, Germany, Italy, United Kingdom and Poland – will be presented in the following paragraph through systematic overviews using following data ascertainment criteria (*Lisbon Strategy* criteria):

- Short description
- Regional differences
- Legal reforms
- Skills shortages
- Oversubscribed skills (surpluses)
- People under 25
- People over 55
- Women
- Sources on financial aid
- Networks for job seekers
- Vacancies
- Economic information
- Ministry of Labour (web address)

For further up-to-date information (in English) on the labour markets of France, Germany, Italy, United Kingdom and Poland see:

- ▶ Organisation for Economic Cooperation and Development (OECD)  
(→ By Country): <http://www.oecd.org/>
- ▶ For detailed statistics: Eurostat (→ General and regional statistics → Browse → General and regional statistics → Regions → Regional labour market):  
<http://epp.eurostat.cec.eu.int>
- ▶ See further addresses and references as listed below in each national overview under “Economic Information” and in the annexes to this chapter 5, to chapter 6 and to chapter 2.

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**48** See: <http://www.labitalia.com/articles/Approfondimenti/2018.html> (last access: April 2006), or European Commission, *Proposal for Guidelines for Member States Employment Policies* (last access: June 2006).

## The Labour Market in FRANCE

### Short description

For more or less 30 years, France has been facing constant problems of unemployment concerning a large number of people (*chômage de masse*). Structural rate of unemployment mainly due to a high rate of unemployment concerning youngsters under 25. Another phenomenon is the so called "long period of unemployment" (*chômage de longue durée*): more than one year or worse more than two years (concerns mainly elder people over 55). Period of unemployment is closely linked with personal qualifications. Almost four million people are assisted through different social help or grant. Some 800.000 youngsters are in a very precarious situation and have a great number of difficulties to find a job. In July 2006 the rate of unemployment was 8,9%.

- ▶ For a map of the territorial units see the annexes or [http://europa.eu.int/abc/maps/index\\_en.htm](http://europa.eu.int/abc/maps/index_en.htm)
- ▶ Further information at the EURES website, chapter "Living and working" (one chapter for each French region).

### Regional differences

Regions most affected by unemployment from 12 to 13% (and more): Provence-Alpes Côte d'Azur, Languedoc-Roussillon, Nord-Pas-de Calais. Despite of the size of the administrative district or the town, the situation for youngsters under 25 (either if they are women) is nearly the same. For the same age as long as men are concerned, it is better for them to seek jobs in small areas, rural district or cities under 20.000 inhabitants. All generations together: it is less difficult in small areas, even rural areas than in big cities. For men it is quite obvious since the rate of unemployment can go from 6,2% to 11,4% in big cities (over 200.000 inhabitants); for women, it can go from 9,6 % for rural areas to 12,2% in big cities.

- ▶ Further information at: [http://www.cohesionsociale.gouv.fr/UserFiles/File/Depliant\\_Cohesion.pdf](http://www.cohesionsociale.gouv.fr/UserFiles/File/Depliant_Cohesion.pdf) and <http://www.travail.gouv.fr/dossiers/CNE>

### Legal reforms

For about almost 30 years, the different governments have tried to reduce the unemployment rate and have initiated a number of programmes. The most recent is the so called "Plan for Social Cohesion" (*Plan de Cohesion Sociale*), that started at the beginning of 2005 (Ministry of Labour, Housing and Social Inclusion). In summer 2005, the government launched a new employment contract called "*contrat de professionalisation*" (for a period of two years the employer is likely to dismiss the employee).

**Skills shortages**

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All updated information could be found on the ANPE site:  
[http://www.anpe.fr/informations/sites\\_utiles/index.html](http://www.anpe.fr/informations/sites_utiles/index.html)

Building and construction more specifically mason, electrician/Hotel and catering: cooks, waiters / Metallurgical Industries: welder / Transports: truck drivers / Health, social area: nurses, nursing helps, helps for aged people. Specialized doctors as well and doctors and paramedical professions in rural regions / Commerce: sales representatives. / Seasonal jobs: grape, fruit and vegetables pickers / Job offers are mainly coming from small and medium companies. Here a list of skill shortages: [http://www.anpe.fr/espace\\_candidat/conseils/conseils\\_emploi/aides\\_embauche/metiers\\_qui\\_recrutent\\_5478.html](http://www.anpe.fr/espace_candidat/conseils/conseils_emploi/aides_embauche/metiers_qui_recrutent_5478.html)

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**Oversubscribed skills**

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Difficulties of recruitment in computer services, in electronics and microelectronics industries, in logistics and transports, paramedical professions in big cities such as Paris, Marseille, Lyon.

## People under 25

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24% of the labour force aged under 25 years are job seekers (in Europe 55% of young people have a job, only 26% in France). Around 150.000 youngsters end their school time without any validated qualification. Therefore, there is a number of state supported contracts or specific measures for them. Even for high qualified students the delay before finding a job may be of 6 months or more (nevertheless: the more qualification, the easier it is). Most of them start with temporary jobs or *stages*.

## People over 55

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During a long period, each time a company got redundancies elder employees were have been offered a pre-retirement (receipt of a salary percentage generally around 80% until the date of real retirement and without working). This was largely supported by the government. Nevertheless, it was recently asserted that the costs were very high and that these person's skills were definitely lost for the society. In 2003 the rate of employment for people between 55 and 64 years was 36,8%, (France is in the last ranking of the European countries; the objective of the EU is to reach 50% in 2010). Things are slowly starting to be different now: some companies are choosing elder people on a voluntary basis. Long period job seekers have got specific contracts for them in the new pal of social cohesion such as CI-RMA (*Contrat d'insertion revenu minimum d'activité*).

## Women

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► Further sources at: <http://www.femmes-egalite.gouv.fr> - <http://www.infofemmes.com>

The rate of employment for women is 11,10%, 9% for men (INSEE 2004). Women represent 45,9% of the labour force, 76,4% of literary studies and 27,8% in scientific studies. 29,8% of working women work part-time, 5,4% for men (INSEE 2003). Only one woman out of ten is a big company manager. Only 13, 7% are company managers and 34,4% are executives or in intellectual professions. They are mainly represented in the clerks category and intermediate professions.

## Disabled people

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► The site of the ministry for disabled people:  
<http://www.handicap.gouv.fr>

► The official site of employment for disabled:  
<http://www.handipole.org>

► All information on the new law concerning disabled people, especially the creation in all French "departments" of a "maison du handicap"; a sort of unique front office for disabled people on any kind of issues:  
<http://anpeda.projetloi.site.voila.fr/index.jhtml>

► For further information: <http://www.agefiph.asso.fr> (association whose mission is the access to labour market for disabled people).

**...financial aid**

- ▶ See also chapter on “Legal aspects”
- ▶ Explanations of the French system in English, Spanish, German and French under:

<http://www.assedic.fr/unijuridis/travail/pdf/Ntc266.pdf>; <http://www.assedic.fr/unijuridis/travail/pdf/Ntc268.pdf>

<http://www.assedic.fr/unijuridis/travail/pdf/Ntc267.pdf>; <http://www.assedic.fr/unijuridis/travail/pdf/Ntc265.pdf>

There is an unemployment insurance system, but only for those who have been dismissed and have specific requirements (working days, social security contributions, etc). More information in the website of *assedic*, the organization for collecting and paying the unemployment insurance at <http://www.assedic.fr>.

**...networks for job seekers**

- ▶ See the list of job search websites in the annexes of this chapter (and also chapter 8, chapter 2 and chapter 6).

Job centres, job centres for executives, Job centres for youngsters from 16 to 26 (*missions locales* or PAIO), AFIJ (association for young graduate job seekers). A general portal for all these services <http://www.orientation-formation.fr/>

- ▶ See the list of job search websites in the annexes of this chapter.

Online job offers:  
<http://www.anpe.fr> - <http://www.apec.fr> - <http://www.afij.org> - <http://www.apecita.com> (agriculture and food industries).

For a directory with all main sites for vacancies see at <http://www.crefac.com>

**...job vacancies**

*Le Guide des Entreprises qui Recrutent*

*Le Guide des Opportunités de Carrières*

*Kompass Directory:* <http://www.kompass.fr>

<http://www.lesannuaires.com/annuaire-entreprise.html>

For a specific network dedicated to job offers abroad depending on the ANPE and the Ministry of Foreign Affairs see at: <http://www.emploi-international.org>



**...economic  
information**

*Courrier cadres*: useful information for executives at:  
<http://www.apec.fr>

Economical magazines: <http://www.lexpansion.com> (frequently with a ranking of the most dynamic companies in France);  
<http://www.lentreprise.com>

<http://www.usinenouvelle.com> Daily papers: <http://www.lemonde.fr> - <http://www.lesechos.fr> (economic paper); CEREQ (expertise pole on the evolution of qualifications): <http://www.cereq.fr/publicpoleofexpertise.htm> - CARIF network at: <http://www.intercarif.org>

<http://www.jobnet.de> - <http://www.euroleaders.com>

**...Ministry  
of Labour**

Ministry of Employment, Housing and Social Cohesion: <http://www.travail.gouv.fr> (also thematic issues: apprenticeship, youngsters, European Social Fund, Vocational and Educational Training (VET), social cohesion, validation of skills).

## The Labour Market in GERMANY

### Short description

The German unemployment rate with 8,3% is in the top in the European Union. The sharp rise in the unemployment figures from 2006 is largely due to the fact that more people, particularly former recipients of income support, who now receive the (actually controversial) class-II unemployment benefit, are now classed as unemployed. This means that people, who used to be numbered among the latent manpower reserve, are now shown as registered unemployed persons. Therefore, the labour-market statistics include more unemployed young, older and low-skilled people. On average, unemployed people in Germany remain out of work for longer than in other countries (long-term unemployment). The German labour market is not sufficiently dynamic. The process of placement of job seekers is too lengthy and complicated. The parallel systems of unemployment and social security benefit represent an expensive solution.

### Regional differences

- ▶ For a map of the territorial units see the annexes or [http://europa.eu.int/abc/maps/index\\_en.htm](http://europa.eu.int/abc/maps/index_en.htm)
  - ▶ For up-to-date regional statistics (in German and English): [http://www.statistik-portal.de/Statistik-Portal/en/en\\_jb02\\_jahrtab13.asp](http://www.statistik-portal.de/Statistik-Portal/en/en_jb02_jahrtab13.asp)
- The Federal States of Bavaria, Baden-Württemberg and Hesse belong to the regions (*Länder*) with a good labour market in Western Germany. In Eastern Germany, Thuringia has registered the lowest unemployment rates. Saarland and Bremen have a difficult labour market. The latter registered the highest unemployment rate in Western Germany. Mecklenburg-Western Pomerania and Saxony represent the regions with the highest rate in Eastern Germany.

### Legal reforms

In 2003, the Federal Government launched a comprehensive reform process with the Agenda 2010 that aimed at providing reductions in non-wage labour costs, significant tax cuts, incentives for investment and the removal of unnecessary bureaucracy. In 2005, the Federal Government introduced a number of laws aimed at modernizing the labour market (*Hartz Laws*) and creating new employment opportunities through Personnel Service Agencies, Job Centres, the mini-job model etc. (mini-jobs involve small-scale employment with maximum monthly income of Euro 400. For the employees, these earnings are not subject to taxes or other deductions). For long-term unemployed, that means people who have been out of work for one year and more, the Federal Government set up a special programme entitled *Work for the long-term unemployed*. The *Act of part-time work and fixed-term employment contracts* is a tool to enhance the flexibility of employees and companies. By enabling employers to respond flexibly to new trends and demands in the labour market, it is contributing towards job security and towards boosting employment.

### **Skills shortages**

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- For up-to-date statistical information see at:  
<http://www.destatis.de/indicators/d/lrerwueb.htm>

Hospitals, architectural practices, the software industry and research and development establishments are looking for staff. Hospitals look for specialised practitioners in the fields of surgery, internal medicine, gynaecology, orthopaedics, anaesthetics and intensive care. The average time taken to fill vacancies is currently being exceeded in the recruitment of computer scientists, aerospace engineers, construction and welding engineers and mechanical engineers. Vacancies for pharmaceutical consultants and for physicians have not been quickly filled either. Industrial engineers; construction and welding engineers and graduates in automotive engineering, communications technology and mechanical engineering. Electrical engineers specialising in medical technology; graduate engineers who specialise in digital technology; graduates in applied physics; computer scientists and programmers.

### **Oversubscribed skills**

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- For further information see:  
<http://www.pub.arbeitsamt.de/hst/services/statistik/detail/a.html>

Cooks, sellers, nurses, metalworkers, gardeners. Fully-qualified traders, graduates in business management.

- ▶ Regularly up-to-date statistical information at:  
<http://www.destatis.de/indicators/d/arb430ad.htm>

### People under 25

The unemployment rate for people under 25 is very high, actually by 18,3% (July 2006). The "Jump plus" programme is targeted at young recipients of social welfare and unemployment benefits between the ages of 15 and 25 and offers opportunities for qualification and employment. Young jobless people receive special help from the Federal Employment Agency with up-skill training measures.

The unemployment rate of older employees reached its peak in 2003, but it was still lower than the EU average.

### People over 55

The aim of raising the employment rate for older employees (aged between 55 to 65) presents a major challenge for society as a whole.

To offer employees the opportunity to upgrade their skills and to eliminate qualification deficits is a cornerstone of the active labour market policy.

### Women

The "Act on Part-time Work" is targeted at women who wish to combine more easily work and family life. The number of part-time employees rose to around 7,2 millions in 2003. The unemployment rate for women was at the end of July 2006 8,5%- showing a slight decline in comparison to 2003 and 2004. This continuous increase in the employment rate of women over the past few years continues at present and is consolidating that the unemployment rate of women in Germany is lower than that of men.

Local employment agencies dispose of special teams for the integration of people with disabilities (Reha-Teams). The teams offer information, counselling, placement possibilities and support in matters of vocational guidance, professional training, labour and also at risk of unemployment. Further information: [http://www.gewinndurcheinstellung.de/webcom/show\\_page.php/\\_c-1123/\\_nr-1/i.html](http://www.gewinndurcheinstellung.de/webcom/show_page.php/_c-1123/_nr-1/i.html) (in German).

### Disabled people

Jobs Without Barriers' (Jobs ohne Barrieren) is an initiative launched by the Federal Ministry of Health and Social Security in cooperation with employers, unions, disability associations and organisations, the Federal Employment Agency. More information: <http://www.bmas.bund.de/BMAS/Navigation/Teilhabe-behinderter-Menschen/jobs-ohne-barrieren.html>

More information about associations, institutions and initiatives to promote training and employment for disabled people at: [http://www.bildungserver.de/zeigen\\_e.html?seite=1008](http://www.bildungserver.de/zeigen_e.html?seite=1008)

### ...financial aid

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- ▶ See also chapter 8 and in the annexes.

The above mentioned reforms introduced special aid for the creation of new businesses-transitional grants and support for one person-start-ups (Ich-AG or Me plc). The "Capital for Work" programme offers a financial package of up to EUR 100,000 to make it easier for small and medium-sized businesses to employ job seekers on a permanent basis. From March 2004, an extension of the programme entitled "Capital for Work and Investment" will fund investment that create new jobs and or safeguard existing ones. The promotion of business start-ups and existing small and medium-sized enterprises continues at a high level in Germany.

The unemployment insurance benefit is a monthly benefit that sets at 67% of the recipient's last net wage. Unemployment benefits are paid for a period of 6 to 32 months, depending on the recipient's age and their length of membership in the insurance system. After a means-test and asset-test of both the claimant and their spouse, unemployment assistance can be paid as a follow-up benefit.

### ...networks for job seekers

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- ▶ See the list of job search websites in the annexes of this chapter (and also chapter 8, chapter 2 and chapter 6).

Contact principally the German Federal Employment Agency (178 local Agencies nationwide): <http://www.arbeitsagentur.de>

- ▶ See the list of job search websites in the annexes of this chapter.

Federal Employment Agency: <http://www.arbeitsagentur.de>  
(→ *Arbeit- und Ausbildungssuchende* → *Stellenangebote suchen*).

### ...job vacancies

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Private recruitment agencies (since 1994 permitted). Information through the Federal Association for Private Recruitment (*Bundesverband Personalvermittlung e.V.*) at: <http://www.bpv-info.de>

Online job market: <http://www.stepstone.de> - <http://www.jobpilot.de> - etc. For an exhaustive list see <http://www.stellenboersen.de/stellenboersen/bundesweit>

**...economic  
information**

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Institute for Employment Research (IAB, *Institut für Arbeitsmarkt- und Berufsforschung*, <http://www.iab.de>).

Federal Statistical Office (information and statistics in English): [http://www.destatis.de/themen/e/thm\\_erwerbs.htm](http://www.destatis.de/themen/e/thm_erwerbs.htm)

Another research institutes: *Deutsches Institut für Wirtschaftsforschung* (<http://www.diw-berlin.de>); *Finanzwissenschaftliches Forschungsinstitut an der Universität zu Köln* (<http://www.wiso.uni-koeln.de/finanzfors>); *ifo Institut für Wirtschaftsforschung* (<http://www.ifo.de>); *Institut der deutschen Wirtschaft Köln* (<http://www.iwkoeln.de>). For a complete list of research institutes in Germany see: <http://www.deutschland.de/rubrik.php?lang=1&category1=20&category2=58&modus=versenden&aktion>

Newspapers: *Das Handelsblatt* (<http://www.handelsblatt.com>); *Die Wirtschaftswoche* (<http://www.wirtschaftswoche.de>); *Frankfurter Allgemeine Zeitung* (<http://www.faz.net>) among many others.

**...Ministry  
of Labour**

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<http://www.bmwa.bund.de/Navigation/ministerium.html>

## The Labour Market in ITALY

### General information

#### Short description

- ▶ For further information see the general indicators at:  
<http://www.welfare.gov.it> (→ *lavoro* → *statistiche e studi* → *indicatori chiave*).

The general situation in Italy has a positive trend: the employment rate is 57,1% and the unemployment rate is 8,2% for the first quarter of 2005 (average unemployment rate for 2004 is 8%). The number of employed people is 22.373.000 units, so the increase on yearly base is 1,4%. Unemployment rate presents a territorial gap (see paragraph below), a generation gap (in fact unemployment rate for young people under 25 is 24%, mainly in Southern regions) and a gender gap (a high percentage of women in Southern regions have decided to give up job demand).

#### Regional differences

- ▶ For a map of the territorial units see the annexes or  
[http://europa.eu.int/abc/maps/index\\_en.htm](http://europa.eu.int/abc/maps/index_en.htm)

The territorial gap is one of the major characteristics of Italian labour market: North-West and North-East regions are the leading ones, Southern regions have an average unemployment rate of 15%, even higher among young people from 15 to 24. Northern regions have an average unemployment rate of 4,5% and the Central ones of 6,5%.

#### Legal reforms

- ▶ For further information consult the database of legal Acts for labour reforms at: <http://www.welfare.gov.it> (→ *norme*).

The *Biagi Reform* took place in 2003 with Law No. 30 and became effective with DLGS No. 276 in the same year. It gave a new frame to the labour market in Italy changing employment public services, type of contracts and labour protection.

### Labour situation: branches

#### Skills shortages

Paramedical sector: trained nurses and physiotherapists / Information technology sector: electronic engineers / Working class: skilled welders, carpenters, blacksmiths, electricians, founding plants attendants / Tertiary sector: cooks, sales assistants and waiters.

#### Oversubscribed skills

Difficult to reintegrate are workers over 50 in "CIG" or *mobilità*, unskilled workers, women after a period of inactivity, mainly without a specific background or professional competence.

► For further information see: <http://www.welfare.gov.it/statistiche/mercatolavoro/default.htm>

### People under 25

Young people under 25 usually spend 19 months to get employed. The average unemployment rate for young people under 25 is 24%, but it is characterised by a territorial gap: 10-15% in the North and 39,2% in the South. Young people labour market is also characterised by an high percentage of “atypical contracts” and temporary jobs. The *Biagi Reform* gives facilities to companies which employ under 25.

### People over 55

In Italy, only 31% of people over 55 are still working, mainly in the public administration, agriculture and trade sectors. One of the biggest problems is the expulsion of people over 45 (too young for retirement and too old to be employed again). The *Biagi Reform* has introduced special action programmes for over 45 to promote their reintegration in the labour market.

### Women

The women unemployment rate is 10,3%, the percentage of employed women is 41,9%, the gap between men and women is about 30 points. The rate of employed women over 50 still working is only 16,9%. One of the main characteristics is the familiar burden that affects mainly women: in fact only 50 out of 100 women work if they have children. Gender segregation for sectors and career is linked also to the presence of wage differential.

### Disabled people

Local employment agencies dispose of special teams for the integration of people with disabilities according to what envisaged by the Italian Law. The teams offer information, counselling, placement possibilities and support in matters of vocational guidance, professional training, labour and also at risk of unemployment. Further information: <http://www.provincia.bologna.it/handicap/normativa/lavoro.html>

Associations: <http://www.accaparlante.it/cdh-bo/index.htm>

Internet resources for people with disabilities: <http://www.handimpresa.it/handimpresa/home.do> - <http://www.handylex.org/index.shtml>



**...financial aid**

- ▶ See also chapter 8 and in the annexes.

In the social security cushion system there is a financial aid for unemployed people, but it is an economic support only for those who have been dismissed and have specific requirements (working days, social security contributions, etc). For those companies that have temporary difficulties there is a substitute income of the salary called *cassa integrazione guadagni*.

**...networks for job seekers**

- ▶ See the list of job search websites in the annexes of this chapter (and also chapter 2).

Public employment centres, vocational training centres, social services.

**...job vacancies**

- ▶ See the list of job search websites in the annexes of this chapter (and also chapter 8, chapter 2 and chapter 6).

Public employment centres: *Centri per l'Impiego*

The Employment Services are organised on a regional and provincial basis and you can find the address of the nearest *Centro per l'Impiego* in the telephone directory, or Yellow Pages (<http://www.paginegialle.it>) or at <http://www.welfare.gov.it>

Temporary work agencies.

Job offers on newspapers: <http://www.bollettinodellavoro.it> - <http://www.corriere.it/lavoro>; <http://www.jobtel.it> - <http://www.cliccalavoro.it> - etc.

For job vacancies in Europe: <http://www.centrorisorse.org> - <http://www.welfare.gov.it/euopalavoro>

**...economic information**

<http://www.ilsole24ore.com>

<http://www.italiaoggi.it>

<http://www.milanofinanza.it>

<http://www.italialavoro.it>

**...Ministry of Labour**

<http://www.welfare.gov.it>

## The Labour Market in POLAND

### Short description

- For current statistical information about the Polish labour market see: <http://www.psz.praca.gov.pl> and <http://www.stat.gov.pl>

The situation on the labour market in Poland is rather difficult because of constantly very high rate of unemployment. It has been mainly caused by large scale restructuring of Polish economy during the last 1,5 decade. In November 2005 unemployment rate came to 17,3 % (2.723 million registered unemployed). Among the unemployed 22,7% were young people (under 25); 16% people over 50; 66,6% were out of work longer than 12 months and 87% hadn't a right to an unemployment benefit. The unemployment rate among women was 54%. The activity rate in the second quarter of 2005 was only 54%. Currently the main problems of Polish labour market are: high non-wage costs of work, low skills level of unemployed, insufficient number of employees in PES. At present we can observe more and more positive changes due to founding new companies and developing already existing firms, mainly in SME sector.

### Regional differences

- For a map of the territorial units see the annexes or [http://europa.eu.int/abc/maps/index\\_en.htm](http://europa.eu.int/abc/maps/index_en.htm)

In November 2005 the highest unemployment rate was in following voivodships in Northern Poland: Warmińsko-Mazurskie (27%), Zachodniopomorskie (25%), Kujawsko-Pomorskie (22%) and Lubuskie (23%). These regions are mostly agricultural as there were placed huge State Farms. As a result of transformation processes most workers lost their job. Aforementioned regions receive some small financial support for investments. A difficult situation can also be observed in other voivodships where the economy of locality was based mainly on one big factory or unilateral industry and transformation processes resulted in group dismissals. The lowest unemployment rate was in following voivodships: Małopolskie (13,5%), Mazowieckie (13,7%), Podlaskie and Wielkopolskie (rate below 15%). The best situation is in big towns: Poznań (6,6%), Kraków (7,1%) Katowice (7,2) and Warszawa.

### Legal reforms

- For further information about law regulation concerning labour market see <http://www.mps.gov.pl> (→ labour-law → employment & labour law).

The functioning of labour market is regulated by the "Act on Promotion of Employment and Labour Market Institutions" from 20th April, 2004. The Act is completed by the government detailed regulations.

### **Skills shortages**

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► For further information see <http://www.rcss.gov.pl/mzppp>

There are skills shortages in following branches: managers, salesmen, engineers, building workers, financial personnel, secretaries, specialists in social sciences, teachers at non-elementary levels of education, gastronomy and private service (caring of elder people, masseurs), ICT specialists.

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### **Oversubscribed skills**

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► For further information see <http://www.rcss.gov.pl/mzppp>

In Poland there is more than 200 'overflowed' professions– they are mainly related to low and medium level of education. In this group there are also artistic professions, teachers of wide range of branches especially at elementary level of education. The information is accessible on website <http://www.rcss.gov.pl/mzppp>

## People under 25

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- For further information about programs (also School Career Centres) see: <http://www.mps.gov.pl> - <http://www.psz.praca.gov.pl> - <http://www.1praca.gov.pl> - <http://www.ohp.pl>

Youth unemployment rate is very high, higher than total unemployment rate. Polish law obliges poviats labour offices to provide unemployed people, under 25, with a proposal of employment, other gainful work, an apprenticeship or employment within the framework of subsidised or public works for the period of 6 months from the day of registration, but it doesn't work efficiently because of small number of job offers. There are some government programs targeted on youth, the most important are: *The First Job Program* which enables graduates getting vocational training by promoting periodic employment, practice and voluntary work and *The First Business* which consists of 3 parts: training, counselling and loans to set up own business. In Poland operates the *Voluntary Work Corps* - national organisation financed from public resources, established for support young people in danger of social exclusion. Academic Career Offices, School Career Centres, NGOs and other institutions support the beginning of career of young people.

- Information accessible at: <http://www.psz.praca.gov.pl> - <http://www.undp.org.pl/nhdr2004>

## People over 55

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The Act on Promotion of Employment and Labour Market Institutions from 20th April, 2004 indicates some activities of public employment service to support older people (over 50) on the labour market. People at the pre-retirement age should improve their qualifications, re-skilling or undergo social rehabilitation. This requires significant broadening of educational opportunities in the area of lifelong learning. The government try to support the activity of older people by the programme "50+ ". This program includes among others following rules - poviats labour offices are obliged to propose these people during first 6 months of their being on relief of unemployment benefit: placement, other kinds of work, training in the place of work; Individual Action Plan for long term unemployed; subsidising the employment; making short-term work more popular, etc.

## Women

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- ▶ For general information about women situation in Poland see: <http://www.undp.org.pl/nhdr2004>; also website Women's Rights Centre at: <http://www.temida.free.ngo.pl>  
Statistical data are presented on: <http://www.psz.praca.gov.pl>  
- <http://www.stat.gov.pl>

Women in Poland, in comparison to men, have relatively higher qualifications and are more interested in improving them. In spite of this, women are less active on the labour market, the rate of employment is lower for women (47,2%) than for men (62,4%). Women more often than men work in public sector; women's participation in higher management is relatively low. Women's salaries are lower in comparison to men's salaries. Most significant causes for the inequality in the status of women on the labour market are institutional and cultural background and perception of the role of a woman. The family functions of women dominate over others (i.e. it is mother who is expected to take care of a child). The vocational and language training, financial aid for entrepreneurship and psychological support is offered to unemployed women, especially with low qualifications and returning on the labour market after maternity leave. These are realised by poviat labour offices, high schools, training institutions and non-profit organisations using European Social Fund.

## Disabled people

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Actions for the benefit of the disabled are performed by the national government and local governments. The tasks for the benefit of the disabled are also performed by non-governmental organisations of disabled persons or NGOs that act for their benefit.

The supervision, in terms of content, over the execution of tasks specified by the relevant Act is performed by the Government Plenipotentiary for Disabled People – Secretary of State in the Ministry of Labour and Social Policy. The advisory body to the Government Plenipotentiary for Disabled People is the National Consultation Council for Disabled Persons.

Fund for Rehabilitation of Disabled Persons (PFRON) is the state's targeted fund established on 1 July 1991. The Fund's resources are used to establish new and retain the existing jobs for the disabled, to fund social rehabilitation of such persons and co-finance tasks under governmental programmes (<http://www.mpips.gov.pl>).

**...financial aid**

- ▶ See also chapter 8 and in the annexes.

Financial aid for unemployed accomplished by Poviát Labour Offices: unemployment benefits; training loans; pre-retiring benefits; funds for employers (preparing work place for unemployed). Financial aid for entrepreneurs: loans, refundations, credits, tax reductions accomplished by: Ministry of Labour and Social Policy (<http://www.psz.praca.gov.pl>); Micro Fund (<http://www.funduszmikro.com.pl>); Polish Agency for Development Entrepreneurship (<http://www.parp.gov.pl>); Micro Initiative (<http://www.inicjatywamikro.pl>); Rural Development Foundation (<http://www.fww.org.pl>); Foundation for the Development of Polish Agriculture (<http://www.fdpa.org.pl>); "Your Business" Action (*Akcja "Postaw na swoim"*, <http://www.postawnaswoim.pl>).

**...networks for job seekers**

- ▶ See the list of job search websites in the annexes of this chapter (and also chapter 8 and chapter 2).

Public employment service: poviát and voivodship labour offices <http://www.psz.praca.gov.pl> - employment agencies: <http://www.kraz.praca.gov.pl> - Academic Career Offices: <http://www.biura-karier.net> - Voluntary Work Corps: <http://www.ohp.pl>

**...job vacancies**

- ▶ See the list of job search websites in the annexes of this chapter (and also chapter 8, chapter 2 and chapter 6).

Local newspapers, Poviát Labour Offices, work kiosks, in Voivodship Labour Offices, Voluntary Labour Corps, private work agencies, vocational counselling agencies. Websites: <http://www.pracuj.pl> - <http://www.praca.gov.pl> - <http://www.gratka.pl> - <http://www.praca.wp.pl> - <http://www.pracadlaciebie.pl> - <http://www.bestoferta.pl> - <http://www.pracaonline.pl> - <http://www.topjobs.pl> - <http://www.webjobs.pl> - <http://www.jobs.pl/>; <http://www.jobpilot.pl> - <http://www.kariera.wprost.pl> and many others.

**...economic information**

Newspapers and magazines: *Rzeczpospolita* (<http://www.rzeczpospolita.pl>); magazine *Public Service*: <http://www.sluzbapracownicza.gov.pl> - magazine *Pulse of Business* <http://www.pb.pl> - magazine *Own Firm (Wlasna firma)*; portal for Enterprise: <http://www.ipis.pl>

Institutions: Ministry of Economy: <http://www.mgip.gov.pl> - Main Statistical Office (GUS): <http://www.stat.gov.pl> - News Service of Labour Offices: <http://www.psz.praca.gov.pl>

**...Ministry of Labour**

Ministry of Labour and Social Policy, 00-513 Warszawa, ul. Nowogrodzka 1/3/5 – <http://www.mps.gov.pl>

## The Labour Market in UNITED KINGDOM

### Short description

The unemployment rate is among the lowest in the OECD. For 2003, the UK had an overall employment rate of 74.7% (79.2% for men and 69.8% for women) and an overall unemployment rate of 5% (5.6 for men and 4.4% for women). In Autumn 2004, 27.9 million people were working in the UK. Key employment sectors include wholesale and retail trade; manufacturing; health and so-cial work; and real estate, renting and business activities (including IT and professional services) - together accounting for over half of the UK workforce.

### Regional differences

► For a map of the territorial units see the annexes or [http://europa.eu.int/abc/maps/index\\_en.htm](http://europa.eu.int/abc/maps/index_en.htm)

The UK is home to nearly 60 million people, and is comprised of 9 English regions, Northern Ireland, Scotland and Wales. All regions of England and of the Devolved Administrations have areas with high employment and low employment, often close to each other. The highest rates of joblessness are found within relatively small geographical areas mostly the size of a local authority ward or less. These concentrations are found in rural areas as well as the bigger towns and cities. However, the trend across the UK does show variations between the English regions, Scotland and Wales. Unemployment rates in Scotland (5.4 %), the North East (6.5 %) and, most notably, London (7.1 %) are substantially higher than the national average. There are just over 10 percentage points between the lowest employment rate (68.5 %), in the North East, and the highest employment rate (78.9 %), in the South East.

**General information**

► For further information see: <http://www.dwp.gov.uk>  
(→ Advisers and professionals → The Law Volumes).

**Legal reforms**

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There are a number of initiatives to improve employment. Active and preventative measures for the unemployed and inactive including the modernisation of the New Deals - Newdeal is a major component of the government's strategy to facilitate the reinsertion of the unemployed into the workforce. Reforms now exist to help lone parents and couple families. There has been a national modernisation of the Public Employment Services Support from the European Social Fund. More help is available for Job Creation and Entrepreneurship, small firms, women entrepreneurs. The development of Human Capital and Lifelong Learning is being promoted, as is active aging. Gender inequality is being addressed and more child support is available. The national minimum wage has been increased and there are child and working tax credits. The European structural fund is being used to address regional employment disparities.

Reforms are aiming to up skill and retrain workers. Employers are being encouraged to continuously train their employees. Learndirect is an online service available to the public wanting information and advice on up skilling and/or retraining. The roots of inactivity are being tackled by encouraging young people to stay in education or training post the age of 16.

**Labour situation: branches**

**Skills shortages**

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Medical professions, security, machine operators, drivers, cleaners, cooks, institution-based personal care workers, shop sales persons and demonstrators, social work associate professionals, receptionists and information clerks, primary education teaching associate professionals and labourers.

**Oversubscribed skills**

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The demand for labour in the manufacturing and agricultural and energy sectors has declined. To a lesser extent construction, transport and communication, banking and skilled trade occupations are also on the decline. This is usually affected by economic downturns when dismissals/compulsory redundancies take place.



## People under 25

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The change in the employment level was markedly different for young men and women. Male 16+ employment was largely unchanged (up to 9,00 on the year) while female employment was up 142,000. 16-17 and 18-24 (also 25-34) saw falls in the employment rate.

Work-based learning includes Apprenticeships and Entry to Employment (E2E) where financial help is provided.

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## People over 55

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The UK has an employment rate for the 55-64 age group of 56.2% (65.4% for men and 47.3% for women). The UK is tackling the problems encountered by over 50s to remain in or re-enter the labour market. The Government's programme: an ambition of an 80 per cent overall employment rate, including a million more older workers; age equality in employment law in 2006; an improved Age Positive campaign to help change employer attitudes; new pension rules to give incentives to stay in work; better information and guidance so people can reskill and plan for later careers and retirement; new rights for carers; reform of Incapacity Benefit, helping people back into work.

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## Women

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The overall employment rate for women in the UK has been improving over time and at 68.8% at the end of 2003 is among the highest in the EU. UK policies under this Guideline and in response to the gender equality recommendation focus on addressing the gender pay gap, tackling occupational segregation and increasing attachment to the labour market.

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## Disabled people

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In spring 2003, there were about seven million people of working age with long-term disabilities in the United Kingdom, of whom just under half were in employment. *New Deal for Disabled People* is a voluntary programme delivered through a network of Job Brokers who have been chosen by Jobcentre Plus because of their experience of working with people with health conditions or disabilities.

Disabled people's employment resources: [http://www.support4learning.org.uk/jobsearch/disabled\\_people\\_s\\_employment\\_resources.cfm](http://www.support4learning.org.uk/jobsearch/disabled_people_s_employment_resources.cfm)

Source: *National Statistics, Jobcentre Plus and Support 4 Learning websites.*

**...financial aid**

▶ See also chapter 8 and in the annexes.

There are more financial aids now and better training is being undertaken by the workers that deal with unemployed people or indeed employed people wanting careers information or advice. The labour market called *Jobcentre Plus* or *Jobcentre*. Information is available from the Department for Work and Pensions (see website at <http://www.dwp.gov.uk>).

**...networks for job seekers**

▶ See the list of job search websites in the annexes of this chapter (and also chapter 8 and chapter 2).

The labour market called Jobcentre Plus or Jobcentre with offices throughout the UK, who can help you find work locally, nationally or internationally. Look under *Jobcentre Plus* or *Jobcentre* in the directory or call Jobseeker Direct: +44.845.6060234.

Recruitment agencies, websites (such as <http://www.monster.com>) and many others. For young people there is the careers service (*Connexions* in England is for young people and the *IAG - Information, Advice and Guidance* is for adults). Scotland and Wales have all-age careers services and adults in Northern Ireland have EGSA (Educational Guidance Service for Adults).

**...job vacancies**

▶ See the list of job search websites in the annexes of this chapter (and also chapter 8, chapter 2 and chapter 6).

Labour offices, recruitment agencies, websites, newspapers, etc.

**...economic information**

<http://www.nomisweb.co.uk> (official labour market statistics for local and national areas).

<http://www.statistics.gov.uk> (home of Official UK statistics).

<http://www.dwp.gov.uk> (Department for Work and Pensions).

<http://www.lse.ac.uk> (London School of Economics).

<http://www.dti.gov.uk> (Department for Trade and Industry).

<http://www.cesi.org.uk> (Centre for Economic and Social Inclusion).

<http://www.ssda.org.uk> (Skills Sector Development Agency).

<http://www.lsc.gov.uk> (Learning Skills Council).

<http://www.dfes.gov.uk/trends> (Department for Education and Skills – Labour market trends).

<http://www.jobcentreplus.gov.uk> (Labour office).

Publications such as the *Economist* and the *Financial Times*, etc.

**...Ministry of Labour**

Department for Work and Pensions:  
<http://www.dwp.gov.uk>

## **SOME SHORT GENERAL TIPS FOR JOB SEEKERS IN THE EU/EEA**

EU/EEA nationals have the right to live and work in EU countries without a work permit, and the same rights as nationals with regard to pay, working conditions, and access to housing, vocational training, social security and trade union membership. Families and immediate dependants are entitled to join them and have similar rights.

Exceptions – Isle of Man, Channel Islands (see special entry: UK).

See also chapter 8.

### **Legal issues and contracts of employment**

The employment protection in your country's legislation, however, does not extend to work wholly or mainly outside your own country. The detailed terms and conditions of employment are a matter of agreement between the employer and you. Where possible, get the terms and conditions of employment in writing before you leave your own country.

If offered a contract, check carefully the terms and conditions of employment (including disciplinary procedures and performance conditions). Make sure you fully understand what is written in the contract before signing it. The employer may be able to provide you with a copy in your own language; otherwise you may need to seek help with translation. Check the method and frequency of your pay. Also ask about relocation expenses and accommodation arrangements and whether you will get help with costs and what conditions apply. You are likely to be paid directly into a bank: find out what documentation is needed to open an account – your own bank may be able to help. See also the annexes and chapter 8.

### **Self-employment/setting up a business**

*Prerequisites:* EEA nationals have the right to set up as a self-employed person anywhere in the EU but some countries may require an ad-

ditional permit, enrolment with the Chamber of Commerce, or evidence of relevant working experience or qualification. Check the country in question (e.g. Italy, Germany).

*Social Security:* if you are a self-employed person you may be exempt from paying contributions for up to 12 months providing you continue to pay contributions in your own country and hold the exemption certificate E101.

It may happen that your work, unexpectedly, lasts longer than 12 months. You can carry on being insured under your own country's scheme for not more than another 12 months. Before the end of the first 12 months you should ask for form E102 from the insurance authorities of the country where your contributions are being paid. Use form E102 to ask if you can carry on being insured in the other EEA country (see in the annexes and chapter 8).

Tax: you also need to check out your liability for tax and to whom it is payable (see chapter 8).

### **Speculative Applications**

Common practice in most EU countries and worth trying. Before sending an application, make a telephone call to the human resources manager or to someone else in middle-level to senior management. The objective is to make yourself known, demonstrate your initiative, and to find out what kind of person the company might be interested in. When you telephone, be sure to raise specific points or questions and likewise, when you write, to send your CV typed in the target language if possible, with a handwritten or typed covering letter depending on the preference of that country.

### **Employers**

You can find addresses for employers in Europe by using trade directories such as *Kompass* in reference libraries, or Yahoo/Google directories. For graduate-level employment with international companies try the database at <http://www.eurograduate.com> See also in the annexes.

## Employment Agencies

In many countries these are an important source of vacancies. However, in some cases they may be limited by law as to the type of jobs that they are able to deal with, in some countries such agencies are restricted to dealing solely with temporary jobs. However, it is still important to contact these agencies to find out what type of vacancies are available - check the local equivalent of the Yellow Pages for agency addresses. See also in the annexes.

## Press

Daily newspapers and some regional ones advertise vacancies. Most have websites. See chapter 8 and in the annexes.

## Professional Associations and Unions

If you belong to a professional association or union try contacting them for details of links with counterparts in other countries. They can also offer advice on employment issues. To find them you can use Yahoo>Business or Google Directory. See also chapter 8 and in the annexes.

## Certificates of Experience

If you are a craftsperson wanting to exercise your trade in another Member State you can apply to have your experience certificated under the Certificate of Experience scheme (directive 99/42). Each Member State has a co-ordinator for this. Details can be found at:

[http://ec.europa.eu/internal\\_market/qualifications/index\\_en.htm](http://ec.europa.eu/internal_market/qualifications/index_en.htm)

Applicants may be charged a fee for this service.

## Before going: A checklist

- Develop the relevant language competences.
- Have a full passport.
- Have a copy of the contract or terms and conditions of employment and you understand them fully.
- Know the method and frequency of payment of salary.
- Know what travel arrangements are needed and whether you or the employer will pay.
- Have accommodation in the area you will be moving to.
- Have a European Health Insurance Card or have taken out private health insurance.
- Have sufficient funds to last until you are paid, or to return home if necessary.

In addition it is important to:

- Arrange with people in your own country who can serve as references for employers.
- Take out a travel insurance policy that covers luggage, accidents and personal liability.
- Go to your local Employment Service office and find out what rules will apply.

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06

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chapter

Internships  
in Europe

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## Introduction

*Internships represent nowadays one of the most widespread way for younger to get work experience and to improve skills and abilities and for companies/organizations to know future motivated employees.*

The aim of this chapter is to collect the most efficient features on internship and to put a number of relevant references we have expertised for each country in order to give guidance practitioners efficient and basic tools on this issue. What we can add, as a general remark is that mobility throughout internship concern mostly students and represent for them a necessary training step in their studies and a real added value. This chapter is meant for them. Apprentices in Europe or youngsters in vocational education may be concerned as well but their periods abroad are mainly organized and promoted by their training institutions, very rarely on a voluntary basis. So, you'll find in this chapter definitions of internships trying to underline the main characteristics in each country, a sort of vademecum for each guidance counsellor, describing step by step the internship procedure, then what you have to know on each country according to key features, summarized in a table and as annexes references to European projects related to this theme and examples of tools such as agreement examples, internship reports, and etc.

## Definitions

In **France** the term to define internship is stage. Taking a placement during secondary education or university courses is a regular practice, small/large companies, public organisations, local communities and associations are often requested by schools and students themselves to host one or more trainees. Post diploma placements are very rare. Stages are compulsory in engineering schools, business schools, and vocational courses at university. The problem in France is that "*stagiaires*" can happen to be considered as real staff without being paid and considered as such.

In **Germany** the term is to define internship is "*Praktikum*" and can have more than one meaning, namely a period of on-the-job training, a period of work experience, traineeship, a part of a education, practical experience for school leavers, a practical experience for student before, during or after a higher education and moreover during in-company training, etc..

Large and small companies or public institutions can be contacted by schools, universities and students themselves to obtain a "*Praktikumsplatz*". Usually a placement agreement (*Praktikumsvereinbarung*) between the company and the interested student is signed.

The most popular types of *Praktikum* in Germany are the mentioned examples.

- Voluntary *Praktikum*. Among all the voluntary *Praktikum* for school pupils, students or other persons who are interested in a

Praktikum, is best known. The duration for school pupils is normally about 3 weeks, for students about 4 weeks. Generally speaking the duration can be discussed with the company;

- A *Praktikum* for a few days is possible for school pupils to get acquainted with the conditions of an in-company training, education and work process in a company. The organization is made by the school and a payment is not included. In some federal states of Germany a *Schülerbetriebspraktikum* in a company is required for pupils during their last school year. The school will cope with the organisational part;
- For students a so-called *Praxissemester* is necessary in a specialized college of higher education (non-university type higher education);
- A *Trainee* means to work on a paid basis in a professional- or company-specific program for diploma holders. Traineeships are another type of *Praktika*, referring in particular to students or diploma holders;
- Depending at which stage the traineeship is received during the vocational training process, it is called a preliminary traineeship (*Vorpraktikum*), an interim traineeship (*Zwischenpraktikum*) or an acknowledgement traineeship (*Anerkennungspraktikum*). A so-called *Anerkennungspraktikum* is necessary for the recognition of (educational) qualifications for students as well as for pupils. A *Vorpraktikum/Zwischenpraktikum* is a compulsory practice in a specialised subject area. The contents and requirement profiles for such traineeships are stipulated precisely in most cases. Hence applicants for such traineeships must make sure beforehand that their qualifications meet the requirements. Then the trainee and the company will enter into a traineeship agreement governed by labour law. If the traineeship is part of the vocational training and thus compulsory, the duration is usually stipulated. Such traineeships mostly last 6 months.

In **Italy** the term definition is *tirocinio formativo*, it is a training and orientation period that takes place directly inside a firm. The in-company training may represent the work-phase of the personal training and a way to be introduced into the labour market. The beneficiaries can range from students of secondary schools to post-graduated, from unemployed workers to disadvantaged people.

In **Poland** the definition of internship is *staz* and it can be distinguished between internships for students and job placement for graduates. There are non-obligatory (additional internship, not necessarily connected with study course program) and obligatory internships/training (in study course program), paid internships and internships without salary. An internship usually takes place on the basis of agreement between university and employer and training placement – agreement between trainee solicitor and employer.

In the **United Kingdom** normally the definition is *work placement, internship or traineeship*. They can be arranged by the college/university with an employer, by the students themselves or an exchange organisation. Work placements do not normally take place after an educational course (e.g. a university degree) has finished.

The phrase *traineeship* tends to be used in relation to vocational, work-based training.

As far as the legal framework is concerned, there usually is a tripartite placement agreement signed by the company / organisation, the teaching/promoting institution and the student/trainee. It has a specific legal context even if it is not based on a work contract.

The placement agreement defines the framework in which the internship takes place, it has to be detailed, with all the information about the mission of the trainee, the description of the main tasks, the teaching objectives, the working hours, the tutorial system, the evaluation method, the possible pay, etc.



## Internships: how to proceed step by step

These are the shared basic *rules* to follow in each country in order to search and organise the internship. That is a checklist useful both for internships' organisers and for students going abroad autonomously or within any organised training programme.

### Before the internship

- Selection of the companies by consulting the directories, registering on internet sites offering placements, apply for an exchange programme if eligible;
- Study the websites of the companies/organization in order to find useful information;
- Confirmation of the availability of the university or the promoting institution;
- Identification of a reference teacher and/or a structure that can facilitate the finding of an internship and its developing stages;
- Choice of a suitable training for the development of the student's skills;
- Drafting of a curriculum vitae with a cover letter in the language of the hosting country (or in English), including a list of the attended courses and the exams, so that the firm can have an idea of the trainee's competences (diplomas and degrees obtained in the country of provenience and not necessary known in foreign countries);
- Evaluation of the financial aspects of the internship (public financing, a contribute offered by the firm) and other conditions such as working hours, insurance;
- Checking of the entry requirements for the foreign country and personal documents.

Before you leave it is necessary to have:

- Written confirmation of the firm where the training is going to take place, beginning and ending dates. Placing topics and conditions, the firm tutor;
- The internship agreement is signed by all the involved parts (university / promoting institutions, firm, candidate);

- Insurance contract with policy reference number and telephone contacts in case of emergency;
- Basic information about the hosting country and the town of destination. (climates, culture, cost of life);
- Practical information on the hosting country;
- Accommodation details (address, costs, description) and transport.

### During the internship

- Respect the regulations in terms of hygiene, work security, working hours and firm regulations;
- Do the activities stated in the internship project in synergy with the firm tutor;
- Keep in touch with the reference teacher or the tutor of the promoting institution;
- Respect the privacy clause that implies also the non diffusion of information about the internship project outside the firm without the previous authorisation of the hosting organisation;
- Communicate changes and accidents;
- Signal any damage immediately;
- Fill in the monitoring forms as well as those for the final evaluation;
- Have the firm tutor fill in the final evaluation form;
- Have the standard documentation signed for the acknowledgement of the internship after its completion such as a training certificate.

### After the training/internship

- Preparation of the final report;
- Hand in any document to the organizing structure (university / promoting institution) for the registration of the credits;
- Find a way to disseminate each trainee's experience for the future applicants (fora, websites, meetings, etc.);
- For additional information on stay formalities, have a look to chapter 8 and to the annexes.

## Organised internships programmes

Here is some information on international organisations, recruitment department or services present in each country with a national agency/office in charge with internships and international mobility for trainees.

### LEONARDO DA VINCI EU PROGRAMME

First of all we have to mention the Leonardo da Vinci programme that offers the possibility to carry out a training/scholarship in one of the Member States of the European Union, and in those that are part of the European Economic Space. To take part to the initiative it is necessary to apply to the organizations with approved projects for the international students recruitment. In Europe you can apply to the National Agency. Every organisation will specify in its selection competition the length and the typology of the trainings in the foreign countries, along with the requisites and the deadlines for the applications. The firms where the trainings will be carried out are singled out by the organizations in the context of cooperation agreements. The part taking to the programme is free, the scholarship Leonardo da Vinci represents a direct financial contribution to help the *mobility expenses*: travel, insurance and accommodation. The training length depends on the study qualification. It is designed for people who are still studying -secondary school students, higher education students, young degree holders- but also for job seekers, workers and those taking a professional placement.

For detailed information on this EU programme and the list of the different national agencies and their websites in each language please consult:

[http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2\\_en.html](http://europa.eu.int/comm/education/programmes/leonardo/new/leonardo2_en.html)

### EURODYSSEE

Eurodyssee is an exchange programme of the Assembly of European Regions (AER) launched in 1985 offering young people aged between 18 and 30 from the participating regions the opportunity to carry out a traineeship experience placement of three to six months in a business in another participating region. The main agents of this programme are therefore *Young People, Businesses* and the *Regions*. The site allows you to see how to take part in the programme, either as a young Person, as a business or as a region.

Website: <http://www.eurodyssee.net>

Applicants must be residents of a region taking part in the programme and should make enquiries with the regional representative.

The participating regions are: <http://www.a-e-r.org/COMMUN/A33bis.html>

### SESAME

This service for exchanges and agricultural placements in the world is an association that offers placements in France each year for young foreigners, as well as courses elsewhere in the world for young French people. Participants must be aged between 18 and 30. They must be or have been students in a school of agriculture, have experience of agriculture anyway and be familiar with the language of the host country. The placement search and follow-up services must be paid for. The placement participants are paid.

Website: <http://www.agriplanetete.com>

### Student associations offering internship programmes or exchanges

There also a variety of organisations linked to student associations that offer placement programmes in specific fields, here are the main ones present in each country:

## IAESTE

The International Association for the Exchange of Students for Technical Experience: <http://www.iaeste.org>

In technical-scientific, architecture and engineering fields this programme for participants wishing to take a placement in their own country or for those who have already found a host company in a foreign country. In the case of the latter, the company must pay fees to IAESTE.

To register with the association, contact the IAESTE representative in your own country or the IAESTE office in your establishment if there is one. All, or nearly all European countries are represented.

## BEST

The Board of European Students of Technology is a constantly growing non-profit and non-political organisation. Since 1989 it provide communication, co-operation and exchange possibilities for students all over Europe. 68 Local BEST Groups (LBGs) in more than 20 countries are creating a growing, well organised, powerful, young and innovative student network. BEST strives to help European students of technology to become more internationally minded, by reaching a better understanding of European cultures and developing capacities to work on an international basis. It offers also services like an international career centre to broaden the horizons for the choice on the job market; its priority is to offer high quality services for students all over Europe.

Website: <http://www.best.eu.org>

## AIESEC

The *International Association of Students in Economic and Business Sciences* founded in 1949 and present in 85 Countries, favours international exchanges promoting two kind

of training. One is the social training, with non-governative organisations (*YDEP - Youth Development Exchanges Programme*), the other is the in-company training / internship, with the firms (*ITEP - International Traineeship Exchanges Programme*). The training, that can last from 8 to 78 weeks, is for school students or just graduated students in economics. The selections take place at the beginning of the academic year and include a language test and an interview with the teaching and managing staff. The travel expenses are on the trainee, AIESEC provides for the accommodation, the firm guarantees an "expenses reimbursement" for the activities. Beside the above mentioned projects, AIESEC offers also programmes for architects, engineers, doctors, etc. at the moment the activities of AIESEC are thought and organised for more than 60.000 students operating in more than 800 Universities. All, or nearly all European countries are represented. The placement search and on-site follow-up services must be paid for. Participants must be registered with an establishment that is a member of the AIESEC or register with the association by contacting the AIESEC representative in their country.

Website: <http://www.aiesec.org>

## ELSA

The European Law Student Association deals with placement programme in the field of law. E.L.S.A. is a student and young Law graduated association. Among the various initiatives the programme STEP (*Student Exchange Programme*) is quite relevant. It is an interesting opportunity for those who want to work abroad for some time, at a lawyer's office or at the law office of a foreign firm. From February to March, the associates receive a list of European offices and firms that are looking for trainees. Candidatures can be sent by filling in a form and sending a CV. The choice among the trainees is carried out by the interested offices and firms. Among the requested requisites there is clearly the knowledge of the language spoken in the Hosting Country. Usually there is a reimbursement that covers

(at least) food and accommodation expenses.

Website: <http://www.elsa.org>

## IFMSA

The International Federation Medical Students Association operates in the medical field. It is an international association that promotes training for medical school students, and surgery as well as for young doctors (under 28) within six months from the graduation. Selections take place at the beginning of the academic year. The trainees receive free food and accommodation.

Website: <http://www.ifmsa.org>

## Some tips to make an appropriate application: CV, cover letters, interviews

In order to contact the company/organisation you have to arrange some "tools" aiming at introducing you and supporting your candidature: the CV, the cover letter and the interview.

It is important to pay attention and remember that there are differences between European countries in drafting both CV and cover letters.

The European CV, available in all languages on the CEDEFOP site is tending to tone down the cultural differences in composing a CV: <http://europass.cedefop.eu.int/>

Anyway it is useful to underline some differences.

In France it's better to write by hand the cover letter and to define clearly the motivation and the *added value* you can bring to the company in terms of skills, know-how, etc. You do not need to enclose any documents or certificates. On the contrary in Germany you have to enclose certificates and documents.

In Italy it is better to typewrite the cover letter

and to write the CV on a two-page maximum without enclosing documents and certificates.

In the UK the cover letter has to be typewritten in a very detailed way making clear the motivation and the business sector / area of activity. No enclosure of certificates / documents.

As far as the CV is concerned in France is general rule to enclose a photo, to describe hobbies and personal interests and to present in a very detailed way the previous experiences. In Germany you have to pay particular attention to the chronological order of the different educational and professional experiences. In UK you have to pay attention to the graphic layout and to describe everything in a single page. Do not forget that every application must be accompanied by testimonials.

Here some useful websites address linked to each country where to find examples in the different languages.

## FRANCE

French Internet sites to help you implement a CV and a cover letter:

<http://www.letudiant.fr> - <http://www.e-go.fr> - <http://www.parisetudiant.com/etudes/jobs-stages.php>

<http://www.infostages.com>

Examples of French agreements:

[http://www.stagesouest.com/Uploads/Pdf/Convention\\_stage.pdf](http://www.stagesouest.com/Uploads/Pdf/Convention_stage.pdf)

[http://www.capcampus.com/etudiant/classique/job/stages/contrat/exemple\\_de\\_convention\\_de\\_stage.asp](http://www.capcampus.com/etudiant/classique/job/stages/contrat/exemple_de_convention_de_stage.asp)

## GERMANY

<http://www.arbeitsagentur.de> - the Internet platform of the German Federal Employment Agency - Information for Employees. How to

find a job? How to apply? How to introduce oneself? - How to provide a good job profile?

<http://www.europaserviceba.de> – The Internet platform of the German Federal Employment Agency - Central Placement Office - Information of living and working conditions in Germany.

<http://www.berufsstrategie.de> - Internet application

<http://www.jobware.de> - how to apply correctly?

<http://www.bewerberpool.de>

<http://www.bewerbungen.de>

<http://www.bewerbungsberatung-albrecht.de>

<http://www.bewerbungslexikon.de>

<http://www.bewerbungspartner.de>

<http://www.focus.msn.de/D/DB/db.htm>

<http://www.ulmato.de>

Examples of German agreements:

<http://www.hwk-mittelfranken.de/download/sonstige/praktivertr.pdf>

[http://www.praktikant24.de/download/mustervertrag-studentisches\\_Praktikum.pdf](http://www.praktikant24.de/download/mustervertrag-studentisches_Praktikum.pdf)

## ITALY

<http://www.corriere.it/lavoro> - see under tools at the voice CV and interviews.

<http://www.primolavoro.it> - at the section information pages, FAQ for the CV, and for a better presentation at a job interview.

<http://www.jobtel.it> - see under practical exercises: curriculum vitae and job interviews.

<http://www.studenti.it/lavoro/orientamento> - see under useful guides, detailed files and more information about CV, the cover letter and the job interview.

<http://www.informagiovani-italia.com> - tips and useful information to improve your CV and job interview

<http://www.cambiolavoro.com> - useful tips, information, CV samples, interviews.

<http://www.linklavoro.it> - tips, dossiers, information about the introduction in the working world, CV samples, cover letters.

<http://www.centrorisorse.org> - see under the section “*Products*” and then “*Vivere l’Europa*” (Living Europe) or “*Stage in Europa*” (Internships in Europe). Useful tips, information, CV samples, etc.. In order to study, work and live in a European country. It is also possible to download 3 different guides focused on internships in Europe. They are addressed to students, guidance practitioners organising these types of programmes and companies hosting foreign students in internship.

## POLAND

No Internet websites are available on this particular topic.

## UNITED KINGDOM

<http://www.ca.courses-careers.com/cv.htm>

<http://www.ca.courses-careers.com/letter.htm>

<http://www.connexionscard.com/x/c/cxc.jsp?P1=CVSM>

<http://www.careerswales.com/>

<http://www.careers-scotland.org.uk>

In the annexes you can find for each country

a list of selected websites useful to find an internship and other European projects on this issue.

For additional details on legal issues and stay formalities, have a look to chapter 8.

## References

Kit "Internships in Europe", a working document produced within the Ergo-in-Net project and based on national reports written by the project's partners,  
URL: <http://www.ergoinnet.net> (click on "Resources")

*Guide for internships in European Eastern countries*. A product of the Euromost project (see in the annexes).  
URL: <http://www.euromost.org>

## Key features on practical issues for each country: a summary

| Country | Duration   | Remuneration   |
|---------|--|--|
| France  | <p>Between 4 weeks and 6 months but may not exceed 12 months.</p> <p>A new guide on internships for students was edited and available on the following site:</p> <p><a href="http://www.etudiant.gouv.fr/IMG/pdf/Guidestages_3.pdf">http://www.etudiant.gouv.fr/IMG/pdf/Guidestages_3.pdf</a></p>  | <p>The company can pay the trainee an allowance on condition that it does not exceed 30% of the minimum legal salary. If this sum is exceeded, the trainee becomes a company employee and the company must make contributions on the total salary. The company can also grant the trainee payment in kind such as meal tickets and public transport passes. As the remuneration of trainees is not compulsory, many companies do not offer it. It is therefore wise to inform oneself on the possibility of receiving a placement grant from your teaching establishment (e.g. Leonardo da Vinci grants) or in the context of specific programmes.</p> |
| Germany | <p>The duration of a <i>Praktikum</i> may vary and depends on the type of <i>Praktikum</i> and also on the offer of the company. <i>Praktika</i> can be short term (a few days or weeks) for school pupils or long term (up to one year or longer) for students or diploma holders.</p>  | <p>In Germany we have no general rule concerning payment. It depends on the company, on the duration as well as on the content. You can find more information about a possible payment for a <i>Praktikum</i> as a student or diploma holder on the website: <a href="http://www.students-at-work.de">http://www.students-at-work.de</a></p>   |
| Italy   | <p>From 3 to 12 months.</p>  | <p>Generally companies do not pay trainees. Sometimes they receive pocket money or rewards.</p>  |
| Poland  | <p>The average duration of an internship/training placement in Poland varies from a minimum 3 months to sometimes 6-9 months.</p>  | <p>They are not paid generally. Sometimes they receive pocket money, or rewards.</p>   |
| UK      | <p>A work placement is a period of work experience, and it is usually part of a course of study. Work placements can be short term (a few weeks), long term (up to one year) or part time. The phrase <i>internship</i> is increasingly used by large companies and refers to a placement within their organisation, usually over 6 to 12 weeks during the summer holiday.</p> | <p>They can be paid or unpaid. Wages vary enormously from company to company. The minimum wage for 18-21 year olds is £4.25/hour, 22+ is £5.05/hour. More information on minimum wage can be found on: <a href="http://www.hmrc.gov.uk/nmw/nmw_abou.htm">http://www.hmrc.gov.uk/nmw/nmw_abou.htm</a> Some companies pay generous salaries.</p>   |

# 07

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chapter

## Mobility and education

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## Introduction

*... she also understood that the idea to move abroad to study could bring a lot of new things, experiences and knowledge she never imagined before (see chapter 1, an introductory case).*

The need of guidance to support mobility is a good example of complex situations, in which guidance practitioners are nowadays (ibid.)

The mobility for education is accompanying the mankind since Homo Erectus appeared on the Earth. The knowledge was a mystery and the learning was a process of following the elders in making the same things. The practical knowledge flowed from one generation to the next one. Pure cognition, which we categorize at present as knowledge, and pure practice understood as technique have been growing together.

The students went behind the masters who created the centres of education in various cultures and countries. That movement we call together mobility and we call universities those centres that fulfilled the diploma condition. The sense of it is awarding the academic degrees for advanced students, following the modern definition of a university, what was historically a European custom. The oldest institutions of higher learning that have always satisfied the modern definition of a university was in Europe.

Ancient institutions outside Europe did not

originally grant degrees, thus even they are elder higher learning organisations than European ones and are the oldest in the world, they may not be classified as universities (see in the annexes).

The educational qualifications are extremely important in determining the class positions that individuals of contradictory class backgrounds ultimately achieve. From one side class positions in the context of labour market research determine to large extend the earnings considered in lifetime perspective. From the other side the knowledge-based economy might lead one to take the importance of qualifications in mediating class mobility between generations, which seems to be greater now than previously. Hence, education is valued highly in modern societies for the role it plays in relation to social mobility and its contribution to social reproduction.

The community programme *Socrates* aims at developing the European aspect of education. It enables students to make the best of the exchanges that are provided within the *Erasmus* programme (see in the paragraph "Links to EU programmes supporting mobility for educational issues"). Moreover, all who work in school education can participate in co-operations between school institutions (*Comenius and Lingua*) as well as in exchanges related to foreign languages' learning and teaching (*Lingua*). The *Grundtvig* action covers the mobility matters within the framework of adult education. Other Action *Minerva* seeks to promote European co-operation in the field of ICT and Open and Distance Learning in education.

In addition, the *Socrates - Action 6 Observation and Innovation* aims at promoting European co-operation in educational policies in order to improve the quality and transparency of education systems, and to further the process of educational innovation in Europe through the exchange of information and experience, the identification of good practice, the comparative analysis of systems and policies in this field, and the discussion and analysis of matters of common educational policy interest to be determined by the Council. The programme comprises *Euridyce* - the information network on education in Europe (see chapter 2); *Arion* - an action plan providing study visits of educational affairs experts and people responsible for taking decisions related to educational issues, and *Naric* - the Community network of National Academic Recognition Information Centres (see chapter 4).

## A new EU Action programme in the field of lifelong learning 2007-2013

The Commission has adopted a proposal for the next generation of a EU programme in the field of lifelong learning. The new Integrated Action Programme in the field of lifelong learning comprises sectoral programmes on school education (*Comenius*), higher education (*Erasmus*), vocational training (*Leonardo da Vinci*) (see chapter 6) and adult education (*Grundtvig*), and is completed by transversal measures and an additional *Jean Monnet* programme focusing on European integration. The aim of the new programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. It aims to foster interaction, cooperation and mobility between education and training systems within the Community, so that they become a world quality reference.

As regards the four sectoral programmes, quantified targets have been set in order to ensure a significant, identifiable and measurable impact for the programme. These targets are as follows:

- For *Comenius*: To involve at least one pupil in twenty in joint educational activities, for the period of the programme;
- For *Erasmus*: To contribute to the achievement by 2011 of three million individual participants in student mobility under the present programme and its predecessors;
- For *Leonardo da Vinci*: To increase placements in enterprises to 150,000 per year by the end of the programme;
- For *Grundtvig*: To support the mobility of 25,000 individuals involved in adult education per year, by 2013.

### Links to EU programmes supporting mobility for educational issues

ARION. URL: <http://europa.eu.int/comm/education/socrates/arion/index.html>

COMENIUS. URL: <http://europa.eu.int/comm/education/socrates/comenius/index.html>

ERASMUS. URL: <http://europa.eu.int/comm/education/erasmus.html>

GRUNDTVIG. URL: [http://ec.europa.eu/education/programmes/socrates/grundtvig/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/grundtvig/index_en.html)

LINGUA. URL: [http://ec.europa.eu/education/programmes/socrates/lingua/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/lingua/index_en.html)

MINERVA. URL: [http://ec.europa.eu/education/programmes/socrates/minerva/index\\_en.html](http://ec.europa.eu/education/programmes/socrates/minerva/index_en.html)

JEAN MONNET. URL: [http://ec.europa.eu/education/programmes/ajm/index\\_en.html](http://ec.europa.eu/education/programmes/ajm/index_en.html)

## Information on the Bologna Process - Towards the European Higher Education Area

*Mobility by enhancing the efficiency*

of investment in education (Resolution of the Council of European Education Ministers, 2004; see chapter 1).

The European process has very recently moved some extremely important steps ahead. Relevant as they are, they should not make one forget that Europe is not only that of the Euro, of the banks and the economy: it must be a Europe of knowledge as well. We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent. These have to a large extent been shaped by its universities, which continue to play a pivotal role for their development<sup>49</sup>. A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space<sup>50</sup>.

As the Bologna Declaration sets out, Ministers asserted that building the European Higher Education Area is a condition for enhancing the attractiveness and competitiveness of higher education institutions in Europe<sup>51</sup>.

Ministers recognise the fundamental role in the development of the European Higher Education Area played by Higher Education Institutions and student organisations. They take note of the message from the *European University Association (EUA)* arising from the *Graz Convention of Higher Education Institutions*<sup>52</sup>,

the contributions from the *European Association of Institutions in Higher Education (EURASHE)* and the communications from *ESIB – The National Unions of Students in Europe*<sup>53</sup>.

We recognise that mobility of students and staff among all participating countries remains one of the key objectives of the Bologna Process. Aware of the many remaining challenges to be overcome, we reconfirm our commitment to facilitate the portability of grants and loans where appropriate through joint action, with a view to making mobility within the EHEA a reality. We shall intensify our efforts to lift obstacles to mobility by facilitating the delivery of visa and work permits and by encouraging participation in mobility programmes. We urge institutions and students to make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes<sup>54</sup>.

A sort of assessment of the development of the Bologna Process in each country is available on the Eurydice site: <http://www.eurydice.org>

Focus on the structure of higher education in Europe. National trends in the Bologna Process - 2004/05 Edition.

### The Bologna Process in France

For institutions under the competence of the ministry of National education, Higher education and Research (MENESR), the ¾ of these latter ones adopted this scheme to-day and the whole of universities will have implemented this so-

<sup>49</sup> Sorbonne Joint Declaration, Paris, the Sorbonne, May 25 1998.

<sup>50</sup> The Bologna Declaration of 19 June 1999.

<sup>51</sup> *Towards the European higher education area*. Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001.

<sup>52</sup> *Graz Convention of Higher Education Institution*, 29 - 31 May 2003 Graz, Austria. URL: <http://eua.uni-graz.at/thematic.html>

<sup>53</sup> *Realising the European Higher Education Area*. Communiqué of the conference of Ministers responsible for Higher Education in Berlin on 19 September 2003.

<sup>54</sup> *The European Higher Education Area - Achieving the Goals*. Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005).

called “LMD” (*Licence/Master/Doctorat*) reform in the academic year 2006 likely, and in 2007 at the latest (<http://www.onisep.fr> in the section “*venir étudier en France*,” available in French, English and Spanish).

Currently, France started an in-depth work over 3 fields, which were given a top priority:

- The reorganization of doctoral studies for which a decree (on January 6th 2005) changing the ways international co-supervision of theses (*co-tutelles internationales de thèses*) work out;
- The redefinition of the methods to evaluate and/or accreditate the quality of institutions, study and research programmes and of teachers-researchers (*enseignants-chercheurs*) and researchers, taking into account both the historic role of the State in this field in France and European developments;
- The clarification of our higher education system by getting actual universities, *grandes écoles* and research institutions closer to each other. Such a clarification is made necessary notably to ensure the international readability of the national system.

The main obstacle to student mobility is more structural than financial, even if difficulties from the extra cost of a study period abroad can be real for some students. The cultural and linguistic obstacle is by no means insignificant either for some students who are less willing to go abroad in Europe. Nevertheless, the creation of a National Council for the development of the student international mobility (*Conseil national pour le développement de la mobilité internationale des étudiants*) and its work going on in the framework of the plan for France’s attractiveness set up by the Prime Minister did stir a sharp awareness of its difficulties and already trigger off a number of incentive measures aimed to remove these obstacles.

There is in France quite a number of incentive schemes for mobility. These schemes are implemented by grants and various individual support financed on public funds, whatever grants are concerned, either State-funded grants (notably *Erasmus top-up grants – compléments*

*Erasmus - or mobility grants – bourses de mobilité* - of the MENESR, which are provided to student grant-holders on the basis of social criteria, or grants financed by local authorities (*Conseils régionaux*). The cumulative logic for disadvantaged students which rules over the grant system resulting from various existing schemes enables to better favour the access to mobility of young people from modest backgrounds and thus contributes to make student mobility more democratic. The portability of these grants, as far as the French legislation is concerned, enables to increase the interest of mobility abroad for a period of study among students.

### The Bologna Process in Germany

Currently, Bachelors and Masters courses constitute some 26.3 per cent of available degree programmes in Germany. The *Länder* (states) aim to switch to the two-cycle system by 2009/2010. At the summer semester 2005, there were 2,934 Bachelors and Masters courses offered in Germany, about 27% of the overall range of available studies. The German Rectors’ Conference is setting up a Bologna Competence Centre to support the universities in introducing the new study system (<http://www.bmbf.de/de/3336.php>, in German; <http://www.bmbf.de/en/3336.php>, in English).

In Germany, both academic study up to the point where the first professional qualification is achieved and studies in a consecutive degree programme leading to a second professional qualification were exempt from tuition fees until 2006. However, some *Länder* charged fees for second additional studies. On January 26th 2005 however, the Federal Constitutional Court nullified the prohibition for tuition fees as declared in the Framework Act for Higher Education of 2001 (*Hochschulrahmengesetz*), considering the prohibition an interference in the competence of the *Länder*. Therefore, the German *Länder* was given a *carte blanche* to introduce tuition fees in their own territories.

DAAD promotes mobility through the award of individual scholarships and mobility grants, through structural and partnership programmes

at higher education institutions in Germany, by supplying comprehensive information on study and research locations in Germany, providing funding to universities and colleges to support foreign students (STIBET), and promoting local student initiatives under the ERASMUS programme. Conditions will be further improved in 2006 with the introduction of the PROFIS programme (*Programm zur Förderung der Internationalisierungsstrukturen an den deutschen Hochschulen*) - a scheme to promote internationalisation structures in higher education institutions in Germany.

### **The Bologna Process in Italy**

Ministerial Decree of April 30th 2004, provides the operational rules for the National Register of Students and Graduates and the official model for the diploma supplement (which Universities are required to issue as of 2005). Ministerial Decree 270 of 22 October 2004 updates and revises the Ministerial Decree 509/1999 concerning the reform of the Higher Education system. Ministerial Decree 146 of 28 July 2004 foresees a new model for the allocation of the Ministry funds for Universities, based on QA criteria.

Recently many national rules and financial initiatives have been issued to promote the internationalization of the Italian University system, (e.g. Decree 5 of August 2004 n. 262 – art. 23, Three-year development plan for the Italian University system 2004-2006; Decree of April 2001 regarding student welfare; Law of July 2003 n. 170).

The aims of these initiatives are: Enhancement of quality and of international competitiveness of Italian University system; contribution to the harmonization of European University systems; increase of international mobility of undergraduate and postgraduate students, Phd students and professors; and the financial support provided by these decrees implements effective actions to improve international mobility and enhance inter-University cooperation. In particular the the Law 11 July 2003 n. 170 established a new source of financing for international student mobility, the "Fund to support youth and foster student

mobility". It supports study grants additional to the EU ones. Moreover, the fund finances phd courses that are integrated into national and international University networks.

Furthermore, Act 14 November 2000 n. 338 - Provisions on University student lodgings and residence halls – provides financial support to restore and construct buildings to be used as University non-resident student lodgings. The support is provided for the following bodies: regional administrations, local autonomous administrations of Trento and Bolzano, Institutions in charge of student welfare, University residence halls, and other non profit associations and bodies supporting student welfare. This action is aimed at increasing bed availability in Italian Universities and University residence halls and at supplying larger complementary services related to learning assistance (libraries, study halls, etc.) and to cultural and recreational activities of University students. It is expected that this Act will also have positive effects on the Italian accommodation capacity for foreign incoming students. Finally, it is important to underline that, in the last years, not only Universities, but also non-University Institutions - such as Fine Arts Academies, Music Conservatories, National Academies, etc. – are provided with financial support aimed to implement international student mobility by the Ministry for Higher Education.

### **The Bologna Process in Poland**

Fundamental principles and postulates of the regulations adopted in the Higher Education Law are as follows: respecting the diversity of higher education institutions contributes to achieving the constitutional aims, i.e. a universal and equal access to education and the right to study; three-cycle study system; possibilities of transferring and accumulating achievements in the study process followed at various higher education institutions, in accordance with the ECTS standards; the issuance of the Diploma Supplement; introduces mechanisms that assure the educational quality at HE institutions based on the generally binding educational standards, laid down by the minister, and the measures taken by the State Accreditation Committee.

The structure of the higher education system has been completed including universities, technical universities, medical universities, academies, etc. the Conference of Rectors of Academic Schools in Poland and the

The National Conferences of Rectors in Poland and the Students' Parliament of the Republic of Poland are the institutions that provide advice and opinions to the public authorities.

A principle has been adopted, which provides for the coexistence of state and non-state higher education and creation, by the state, of development opportunities for the two sectors, on condition that the higher education institutions comply with the quality requirements.

The Law offers new possibilities of co-operation between academic and research institutions, and of institutional consolidation. Relying on the constitutional principle of providing autonomy to HE institutions, the role of HE institution statutes as the source of law in higher education has been increased, moving to these statutes regulations that concern an institution's structure as well as rules and procedures for employing academic teachers, while ensuring compliance with the statutory regulations common to public and private HE institutions.

The gross higher education enrolment rate has gone up from 12% in the 90s to the current level of 47%. Out of the total of 1,845,400 of students, 71.6% (i.e. 1,320,800) are studying at the state HE institutions, whereas 28.4% (i.e. 524,600) at the private ones. More than 47% students (i.e. 873,200) attend full-time HE courses and approx. 53% (i.e. 972,200) pursues part-time, evening or extramural studies. The total number of students has risen by nearly 60,000 (or 3.1%) compared to the previous year.

On the one hand, mobility to Poland has been encouraged by the popularity of doctoral studies. Mobility from Poland is very popular because employers often appreciate experience gained internationally. However, the number of departures is limited by financial factors. The growth of mobility follows the implementation of the Bologna Process assumptions, i.e. the

use of ECTS, Diploma Supplements, etc.

Mobility is encouraged through numerous seminars organised by the National Agency for coordinators of the Socrates-Erasmus programme. HE institutions promote also themselves different possibility of study for the benefit of students. The Ministry of National Education and the Ministry of Science and Higher Education and National Agency make an effort to promote Poland and its higher education internationally.

Poland fits in the general tendency of a growing student and academic teacher mobility.

### **The Bologna Process in the United Kingdom**

#### *England, Wales and Northern Ireland*

The basic structure of UK degrees already conforms to the Bologna model of three main cycles of Bachelors, Masters and Doctoral degrees. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. Over 24,000 students were studying for Foundation Degrees in 2003/04, compared with 12,400 for the previous year, which demonstrates their increasing popularity. In terms of the Bologna Process they are intermediate qualifications within the first cycle.

Higher education institutions are beginning to implement the Diploma Supplement in the UK. With UK stakeholders' approval, the UK HE Europe Unit has produced a generic general description and diagram of higher education in England, Wales and Northern Ireland for inclusion in the Diploma Supplement. This is available on the UK NARIC website (see: <http://www.naric.org.uk/ds.asp>). Scotland is producing its own national description, which will be available shortly. The introduction of the Diploma Supplement has been further encouraged by higher education institution conferences and other events offered in collaboration between

the UK Socrates-Erasmus Council, the UK NARIC and the Europe Unit. The UK's Bologna Promoters also assist institutions issuing the Diploma Supplement.

There are 132 publicly funded higher education institutions in England, 4 in Northern Ireland and 12 in Wales. There is one privately funded higher education institution in the UK, which offers British degrees, the University of Buckingham (in England). There are a number of foreign institutions with establishments in the UK, which offer non-British degrees. The institutions are purely self-financing and receive no public support; they do not award British degrees. However, the institutions offering these qualifications are subject to the same legislation as British institutions i.e. the 1988 *Education Reform Act* and the 1985 *Business Names Act*.

The UK takes a global view towards mobility. There are increasing opportunities for young people to work or study abroad on formal programmes during their 'Gap Year' between school and university. The UK participate in the European Commission's Socrates Erasmus Programme and attempt to be a popular destination choice for students from the rest of Europe. The DfES, together with the UK Socrates-Erasmus Council, the national agency responsible for Erasmus, is actively encouraging as many UK higher education students as possible to take part. Measures taken recently include allowing students going abroad for a full year not to have to pay any tuition fees for that year; the amendment of the student support regulations to allow Erasmus students a higher rate of student loan; and increased promotional activity.

The Prime Minister's Initiative (PMI), which seeks to increase the numbers of overseas students at institutions across the UK, has been running since 1999. The initiative is coordinated by the DfES and co-financed by DfES, UK Trade and Investment, MOD, the Scottish, Welsh and Northern Irish administrations, and the British Council. The British Council has also developed the EducationUK website to provide clear and practical advice for potential users and extend the UK's outreach to prospective students.

## Scotland

The basic structure of Scottish degrees already conforms to the Bologna model of three main cycles of Bachelors, Masters and Doctoral degrees. There exists also a comprehensive national credit and qualifications framework - the *Scottish Credit and Qualifications Framework (SCQF)* - and a robust quality assurance process in the Quality Enhancement Framework.

Drawing on its experience of developing SCQF, Scottish HE sector representatives have made a significant contribution to the BFUG Working Group developing the Framework for Qualifications of the European Higher Education Area. This reflects the increasing engagement of the Scottish HE sector with the Bologna Process. This is also evidenced by the sector's lead role in the the UK Bologna seminar on using learning outcomes. Taking place in Edinburgh and organised by the Scottish Bologna Stakeholders Group, the seminar was successful in increasing understanding of the term "learning outcomes" and identifying their role in student-centred learning, curriculum design and assessment, qualifications frameworks and quality assurance.

Scotland has a long history of participation in the European Commission's Socrates Erasmus Programme and continues to be a popular destination choice for students from the rest of Europe. The UK Socrates Erasmus Council is actively encouraging as many HE students as possible to take part.

There are concerns that the number of Scottish students taking part in the Erasmus programme has been declining. This led to a number of UK stakeholder bodies contributing to a research study to identify the reasons for this. The study found that the main barriers to participating in the Erasmus programme were concerns about finance and linguistic ability.

Consideration is currently being given to the report's recommendations on actions to increase outward mobility.

Students, who undertake short-term study abroad will have their fees paid, will receive student loans and will be eligible for support with additional travel costs and medical insurance. A higher rate of loan is available for students studying in “high cost” or “higher cost” countries.

Students taking voluntary full-time study abroad can apply for the same package of loans and supplementary grants with tuition fees paid at the private rate, provided that this does not extend the minimum period needed to complete the course in the UK.

The Scottish Executive participates in the UK-wide Prime Minister’s Initiative (PMI), which seeks to increase the numbers of overseas students at institutions across the UK, and has been running since 1999. Steps taken to attract overseas students include: more Chevening Scholarships; a more user-friendly visa service; eased procedures for students and their dependants for working while studying; and more information for students.

**System of education and admission conditions for each level of education in European countries in general and in France, Germany, Italy, Poland and the United Kingdom in particular**

You can study within the education system of the new country or at an international school, where it may be possible to follow either a national or international curriculum.

The best source of additional information on all aspects of education in the EU is the European Commission PLOTEUS portal: <http://europa.eu.int/ploteus> This provides links to information about the educational system, learning opportunities, exchanges and grants, on the recognition of foreign qualifications, and tuition fees for each country.

You can also study at an international school. Contact the European Council of International Schools for more details: <http://www.ecis.org>

**System of education in the European countries**

| TOPIC                                | LINKS   | COMMENTS  |
|--------------------------------------|---|---|
| <b>Educational systems in Europe</b> | <a href="http://www.eurydice.org">http://www.eurydice.org</a> | <p>The education systems in each of 31 countries, from pre-primary level to higher education. Regularly updated, it also provides information on ongoing reforms and debate in the field of education.</p> <p>I. Description of education system:</p> <ul style="list-style-type: none"> <li>• Education population and language of instruction.</li> <li>• Administrative control and extent of public-sector funded education.</li> <li>• Pre-primary education.</li> <li>• Compulsory education.</li> <li>• Upper secondary and post-secondary education.</li> <li>• Higher education.</li> <li>• Special needs.</li> <li>• Teachers.</li> </ul> <p>II. Ongoing reforms and topics of debate in education.</p> <p>It can be accessed in English or each country’s native language.</p> |



## Educational systems in Europe

|  |  |
|--|--|
| <a href="http://europa.eu.int/ploteus/">http://europa.eu.int/ploteus/</a>  | The European portal on learning and education opportunities. It aims to offer information on studying and lifelong learning in Europe. |
| <a href="http://www.eurochoice.org.uk">http://www.eurochoice.org.uk</a>  | It helps school pupils and university students plan a period of study in Europe.   |
| <a href="http://www.eurodesk.org.uk">http://www.eurodesk.org.uk</a>  | It is a Europe wide network of organisations giving young people access to opportunities for studying abroad.                          |
| <a href="http://www.unesco.org/iau/onlinedatabases/index.html">http://www.unesco.org/iau/onlinedatabases/index.html</a>  | The International Association of Universities IAU online databases on the Unesco portal, higher educational system from 180 countries  |
| <a href="http://www.cedefop.eu.int">http://www.cedefop.eu.int</a>  | Education systems in Europe.   |
| <a href="http://www.auf.org/rubrique1.html">http://www.auf.org/rubrique1.html</a>  | Association of French language universities in the world and in Europe.  |
| <a href="http://www.daad.de/en/index.html">http://www.daad.de/en/index.html</a> (in English) - <a href="http://www.daad.de/de/index.html">http://www.daad.de/de/index.html</a> (in German) | German Academic Exchange Service for educational systems in Europe and worldwide.  |
| <a href="http://www.europaserviceba.de">http://www.europaserviceba.de</a> (in German)  | Educational systems of all countries of the European Economic Area.  |

## System of education in France

## TOPIC LINKS

## COMMENTS

## General information

|   |  |
|---|--|
| <a href="http://www.education.gouv.fr">http://www.education.gouv.fr</a> | <p>Pre-School: 2-6 - <i>Écoles Maternelles</i>.<br/> Primary: 6-11 - <i>Écoles élémentaires</i>.<br/> Secondary: 12-16 - <i>Collèges</i>.<br/> Upper secondary: 16-18 - <i>Lycées</i>.<br/> Higher Education: 18+ <i>Universités</i>.<br/> <i>Grandes Écoles</i>.</p> <p>The pre-school sector has a strong tradition in France. Any child aged 3-6 has a right to a free place in a (public) école maternelle, and some places are available for suitable 2 year-olds. The percentage of French children in these schools is second only to Belgium within the EU.</p> <p>Higher Education. There are about 90 universities (including 12 private, and a number of instituts universitaires de technologie) and 350 <i>Grandes Écoles</i>. And specialised schools depending on other ministries( Ministry of Culture, of Health, of Agriculture and Defence) such as arts schools, performing art schools, health and social schools, agricultural schools, police and army schools...).</p> |
|---|--|

|                           |   |   |
|---------------------------|---|---|
| <b>Educational system</b> | <a href="http://www.edufrance.fr">http://www.edufrance.fr</a>   | The national agency to promote French higher educational system abroad (presentation, main characteristics, database).  |
|                           | <a href="http://www.egide.asso.fr">http://www.egide.asso.fr</a>   | The oldest non-profit organization promoting international mobility, Égide works with any kind of public or private organization involved in financing incoming and outgoing international mobility operations: visits to France by foreign students, businesspeople and special guests; visits abroad by French experts and students; research personnel exchanges between French and foreign laboratories; etc. |
|                           | <a href="http://www.egide.asso.fr/uk/services/programmes">http://www.egide.asso.fr/uk/services/programmes</a> | International mobility programmes.  |
|                           | <a href="http://www.onisep.fr">http://www.onisep.fr</a>   | Description of the French educational system as well as the database of learning opportunities The first national agency dedicated to information on the French Educational system and job description. A section of the site is dedicated to "studying in France"  |
|                           | <a href="http://www.etudiant.gouv.fr">http://www.etudiant.gouv.fr</a>   | The new portal of the Ministry of Education for students' information.  |

### Admission conditions for each level of education in France

| TOPIC                             | LINKS   | COMMENTS  |
|-----------------------------------|---|---|
| <b>Requirements to foreigners</b> | <a href="http://www.education.gouv.fr/pid266/venir-etudier-en-france.html">http://www.education.gouv.fr/pid266/venir-etudier-en-france.html</a> | There is no difference in the treatment of the applications for all students from the EEA and Switzerland. They are treated as home students.   |
|                                   | <a href="http://www.education.gouv.fr/pid8/le-systeme-educatif.html">http://www.education.gouv.fr/pid8/le-systeme-educatif.html</a>             | For each level of education the parents or youngsters have to contact the " <i>Académie</i> " of the area where they plan to settle or go on the site of the DRONISEP tit means the regional office of the ONISEP. Go to the site of ONISEP and click on " <i>En régions</i> ". |
|                                   | <a href="http://www.onisep.fr">http://www.onisep.fr</a>   |   |

## System of education in Germany

| TOPIC                             | LINKS   | COMMENTS  |
|-----------------------------------|---|---|
| Educational system in the country |   | <p>Compulsory: 6-16<br/>           Pre-School: 3-6 - <i>Kindergarten</i> .<br/>           Primary: 6-11 - <i>Grundschule</i>.<br/>           Secondary: 11+ Three alternative streams:</p> <ul style="list-style-type: none"> <li>• <i>Gymnasium</i> - for those aiming at university.</li> <li>• <i>Realschule</i> - general education up to the age of 16.</li> <li>• <i>Hauptschule</i> - practical preparation for work.</li> </ul> <p>Higher Education:</p> <ul style="list-style-type: none"> <li>• <i>Universität</i> - universities and university-level colleges.</li> <li>• <i>Fachhochschule</i> - polytechnic - more applied studies.</li> <li>• Colleges of music, sport and art.</li> </ul> |
|                                   | <a href="http://www.studienwahl.de">http://www.studienwahl.de</a><br>(in German)<br><a href="http://www-en.studienwahl.de">http://www-en.studienwahl.de</a><br>(in English) | Online service with comprehensive information in order to prepare for studying at a college or university in Germany.   |
|                                   | <a href="http://www.bildungserver.de/start_e.html">http://www.bildungserver.de/start_e.html</a><br>(in German and English)  | German Education server ( <i>Eduserver</i> ): the gateway to the German education system, information on internet resources concerning all aspects of education.  |
|                                   | <a href="http://www.bmbf.de/pub/bildung_in_deutschland.pdf">http://www.bmbf.de/pub/bildung_in_deutschland.pdf</a><br>(in German and English)                                | Federal Ministry for Education and Research: General overview of the German education system.   |
|                                   | <a href="http://www.kmk.org/doku/diagr.htm">http://www.kmk.org/doku/diagr.htm</a> (in English and German)   | Standing Conference of the Ministers of Education and Cultural Affairs of the German <i>Länder</i> : Basic Structure of the Educational System in the Federal Republic of Germany.  |

## Admission conditions for each level of education in Germany

| TOPIC                      | LINKS   | COMMENTS  |
|----------------------------|---|---|
| Requirements to foreigners | <a href="http://www.eurydice.org/Eurybase/frameset_eurybase.html">http://www.eurydice.org/Eurybase/frameset_eurybase.html</a> | The database of Eurydice with extensive information on educational system and requirements for each level of education (in English and the respective national language). |

| <b>System of education in Italy</b> |   |
|-------------------------------------|---|
| <b>TOPIC LINKS</b>                  | <b>COMMENTS</b>   |
| <b>General information</b>          | <p>Compulsory: 6-18/19.<br/>The last 2-3 years can be a vocational training course or apprenticeship.</p> <p>Pre-School: 3-5.<br/><i>Scuola dell'infanzia</i>: Approximately 96% of all three to five year olds attend, organised in groups of 15 -25. There are state and private schools.</p> <p><i>Primo ciclo</i> (first cycle): 6-14 (However reforms are set to make the system more complicated).<br/> <ul style="list-style-type: none"> <li>• <i>Scuola primaria</i>: 6-11.</li> <li>• <i>Scuola secondaria di primo grado</i>: 11 – 14.</li> </ul> </p> <p><i>Secondo ciclo</i> (second cycle): 14-19 with the following alternatives:<br/> <ul style="list-style-type: none"> <li>• <i>Liceo Classico/ Scientifico</i> - 14-19 humanities /maths, science.</li> <li>• <i>Liceo Artistico/Istituti d'Arte</i> – 14-17/19 art /music orientated.</li> <li>• <i>Istituto Tecnico</i> - technical /business studies, management and services.</li> <li>• <i>Istituto Professionale</i> – 14-17/19, vocational education.</li> </ul> </p> <p>Higher Education: 19+<br/> <ul style="list-style-type: none"> <li>• Universities - offering the full range of studies.</li> <li>• <i>Università politecnici</i> (technical): architecture and engineering.</li> <li>• <i>Istituti universitari</i> (university institutes): one specific field.</li> </ul> <p>There is also a variety of non - university higher education, in specialist subjects e.g. Fine Arts / Design / Drama / Music / Physical Education / Journalism, etc.<br/>It has to be stressed that a new ongoing Reform will introduce some changes.</p> </p> |
|                                     | <p><a href="http://www.istruzione.it">http://www.istruzione.it</a></p>  |

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## System of education in Italy

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**TOPIC LINKS****COMMENTS**

**Educational system in the country**

<http://www.indire.it/eurydice/content/index.php>

System of education in Italy.

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## Admission conditions for each level of education in Italy

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**TOPIC****LINKS****COMMENTS**

**Requirements to foreigners**

[http://www.indire.it/lucabas/lkmw\\_file/eurydice//Strutture\\_Italia\\_EN.pdf](http://www.indire.it/lucabas/lkmw_file/eurydice//Strutture_Italia_EN.pdf)

Structure of education including admission conditions for each level of education.

## System of education in Poland

### TOPIC LINKS

### COMMENTS

#### General information

<http://www.men.gov.pl>

Compulsory: 6-16.

Pre-primary education: 3-6.

Kindergarten: divided into four forms by year group. 6-year olds can also spend a year within the so-called 0 grade, preparing for primary school.

Primary: 7-13

Primary school education lasts 6 years.

Lower secondary school (Gymnasium): 13-16.

Parents must register their children with schools nearest to their homes.

The school year has two terms, between September and June.

Compulsory tests and examinations take place at the end of primary school (at 13), and at the end of lower secondary school (at 16).

Upper secondary and post-secondary education:

*Liceum Ogólnokształcące* (general upper secondary school): 16-19.

*Liceum profilowane* (specialised upper secondary school): 16-19.

*Technikum* (technical secondary school): 16-20.

Final qualification from these three is the *matura*.

*Zasadnicza szkoła zawodowa* (basic vocational school): 16-18/19.

Higher education:

There are 500+ universities and higher education institutions including teacher training colleges and some private establishments.

Schools of Higher Education including universities and polytechnics.

Cover a range of academic subjects but also include some specialist colleges, e.g. art, agriculture, physical education, theology and economics. Courses - 4-6 years - confer the title of magister, a prerequisite for doctoral study.

Higher Vocational Schools (*Wyższa Szkoła Zawodowa*): 3-4 year courses of applied vocational studies, leading to a diploma of vocational qualifications and the professional titles of *licencjat* or *inżynier* (engineer). The most popular specialisations include business administration, education, and engineering.

## Educational system in the country

|   |  |
|---|--|
| <a href="http://www.men.waw.pl/sio/wykaz_szkol/wykaz_szkol.php">http://www.men.waw.pl/sio/wykaz_szkol/wykaz_szkol.php</a> (in Polish)   | System of educational information (for all levels pre-university schools). |
| <a href="http://www.eurydice.org/Eurybase/Application/frameset.asp?country=PL&amp;language=EN">http://www.eurydice.org/Eurybase/Application/frameset.asp?country=PL&amp;language=EN</a>       | The education system (for all levels pre-university schools).              |
| <a href="http://www.men.waw.pl/menis_en/education/new_system.php">http://www.men.waw.pl/menis_en/education/new_system.php</a>   | New education system (for all levels pre-university schools).              |
| <a href="http://www.men.waw.pl/menis_en/education/vocational_education.php">http://www.men.waw.pl/menis_en/education/vocational_education.php</a>   | Structure of vocational education.   |
| <a href="http://meinen.mnii.gov.pl/meinen/index.jsp?place=Menu01&amp;news_cat_id=-1&amp;layout=0">http://meinen.mnii.gov.pl/meinen/index.jsp?place=Menu01&amp;news_cat_id=-1&amp;layout=0</a> | System of higher education – the university level.                         |

## Admission conditions for each level of education in Poland

| TOPIC                      | LINKS   | COMMENTS  |
|----------------------------|---|---|
| Requirements to foreigners | <a href="http://www.men.waw.pl/menis_en/i_c/european_schools.php">http://www.men.waw.pl/menis_en/i_c/european_schools.php</a>   | The European Baccalaureate schools in Poland. Enrolments to European Schools take place directly in the schools. As for now there are 12 such schools. European Schools provide education from nursery level up to Baccalaureate. European Schools admit not only children of Community Institutions' staff and children of Permanent Representations to the EU (Category I students). Children of other international institutions and embassy staff (Category II students) and children living permanently in a given city (Category III students) are also admitted. School fees are required from Category II and III students. |
|                            | <a href="http://www.restena.lu/primaire/seekirch/">http://www.restena.lu/primaire/seekirch/</a>   |   |
|                            | <a href="http://www.eeb1.org">http://www.eeb1.org</a>   |   |
|                            | <a href="http://www.eursec.org">http://www.eursec.org</a>   |   |
|                            | <a href="http://meinen.mnii.gov.pl/meinen/index.jsp?place=Menu08&amp;news_cat_id=104&amp;layout=2">http://meinen.mnii.gov.pl/meinen/index.jsp?place=Menu08&amp;news_cat_id=104&amp;layout=2</a> |   |
|                            |   | Admission conditions for foreigners depend on the university. Citizens are admitted according to the number of points they obtained at the Matura Exam. No entrance examinations in general. Tuition fees depend on the HEI and the type of study. Day courses at public HEIs are with no payments.   |

**System of education in United Kingdom**

**TOPIC LINKS**

**COMMENTS**

**Educational system in the country**

<http://www.britishcouncil.org>

The UK's international organisation for educational opportunities and cultural relations. It helps international citizens who wish to come to the UK to study.

<http://www.educationuk.org>

A dropdown menu allows you to select country and access information on studying in the UK in your own language.

**Requirements to foreigners**

<http://wwwucas.com>

UCAS is the UK's university and college application service. Their website holds information on all the universities' entry requirements and how to undertake the application process.

Each university has its own entry requirements for each course, which it offers. In the UK students do not apply directly to a university but through the central organisation of UCAS where you apply for up to 6 different institutions. EU qualifications are generally recognised by admissions officers and information on entry requirements often includes EU equivalents.



## Admission conditions for each level of education in United Kingdom

| TOPIC               | LINKS   | COMMENTS                                       |  |  |   |  |
|---------------------|---|--|--|--|---|--|
| General information | <p><i>England</i><br/>Department for Education and Skills<br/>Mowden Hall,<br/>Staindrop Road<br/>Darlington, County Durham, DL3 9BG<br/>Tel: +44.870.0012345</p> <p><i>Northern Ireland</i><br/><a href="http://www.deni.gov.uk/">http://www.deni.gov.uk/</a></p> <p><i>Wales</i><br/><a href="http://www.learning.wales.gov.uk">http://www.learning.wales.gov.uk</a></p> <p><i>Scotland</i><br/><a href="http://www.scotland.gov.uk/Topics/Education">http://www.scotland.gov.uk/Topics/Education</a></p> |  | <p>Compulsory: 5-16.<br/>There are differences in the system (e.g. age ranges and organisation) in different parts of the UK especially Scotland. You should check the relevant authorities for Wales, Northern Ireland, or, especially, Scotland.</p> |  |   |  |
|                     |   | State Nurseries, Private Nurseries, Playgroups | Primary Schools  | <p>England Com-prehensive Schools, Specialist Schools, City Technology Colleges</p> <p>Northern Ireland Grammar Schools Secondary Schools</p> <p>Scotland and Wales Com-prehensive Schools</p> | <p>As in Secondary Education and colleges and sixth form colleges</p> <p>As in Secondary Education</p> <p>As in Secondary Education</p> | Universities<br>Institutes of Higher Education<br>Colleges |
|                     |   | Pre-School Education                           | Primary Education  | Secondary Education  | Post Compulsory Education   | Higher Education   |
|                     |   | Age 2 to 5                                     | Age 5 to 11  | Age 11 to 16   | Age 16 to 18  | Age 18 upwards   |
|                     |   |  |  |  |   |  |

## Mobility Strategy for the European Research Area

### EC on-line resources on researchers' mobility

| LINK (portal, website, etc.)  | COMMENTS   |
|---|--|
| <a href="http://www.dipf.de/perine">http://www.dipf.de/perine</a>   | Pedagogical and Educational Research Information Network for Europe.   |
| <a href="http://europa.eu.int/eracareers/index_en.cfm?l1=4">http://europa.eu.int/eracareers/index_en.cfm?l1=4</a> | ERAMORE - European Network of Mobility Centres. These 200 centres in 32 countries assist in all matters relating to the professional and daily life of researchers, including information on legal issues, social security, health and taxes, everyday life as well as family support. Free access to a Europe wide customised assistance service for researchers. |
| <a href="http://europa.eu.int/eracareers/index_en.cfm">http://europa.eu.int/eracareers/index_en.cfm</a>           | The European Researcher's Mobility Portal on career opportunities for researchers.   |
| <a href="http://cordis.europa.eu/eralink/about_en.html">http://cordis.europa.eu/eralink/about_en.html</a>         | The objective of ERA-Link is a flourishing network of European researchers, scientists and scholars in the US. The members of the network are informed about EU research policies and made aware of career opportunities in Europe as well as opportunities for collaboration with Europe.   |
| <a href="http://cordis.europa.eu/fp7/ideas.htm">http://cordis.europa.eu/fp7/ideas.htm</a>                         | The Ideas programme will become a trans-European mechanism to support creative scientific research designed to generate completely new knowledge opening up new venues for technological progress and new solutions for social and environmental problems.   |
| <a href="http://www.findapostdoc.com/firstmain.asp">http://www.findapostdoc.com/firstmain.asp</a>                 | Postdoctoral jobs worldwide.   |

## National on-line resources in national languages

| LINK (portal, website, etc.)  | COMMENTS  |
|---|---|
| <b>FRANCE</b>   |   |
| <a href="http://www.eracareers.fr/">http://www.eracareers.fr/</a>   | General information on fellowships and grants in France, from the EU portal's directory.  |
| <a href="http://www.diplomatie.gouv.fr/fr/services-formulaires_831/espace-etudiants_12793/etudier-etranger_12796/financer-ses-etudes_12800/colleges-doctoraux_27125.html">http://www.diplomatie.gouv.fr/fr/services-formulaires_831/espace-etudiants_12793/etudier-etranger_12796/financer-ses-etudes_12800/colleges-doctoraux_27125.html</a> | International doctoral schools, exchange of Ph.D. students.   |
| <b>GERMANY</b>  |   |
| <a href="http://www.dfg.de">http://www.dfg.de</a>   | Deutsche Forschungsgemeinschaft / German Research Foundation (DFG).   |
| <a href="http://www.daad.de/en/index.html">http://www.daad.de/en/index.html</a>   | Deutscher Akademischer Austauschdienst / German Academic Exchange Service (DAAD).   |
| <b>ITALY</b>  |   |
| <a href="http://www.cartaeuropeadeiricercatori.it">http://www.cartaeuropeadeiricercatori.it</a>   | The on line Observatory, a joint initiative of Italian Universities and public research organisations, represents a further step towards the actual implementation, at national level, of the Charter and the Code of Conduct for Researcher. It provides an interactive open platform for discussion aimed at national research organisations and a forum for researchers on issues related to their professional lives, such as career development, recruitment procedures, evaluation, mobility, gender equality, etc. |
| <b>POLAND</b>   |   |
| <a href="http://www.naukawpolsce.pap.pl">http://www.naukawpolsce.pap.pl</a>   | National portal <i>Science in Poland</i> (in Polish).   |
| <a href="http://www.eracareers-poland.gov.pl">http://www.eracareers-poland.gov.pl</a>   | Polish web from the EU portal's directory (in English and in Polish).   |
| <b>UNITED KINGDOM</b>   |   |
| <a href="http://www.victoriacollis.com/forum">http://www.victoriacollis.com/forum</a>   | Bringing together international researchers working in the UK.  |

## Resource centres for helping mobility for researchers

LINK (portal, website, etc.)

COMMENTS

### FRANCE

<http://www.cpu.fr/mobility>

There are about 20 Mobility Centres in France, which assist 4,000 foreign researchers in coming to France every year (visas, taxes, health insurance, housing, daily life, etc.).

<http://www.fnak.fr>

The Kastler Foundation helps foreign scientists to visit research centres in France. The second principal goal of the Foundation is to facilitate the visits of foreign scientists to France, and to maintain contact with them following their return home. A guide for researchers is also available.

### GERMANY

[http://www.eracareers-germany.de/portal/information\\_centres.html](http://www.eracareers-germany.de/portal/information_centres.html)

*Deutsche Mobilitätszentren / German Mobility Centers.*

### ITALY

email: [mobility@fondazionecru.it](mailto:mobility@fondazionecru.it)

The Mobility Centres in Italy provide assistance to mobile researchers by supplying them with specific information and - if and where necessary - with direct assistance services related to entry, residence and working procedures in Italy.

<http://www.apre.it/>  
<http://www.cnr.it/>

The information is provided by the production of information packages and vademecum for researchers, through the national mobility.

### POLAND

[http://www.eracareers-poland.gov.pl/mapka\\_centra\\_en.html?kid=2046:2057](http://www.eracareers-poland.gov.pl/mapka_centra_en.html?kid=2046:2057)

[http://europa.eu.int/eracareers/index\\_en.cfm?l1=4](http://europa.eu.int/eracareers/index_en.cfm?l1=4)

The Polish Network of Mobility Information Centres is a part of the European ERA-MORE Network resulting from the initiative of the European Commission and the 33 participating countries, which aims at structuring the European Research Area through supporting the transnational mobility of researchers. In each of these countries, there have been set up centres helping incoming researchers with issues concerning visa and other entry formalities, as well as residence and working conditions.

### UNITED KINGDOM

<http://www.eracareers-uk.info>

There are lots of organisations, which provide information and support on a local, national and international level to mobile researchers. Here are links to some of them.

## Specific help in each country for going abroad and for incoming researchers

LINK (portal, website, etc.)

COMMENTS

### FRANCE

<http://www.cpu.fr/mobility/>

The objective of mobility centres is to help mobile researchers finding the appropriate service.

The mobility centre corresponding to the city of planned visit is displaying by clicking on the map of France.

### GERMANY

<http://www.eracareers-germany.de/en/index.htm>

Information for researchers coming to Germany, leaving Germany for Europe, and for those who are returning to Germany after a long-term stay abroad.

### ITALY

<http://www.fondazionecru.it/eracareers/>

Career opportunities and relevant information for assistance to researchers planning stay in Italy. Mobility centres in Italy.

### POLAND

<http://www.eracareers-poland.gov.pl>

Polish mobility centers. The HELP-DESK provides information regarding the practical issues for foreign researchers coming to Poland. The intention is to provide general information and/or redirect the user to other organization or expert for direct help. Offers for Polish researchers going abroad.

### UNITED KINGDOM

<http://www.eracareers-uk.info>

Portal for researchers planning to move to or from the UK. Up-to-date information and advice to help make the move an easier one.

<http://www.britishcouncil.org>

It can offer practical information and assistance to incoming and outgoing students and researchers.

## Lifelong learning and adult education mobility

Lifelong learning develops people's employability and adaptability; it means "the guiding principle for the development of education and training policy". The Commission sees LLL as a core element of the Jobs and Growth strategy. Therefore, the EU seeks to offer learning opportunities to all citizens on an ongoing basis.

Respectable preparation, guidance during and reintegration after training stays abroad are the subject of a recommendation on the European Quality Charter for Mobility adopted by the Education and Culture Council. The Commission proposed, as part of the "Education and Training 2010" programme, a charter on the quality of displacements for training purposes in order to reach consistently high standards for people taking part in lifelong learning measures.

The charter contains proposals on the different phases of training measures, including preparation, the measure itself and wrap-up after the return of the person who has taken part in the training. As a rule it attributes clear commitments and responsibilities for the mobility. Ten guidelines refer to these different phases.

### *Prior to departure:*

1. Ensure that participants have access to reliable sources of guidance and information on opportunities and conditions for mobility.
2. Draw up a learning plan.
3. Ensure a tuition of the participant, in particular linguistic preparation.
4. Ensure that the intended mobility experience contributes to personal and professional development.

### *During the stay:*

5. Linguistic support.
6. Logistical and practical support.

7. Mentoring and integration.

### *After the return:*

8. Ensure the recognition or certification of diplomas obtained or periods of studies/training carried out.
9. Assist participants to reintegrate back into their social, educational or professional environments.
10. Evaluation of the outcomes of the mobility.

## LLL & AE mobility in France

It is essential to understand that the and the development of lifelong learning are designed and made real within the same approach.

The L-M-D scheme, which follows the implementation of the Bologna Process in France, is set up to enable HEI to elaborate an offer of an integrated training which develops modular learning paths (ECTS), welcomes adults going back to get higher education degrees.

At present there is possible to award a degree fully with recognition of prior learning (the 1992 law of July 20<sup>th</sup>, and 2002 law of January 17<sup>th</sup> and the 2002 decree of April 24<sup>th</sup>). A particular jury makes recognition of prior learning specific to each degree, from the analysis of a file made by the candidate and after an additional interview.

Recognition of prior learning is a specific originality of France, which have important consequences from different respects in national education, notably concerning the five following points:

1. The setting up of new degrees, since this new way of awarding degrees must be fully integrated.
2. Ways to make juries and ways to make them deliberate, since these can award a degree only from a candidate's experience and without any examination test.

3. The methodology itself of exams which makes it possible to take into account other experiences than strictly vocational ones in the recognition process.
4. Tools and supports which provide candidates the possibility to present their own experiences (works done, analytical files, etc).
5. The practical organization and the implementation of the procedure, in so far as demand quickly has grown important.

All information on the VAE (validation des acquis de l'expérience) procedure on the site: <http://www.education.gouv.fr/cid1106/la-validation-des-acquis-de-l-experience-v.a.e.html>

### **LLL & AE mobility in Germany**

Higher education institutions with the introduction of the two-cycle degree structure play a key role in Germany's LLL strategy and EE mobility (*Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland, Bund-Länder Commission for Educational Planning and Research Promotion on 05.07.2004*). The strategy promotes cooperation between higher education institutions and schools, businesses, industry associations, job centres and further education and training institutions. under the BMBF's Learning Regions (*Lernende Regionen – Förderung von Netzwerken*), which provides support for Network programmes developing and testing innovative models for lifelong learning.

To facilitate the EE mobility and in particular the transition from technical and vocational education and training (TVET) to higher education, the BMBF ([http://www.bmbf.de/pub/bildung\\_in\\_deutschland.pdf](http://www.bmbf.de/pub/bildung_in_deutschland.pdf)), drew up in September 2003 together with KMK (<http://www.kmk.org/doku/diagr.htm>) and HRK a set of joint recommendations for HEI the award of credits for TVET and counting those credits towards a degree. In certain circumstances, knowledge and skills acquired outside the

higher education system can be counted towards a degree by as much as 12 to 50 per cent. Applicants with vocational qualifications also have the opportunity to enter higher education without an entry qualification. The requirements and processes are administrated by the various *Länder*.

### **LLL & AE mobility in Italy**

Universities may - in accordance with their General Academic regulations of the University - after first and second degree courses organise advanced scientific courses as well as higher education courses (Ministerial Decrees 509/99 and 270/04). The Ministerial Decree of 17 April 2003 defines the criteria for the distance learning courses from *Open Universities* or *Virtual campuses*. The aim, among others, is to improve EE mobility and widen the access to higher education. It pays special attention to the employed adults who are interested in continuing education while working or at professional retraining and competency updating. There are also regulations facilitating the personalized pathways on modular degree courses.

The latest university legislation allows particular HEIs, on the basis of their autonomy, to make provisions for the accreditation of competences acquired through professional experience.

### **LLL & AE mobility in Poland**

Lifelong Learning Development Strategy by the year 2010, which says that it is necessary to intensify efforts to guarantee a high level of education, increase learning accessibility, popularise secondary education and raise the proportion of people with higher education, was adopted in Poland by the Council of Ministers in mid-2003.

Priorities set in the Ministers' policy follow the Strategy taking into account the factors influencing scientific and technical progress as well as an increase in educational aspirations within the society. They stressed also a

significant increase in the number of students, and among other things, the development of no state HEIs.

Another very important approach involved in the policy is a necessity to conduct scientific research that promotes the quality of lifelong learning. The policy concerning education of adults relates to possibilities to provide modular education and individual learning plans. Decisions in this respect however, are taken by governing bodies of a particular HEI. In the context, development of adult education mobility and LLL seems to be good based on the part time and evening studies.

### **LLL & AE mobility in the United Kingdom**

#### *England, Northern Ireland and Wales*

The LLL strategy is realized in the UK so that more people can fulfil their potential and operate effectively in a changing labour market, throughout their working lives. Higher education policies support the maximisation of participation in and attainment through learning.

The Government introduced Foundation Degrees in 2001 which offer a vocational route into higher education, allowing successfully complete the qualifications. Short Masters courses are an important means of providing and certifying continuing professional development.

The Government supports part-time study by making financial provisions for students in the form of a means-tested course grant and a statutory fee grant.

The Sector Skills Councils are in the process of developing Sector Skills Agreements and are specifically identifying how higher education can respond to their higher level skill needs. These include the development of flexible, progression routes into higher education from age 14 onwards and support for continuous professional development for their existing workforce. Guidelines on the accreditation of prior learning have been drawn up by the QAA.

The HE sector is looking at a range of possibilities for flexibility such as the ability to vary the pace of study; to stop and start HE at different times in their lives; to draw on work experience and prior experiential learning and to mix work based learning with academic study (following the 2003 White Paper *The Future of Higher Education*).

#### *Scotland*

The Scottish Executive's lifelong learning strategy indicates:

- SHEFC encourages institutions to develop part-time degree provision (since the volume of this provision is not capped).
- SCQF promotes credit recognition for small and episodic learning activities as well as degrees, and clarifies articulation and progression routes between institutions.
- The Scottish Executive's enterprise strategy Smart Successful Scotland emphasises skills development and need for retraining/ Continuing Professional Development.
- Scotland's colleges of further education provide access to learning throughout life, accessible to those in work and out of work. About 28% of students in these colleges come from areas of high deprivation. Routes are then available for these students to articulate to first degree courses in HEIs through the SACCA project.

### **European Universities towards reaching the goals of the Lisbon Strategy**

The Commission stands ready to support the modernisation of EU universities through a process of identifying and sharing good practice, and through its funding programmes for education, research and innovation: the Lifelong Learning Programme, the Seventh Framework Programme for research and development, the Competitiveness and Innovation programme, and the Structural and Cohesion Funds.

The proposals put forward by the Commission in June 2006<sup>55</sup> include 9 areas where changes should be made so that Europe's universities can



contribute to the creation of a true knowledge economy:

1. Boost the proportion of graduates spending at least one semester abroad or in industry.
2. Allow students to make use of national loans and grants wherever in the EU they decide to study or do research.
3. Bring procedures for the recognition of academic qualifications in line with those for professional qualifications and make European degrees more easily recognised outside Europe.
4. Introduce training in intellectual property management, communication, networking, entrepreneurship and team-working as part of a research career.
5. Refocus courses to allow greater participation at later stages of the life-cycle, thereby addressing the skills needs of Europe's workforce, and ensuring that universities are able to adapt to Europe's ageing population.
6. Review national student fee and support schemes so that the best students can participate in higher education and further research careers whatever their background.
7. Review systems for funding universities, to be more focused on outputs and give universities more responsibility for their own long-term financial sustainability, particularly in research.
8. Allow universities greater autonomy and accountability, so that they can respond quickly to change. This could include revising curricula to adapt to new developments, building closer links between disciplines and focussing on overall research areas domains (e.g. renewable energy, nanotechnology) rather than disciplines.
9. Allow universities include more autonomy at individual institution level for choosing

teaching and research staff.

Each HEI should find the balance of education, research and innovation which is best suited to its role in its region or country. This will necessarily mean a differentiated approach. The aim is to create a framework within which universities can become stronger players in the global knowledge society and economy. The primary goal must be to achieve excellence in the teaching and research functions of universities. For more information refer to:

[http://www.europa.eu.int/comm/education/policies/2010/lisbon\\_en.html](http://www.europa.eu.int/comm/education/policies/2010/lisbon_en.html)  
[http://europa.eu.int/eracareers/index\\_en.cfm](http://europa.eu.int/eracareers/index_en.cfm)

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Kit "Mobility in Europe for educational issues", a working document produced within the Ergo-in-Net project and based on national reports written by the project's partners,  
 URL: <http://www.ergoinnet.net>  
 (click on "Resources")

# 08

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chapter

**Legal aspects  
and other stay  
formalities**

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## Introduction

*This chapter sets out some of the key issues that may concern someone thinking of moving to another EU country to work. It is transversal to all chapters of this handbook and you can find here practical information on stay formalities and other legal issues.*

A note for advisers and trainers: For your own training or professional development you may like to use this document as a starting point for your own research, asking the following questions:

- What *issues* do I need to be aware of when advising clients about mobility in Europe?
- What *questions* are they likely to ask me and where could I get the answers?
- What *barriers* are there to mobility within the EU?

How can advisers most effectively help to overcome them?

The information here is reliable as far as we now at the time of writing, but before taking action based on it, you should check the sources and details yourself.

## What do they have in common?

### General information

|                          | UK                | France                  | Germany           | Italy                         | Poland             |
|--------------------------|-------------------|-------------------------|-------------------|-------------------------------|--------------------|
| <b>Population</b>        | 60m               | 62m                     | 82m+              | 58.5m                         | 38.6m              |
| <b>Capital</b>           | London            | Paris                   | Berlin            | Roma                          | Warsaw             |
| <b>Language</b>          | English           | French                  | German            | Italian                       | Polish             |
| <b>Other</b>             | Welsh             |                         |                   |                               |                    |
| <b>Currency</b>          | Pound = 100 pence | Euro                    | Euro              | Euro                          | Zloty = 100 Grozys |
| <b>Dialling</b>          | +44               | +33                     | +49               | +39                           | +48                |
| <b>Fire</b>              | 999               | 18                      | 112               | 115                           | 112 / 998          |
| <b>Police</b>            | 999               | 17                      | 110               | 113 Police<br>112 Carabinieri | 112 / 997          |
| <b>Ambulance</b>         | 999               | 17                      | 112 <sup>56</sup> | 118                           | 112 / 999          |
| <b>Medical Emergency</b> | --                | 15 (SAMU) <sup>57</sup> | --                | 118                           | --                 |

For more information on moving to another country contact their embassy in your own country.

### Permits and visas?

Those holding full ten-year EU passports can stay or work in any EU/EEA country for up to three months without a visa or work permit.

Longer stays simply require a residence permit. Check the procedure for obtaining this with the consulate or embassy of the country you wish to visit before you leave your own country. The procedures will differ from country to country.

**55** In some federal German states 19222 is also used to call an ambulance.

**56** The emergency medical helpline.

## Country

## Residence permit

Workers from countries that joined the EU in May 2004 except Malta, Cyprus and Switzerland) over 3 months or later must still ask for a residence permit - *Carte de Séjour* - and a work permit. These must be applied for by the employer since the worker should not be in the country.

The type of work permit depends on the duration of the employment contract:

- Contract of less than one year or seconded workers: autorisation provisoire de travail (APT) (provisional work permit), issued for nine months and renewable. The duration and validity of the residence permit depends on the duration of the provisional work permit. Moreover, this kind of work permit does not allow the holder to change employer or to remain in France once it has expired.
- Contract for one year or more: a single residence/work permit is issued, that is to say a *carte de séjour temporaire (CST)* (temporary residence permit) indicating that the holder is a salaried worker (*salarié*). It is valid for a year, is renewable, and the holder may change employer.

It should be noted that as of 1 May 2004 free movement will be possible for researchers, students (providing they have social security cover and sufficient resources) and service providers; non-salaried workers (self-employed workers) will also be free to set up businesses in France providing they have the requisite qualifications (in particular in the case of regulated professions).

If you are a national of one of the 15 EU countries (before extension), Iceland, Liechtenstein, Malta, Norway or Cyprus: the procedure has been greatly simplified. There are no particular steps to be taken; a valid identity paper is enough. Workers and students from outside the EU and the EEA, you both need a residence permit and a work permit when they are working.

### **FORTRAINEES**

If you are a national of one of the 15 EU countries (before extension), Iceland, Liechtenstein, Malta, Norway or Cyprus, you should make sure that you sign a placement agreement.

If you are a national of one country that became new members on May 1st 2004, (with the exception of Cyprus and Malta) you need a residence permit and a placement permit.

The placement permit is issued by the foreign workers service to the host company and is compulsory. For this you will need 3 copies of the placement agreement signed by the company, your teaching institution and yourself. Then you must send the agreement to the cultural service of the French Embassy in your country and send a copy to the company that will present it to the *Direction départementale du travail* (foreign workers service) concerned, to obtain the permission to be your host. This permission will only be granted if the placement agreement is as explicit as possible and is relevant with the usual rules of the "stage" in France, i.e. the course is included in the student's degree course, its duration is less than 12 months, protection against accident at work and health insurance are provided. The permit for nationals of the new EU countries is a temporary arrangement.

### **Further information on (available in French and in English)**

[http://www.social.gouv.fr/htm/dossiers/accueil\\_ressort\\_ue/elargissement.pdf](http://www.social.gouv.fr/htm/dossiers/accueil_ressort_ue/elargissement.pdf)

Germany

Everybody who lives in Germany - regardless of whether foreigners or Germans - has to go to the Residents Registration Office to register themselves and their address. All you need is a completed registration form and your passport or identity card. The registration deadlines are very short and differ from one federal state (*Land*) to the next.

EU citizens and citizens from Iceland, Liechtenstein and Norway and Switzerland enjoy freedom of movement within the European Union. You do not require a visa or a residence permit (except Swiss citizens) or a work permit.

EU citizens and citizens from Iceland, Liechtenstein and Norway must merely register with the registration office within three months of entering the country, and give details of their right of residence.

Workers from the Czech Republic, Estonia, Latvia, Lithuania, Poland, the Slovak Republic, Slovenia and Hungary therefore currently need a work permit which is issued as an EU work permit (*Arbeitserlaubnis-EU* or *Arbeitsberechtigung-EU*). As before, the EU work permits are issued by the labour agencies.

To spend more than 3 months in Germany you need an *Aufenthaltserlaubnis* (residence permit). To register you need:

- Proof of employment (a contract or letter of employment).
- Two passport photos.
- A copy of your residents' registration.
- Your passport.

Italy

Residence permits / work registration papers are no longer needed

Poland

Anyone staying for more than 3 days must fill in a registration form at the local Commune Administration Office within 48 hours of arrival.

If you do not intend to work here, you need no more than your passport for up to 90 days. After this, you must also register for temporary residence at the municipal or parish office. A temporary residence permit is granted, initially for 6 months, if you intend to work or are involved in any other economic activity.

EU citizens do not need a work permit to work in the UK. Nationals from Poland, Lithuania, Estonia, Latvia, Slovenia, Slovakia, Hungary and the Czech Republic need to register with the Home Office under the "Worker Registration Scheme".

A work permit is required for the Isle of Man, and Alderney in the Channel Islands:

Guernsey Social Security Authority  
Edward T Weadon House, Le Truchat  
St Peter Port, Guernsey, GY1 3WH  
Tel.: +44.1481.732500

For details of employment rights in the other Channel Islands contact either:

The Controller of Social Security  
32 La Motte, St Helier, Jersey  
Tel.: +44.1534.280000

Isle of Man JobCentre, Division House  
31 Prospect Hill, Douglas, Isle of Man. IM1 1PJ  
Tel.: +44.1624.685680

Application forms (ECC1) and further information from:

Immigration and Nationality Directorate  
European Community Group  
B6 Division, Block C Whitcraft Centre  
Wellesley Road, Croydon, CR9 1AT  
Tel.: +44.870.2410645

**Legal matters and taxation**

Once in the other country you will be subject to their laws. In the event of any legal problems you should contact your Embassy.

Where you pay tax depends principally on whether you are defined as resident in your own country or not during a particular tax year. If you pay in the host country, remember there may be local as well as income taxes. VAT must also be considered. You may also incur import taxes if you move certain household goods. Consult the tax and/or customs and excise offices in your country before you leave. See <http://europa.eu.int/youreurope> (>"citizen" and select "taxation" from the drop-down menu) for more details.

**In France**

*Social contributions:*

- Automatically deducted from your gross salary on your pay slip.

*Income Tax:*

- Paid by an employee either three times a year or in 10 monthly instalments.
- Assessed on earnings in one year.
- Payable the following year. In February, fill in and send a *déclaration d'impôts* (tax return) to your local *Centre de Paiement des Impôts*.
- Contact your nearest *Trésor Public* for further information.

**In Germany**

If you are liable, you must register with the local tax office / *Finanzamt*. German taxes are higher than average, including regional and local taxes. Income tax also includes church tax and the *Solidaritätsbeitrag* – to support former East Germany.

**In Italy**

You may need the services of an accountant (*commercialista*). Trade Unions offer advice.

*Tax Offices*

Find a local *Agenzia delle entrate* (<http://www.agenziaentrate.it>).

*IVA - Imposta sul valore aggiunto* (VAT - Value Added Tax) is 20%.

Further information: *Ufficio Provinciale Imposta sul Valore Aggiunto* (Local VAT Office).

*Local taxes*

*ICI - Imposta comunale Immobili* – 4-6% on the value of your property. Householders also pay for rubbish disposal (*Nettezza Urbana*) and water (*Acquedotto Comunale*) both calculated on the area of the property.

For further details see *Ministero delle Finanze* (Ministry of Finance): <http://www.finanze.it>

**In Poland**

Income tax exists in the form of income tax on companies, income tax on individuals (19% - 30% or 40% - more information below) and lump sum taxation forms.

| Base for calculation of tax in PLN (2006) |        | Amount of tax   |
|---|--------|---|
| above                                     | up to  |   |
|   | 37.024 | 19% of the assessment base minus the amount of 530,08 PLN |
| 37.024                                    |        | 6.504,48 PLN + 30% of the excess above 37.024 PLN         |
| 74.048                                    |        | 17.611,68 PLN + 40% of the excess above 74.048 PLN        |

Indirect taxes include Value Added Tax (0% - 22%) and excise tax as well as Gambling and Lottery tax.

More information on: <http://www.mf.gov.pl>



## In the UK

As well as income tax and VAT there is a local *council tax* which pays for public services in your area and is assessed on the value of your property.

### *National Insurance Contributions*

Deducted from your wages (or paid direct by the self-employed). Everyone is issued with a national insurance number (NINO). Your employer will arrange this and deduct contributions from your salary.

*For additional information:*

HM Revenue & Customs  
International Division (Double Taxation)  
Victory House, 30-34 Kingsway, London,  
WC2B 6ES  
Tel.: +44.207.4386622  
<http://www.hmrc.gov.uk/rates/index.htm>

## Pensions and unemployment benefits

Under EEA regulations, if you work in two or more EEA countries you can combine state pension contributions paid in each state in order to qualify for a state pension.

If you are entitled to unemployment benefit and have been claiming this in your own country, you may continue to receive it for a while in your own country, while you actively seek work elsewhere. Contact the employment service in your own country for details.

## Insurance, social security and health care

Your social security rights are the same as those that apply anywhere within the EEA. When you start work you contribute to the social security system and consequently, gain the right to benefits. Social security benefits cover unemployment, illness, invalidity, work accidents, work related illnesses, maternity, widowhood and pensions.

If you are an EEA citizen you should obtain certificate E301 from your social security department before you leave. This will show the amount of social security insurance you

have paid in your home country. Take this certificate to your local employment or social security office in the new country in order to make a claim for social security benefits.

Further information in: leaflet SA29 "*Your Social Security, Insurance, Benefits and Health Care Rights in the European Community and in Norway, Iceland and Liechtenstein*".

You get urgent medical treatment free anywhere in the EU.

The *European Health Insurance Card* (EHIC) has replaced forms E111, E111b, E110, E128 and E119. It entitles you to free, or reduced cost, emergency healthcare when visiting another EU country, Iceland, Liechtenstein, Norway or Switzerland. The card is intended to simplify procedures if you need medical care. It is not valid if you are going to live and work abroad permanently but will otherwise allow you to access any state-provided medical treatment you need while abroad because of an accident or illness: <http://www.ehic-card.com>

EU countries have different rules about state-provided medical treatment. You may have to pay part or all of the cost of medical treatment/prescriptions, and then claim a full or partial refund. It's best to take out private insurance covering medical care as well.

If you are in receipt of Sickness Benefit in your country, you may be able to transfer payment to the other EU country. Ask at your local labour office, or social security office.

## Detailed information per country on insurance, health care, pensions and unemployment benefits

| COUNTRY  | INDUSTRIAL INSURANCE/<br>CIVIL LIABILITY INSURANCE  | HEALTH CARE, PENSIONS<br>AND UNEMPLOYMENT BENEFITS  |
|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>France</b></p> | <p><b>FOR TRAINEES</b></p> <p>All students are insured against this risk by their teaching establishment on condition that a tripartite agreement has been signed. The company is therefore not liable for contributions for the trainee. However, large companies which take on numerous trainees, have generally made provision for this in their organisation.</p> <p>Civil liability insurance for injury caused to third persons at the place of work, during travel to and from and other movements. The trainee must make sure that at least one of his insurance policies (house, vehicle) covers this risk. It is possible for a student to apply directly to a company for a placement, they are very used to it especially big companies. But generally those companies are rather demanding on the profile of applicants.</p> | <p><b>FOR TRAINEES</b></p> <p>Health insurance: the trainee remains affiliated to the scheme to which he subscribed at the time of his registration with his teaching establishment, i.e. student scheme, insured with his parents or voluntary insurance. He must ask before departure for his/her European security card.</p> <p><b>FOR ALL</b></p> <p>More Information from: <a href="http://www.service-public.fr">http://www.service-public.fr</a> in the chapter dedicated to foreigners.</p> <p>Eures: <a href="http://europa.eu.int/eures">http://europa.eu.int/eures</a></p> <p>In the chapter "living and working conditions": <a href="http://europa.eu.int/scadplus/citizens/fr/fr/1099.htm">http://europa.eu.int/scadplus/citizens/fr/fr/1099.htm</a></p> <p><i>Sécurité Sociale</i>: <a href="http://www.ameli.fr">http://www.ameli.fr</a></p> <p>In foreign languages at: <a href="http://www.ameli.fr/277/RUB/277/omb.html">http://www.ameli.fr/277/RUB/277/omb.html</a></p> <p>Provided by: public and private sector institutions; independent private practitioners. Make sure the doctor or dentist is <i>conventionné</i>, i.e. they work within the health system.</p> <p><b>WHO PAYS?</b></p> <p>You pay directly for treatment and prescribed medicines: then claim it back from the social security insurance system. You are covered after 60 working hours, once your employer has registered you with the <i>Caisse de Sécurité Sociale d'Assurance-Maladie</i>. You get a social security registration card and number, but need to present a <i>fiche d'état civil</i> (e.g. your birth certificate). NB: Social security cover for medical treatment is usually partial: additional insurance - the <i>Mutuelle</i> – provided by many French insurance companies - is needed to cover the rest.</p> |

*Feuille de soins*: a signed statement of treatment given and medicines prescribed. When you collect your medicine, the pharmacist will hand you back your prescription. Attach it to the *feuille* to claim a refund. Medicine containers also carry detachable labels (*vignettes*), with the name and price of the contents. Stick these on the *feuille*, and sign and date the form. Send your claim for a refund (*feuille de soins*, any prescription, and your ESC) to the nearest CPAM - *Caisse Primaire d'Assurance-Maladie* while still in France.

*Carte vitale* (gradually replacing the *feuille de soins*) certifies you are entitled to these rights for 4 years. Refunds are much quicker. Present it at the pharmacy to avoid the procedures described above.

*Hospital treatment*: If you need this, the doctor issues an attestation. You pay for each day in hospital (may be covered by your mutual insurance scheme but not by social security). Send an *avis d'admission / prise en charge* (notice of admission / acceptance of responsibility form) to the local *Caisse de Sécurité Sociale* with your registration card (if not registered, your European Social Security Card).

More information from your local *Caisse de Sécurité Sociale Primaire d'Assurance-Maladie*.

## FOR ALL

Insurance for occupational accidents and accident insurance contributions are paid exclusively by the employer, so employees receive insurance protection free of charge. Obviously, there are underlying reasons for this: the fact that all contributions are paid by the employer is intended to encourage them to do more to prevent accidents in the workplace.

## FOR ALL

EU citizens need the European health insurance card in order to be able to claim the necessary medical benefits in kind if they are ill when staying in Germany for a short time. The EU regulations only apply to those with statutory health insurance. Those privately insured should take out private foreign health insurance with their health insurance fund before travelling. This is usually then valid for twelve months and paid for by a single-premium sum.

*Employees*: compulsorily insured under German law. The social insurance covers unemployment, health, pension, accident and long-term care.

*Krankenkassen*. You choose a health insurance company (*Krankenkasse*), and your employer registers you with them. Your family (wife/husband, if not working, children) can be included.

The *Krankenkasse* registers you for unemployment and pension insurance, etc. Contributions are paid monthly from your salary direct to the *Krankenkasse*. Your employer should also register you for accident insurance with a *Berufsgenossenschaft* (occupational health and safety agency). On starting work, you contribute to the social security system and get the right to benefits.

*Unemployment.* If unemployed register with the local employment office or *Arbeitsagentur*.

*Pensions.* Your employer will register you and deduct the contributions from your wage/salary.

## HEALTH CARE PROVIDERS

*Doctors, Dentists, Chemists.* As well as family doctors in general practice, there are specialists: ophthalmologists, ear, nose and throat specialists, paediatricians, etc. Doctors are listed by specialisation in local "Yellow Pages" (<http://www.gelbe-seiten.de>). But it is often best to see a family doctor first. They can then refer you to an appropriate specialist from the local network. Chemists can also sometimes recommend doctors. There is a "doctor consultation" fee of EUR 10 for every quarter of the year.

*Appointments.* With doctors and dentists, make an appointment beforehand by telephone. For acute illnesses or accidents, you will get an appointment immediately or on the same day. Otherwise, you will wait for several days or even weeks, particularly for dentists or specialists.

*General opening and surgery times:* usually within normal office hours.

*Weekends.* Few open on Saturday, and only emergency services on Sunday. On public holidays, doctors usually appoint a locum.

*Emergency.* If you suddenly need a doctor in the night, at weekends or on public holidays, the emergency doctors and doctors on call will help you. A telephone-answering machine will generally list the surgery hours of the doctor concerned, followed by the locum for the night and/or weekend or public holidays. Or look in the

daily newspaper under *Ärztlicher Notdienst* or *Ärztlicher Bereitschaftsdienst*.

*Apotheken-Notdienst*. If you need medication urgently, lists of chemists open at night or on public holidays are in the daily newspapers under this heading. See <http://www.apoindex.de> or your local chemist's door / window for the address of a chemist with an emergency service. There are extra fees for night-time / weekend services.

#### WHO PAYS?

*Krankenkassen*. Health care is organised through insurance companies, e.g. the *Allgemeine Ortskrankenkasse* (AOK), the *Barmer Ersatzkasse* (BEK), etc. You must have such insurance if employed. Your family can be covered too. <http://www.krankenkasseninfo.de/krankenkassen/index.html> - health insurance companies.

#### FORTRAINEES

The trainee must begin the training with suitable insurance cover, the firm must insure the trainee against industrial damage with INAIL, and for civil liability against third parties with an insurance company.

#### FOR ALL

The law says: "the promoting parts must insure the trainees against industrial damage, with the National Institute for security against Industrial Damages (INAIL), as well as with an insurance company for civil liability against third parts. The insurance cover is also for activities that the trainee might carry out outside the firm and fall into the orientation and training project (art.3 M.D.142/98)".

#### FOR ALL

*Ministero della Salute* (Ministry of Health) <http://www.ministerosalute.it/assistenza/profondimento>

A person entitled to health care under EEA rules staying temporarily in Poland may receive health care services on the same conditions as the beneficiaries, as long as she has the EHC European Health Insurance Card.

#### HEALTH CARE PROVIDERS

*Doctors and Dentists*. Your Local Health Unit (*Azienda Sanitaria Locale – ASL*) will give a certificate of entitlement (without which you may have to pay for treatment). It is issued by the National Health Service and allows to receive medical treatment and to take advantage of public (out-patient departments, clinics and so on...) and private hospitals. Ask for a list of practitioners, then take the certificate to one of them. She/he will charge you a fee. For certain, listed medicines you will be charged a standard fee.

*Sistema di previdenza sociale*. Covers old age, disability, sickness, unemployment benefits and health care. Administered by the *Istituto Nazionale*

*Previdenza Sociale (INPS):* <http://www.inps.it>  
Your employer deducts national insurance payments to be made to *INPS*.

*Unemployment*

Register with the local *Centro per l'Impiego* (Employment Centre), who will take your claim for unemployment benefit (*indennità di disoccupazione*).

**FOR TRAINEES**

People who want to go on internship in foreign companies can use special card for students (EURO<26 or ISIC). Possession of this card guarantees liability insurance and accident insurance.

**FOR ALL**

*Centrala Narodowego Funduszu Zdrowia - Biuro Współpracy mi Dzynarodowej* (Central Office of the National Health Fund -The International Affairs Office)

ul. Grójecka 186, 02-390 Warszawa  
Tel.: +48.22.5726268; Fax: +48.22.5726319  
*email:* [ca17@nfz.gov.pl](mailto:ca17@nfz.gov.pl)

*Ministerstwo Zdrowia* (Ministry of Health)  
<http://www.mz.gov.pl/>

Access to health care during a temporary stay in Poland: A person entitled to health care under EEA rules staying temporarily in Poland may receive health care services on the same conditions as the beneficiaries, as long as she has the EHIC European Health Insurance Card. Information is on the website: <http://www.nfz.gov.pl/ue>

Health care is covered by insurance (compulsory or voluntary). The National Health Fund (*Narodowy Fundusz Zdrowia, NFZ*) is responsible for assuring these services and reimburses the cost of medicines on a means-tested basis. With a European Health Insurance Card health care, including dentistry, is free.

*Specialist out-patient care.* The doctor (a general practitioner) may refer you to diagnostic tests to confirm the diagnosis before referral to a specialist or hospital. No referral is needed for out-patient access to the following: obstetrician, dentist, dermatologist, venereologist, oncologist, eye specialist, psychiatrist, nor for anyone who is suffering from tuberculosis, infected with HIV, a war invalid or a victim of torture, addicted to alcohol or drugs (i.e. for treatment of addiction).

**FORTRAINEES**

Trainees are well advised to take out a comprehensive personal insurance. However, incoming trainees are covered in the same way as the UK nationals for industrial accident under the provision of the Health and Safety at Work Act.

**FORTRAINEES**

Those trainees that are on placement for longer than six months are advised to register with a doctor (General Practitioner – GP) in the UK. In order to find out where the nearest doctor's surgery is, or if there are any walk-in services the NHS (National Health Service) direct 0845 4647 can be contacted or their website <http://www.nhsdirect.nhs.uk> visited. Nationals of the EU or Norway are entitled to free hospital treatment in the UK but not for dental treatment.

Trainees will be required to make National Insurance (social security) contributions of about 11% of their salary, unless they hold a certificate issued by the authorities in their own country showing that they are liable for contributions at home. This document needs to be obtained before the trainee leaves their country (unless they have not been working and making contributions in which case they will probably not be exempt, they need to check with their local authority). They will need to apply for a National Insurance number as soon as they arrive in the UK.

**HEALTH CARE PROVIDERS**

The National Health Service is free, except for prescribed medicines, dental services, eye tests and spectacles. If you have a low income or already receive other state benefits, you may get help with these costs. Contact the local *Jobcentre Plus* or social security office.

*Doctors:* Register with a local National Health Service (NHS) doctor (general practitioner). NB: some NHS doctors also practise privately: make sure you are treated as a *NHS* patient or you may pay the full cost. Your doctor can refer you for hospital treatment or to see a specialist.

*Dentists:* most are private and charge for treatment.

*Opticians:* provide eye tests and spectacles, and charge for this.

*Pharmacists/Chemists:* provide medicines prescribed by your doctor.

UK

NHS Direct: tel. helpline / website for basic medical advice and information. Telephone helpline: 0845 4647  
<http://www.nhsdirect.nhs.uk>

Department of Health, Primary Care Branch  
Room 7E04, Quarry House, Quarry Hill, Leeds, LS2 7UE  
Tel.: +44.113.2545834

The Pension Service  
<http://www.thepensionservice.gov.uk/atoz/atozdetailed/livingoverseas.asp>

## Useful links and addresses

### FRANCE

**French Embassies abroad** <http://www.mfe.org/Annuaire/repdipfr.asp>

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#### The Press (& TV)

The main daily newspapers with websites:  
*Libération*: <http://www.liberation.fr>  
*Le Figaro*: <http://www.lefigaro.fr>  
*Le Monde*: <http://www.lemonde.fr>

Others at:  
<http://www.radiotv.org/PRESSE/France.html>

*Demain*: TV channel dedicated to employment and job offers  
<http://www.demain.fr/>

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**Professional Associations and Trade Unions** <http://products.kompass.com/fr/Administration%20-%20Associations/Associations%20professionnelles/ODQwNjlyNzM2NDU>

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#### Chambers of Commerce

French Chambers of Commerce abroad: <http://www.uccife.org>  
Chambers of Commerce in France: <http://www.cci.fr>

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#### Accommodation

<http://www.cnous.fr> - Public universities residences.

<http://www.cidj.com> - Youth information centres in each region.



Private university residencies: apartments can be found here throughout the year: <http://www.adele.org>

<http://www.ufjt.org> - The union of hostels and services for young workers.

Youth Hostels Federation: <http://www.fuaj.org>

*International Meeting Centre*: <http://www.ucrif.asso.fr>

*La Centrale des Particuliers*: property for sale or rent.

*De Particulier à Particulier*: private adverts for accommodation.

<http://www.paruvenu.fr> - In the small *advertisements*.

<http://www.petites-annonces.fr> - In the small *advertisements*.

<http://www.colocation.fr> - Flat sharing.

## Accommodation

<http://www.appartager.com> - Flat sharing.

Renting Accommodation:

- Difficult / expensive in main tourist areas, Paris, and other cities.
- Minimum contract usually 9-12 months.
- Deposit 1-2 months rent.
- May be asked for proof of working – e.g. pay slips.

Advertised in:

- local papers and Paris dailies e.g. *Le Figaro*, *France Soir*, *Le Parisien* (see also "Press (& TV)").

*Agencies immobilières / agences de location et de propriétés.*

Addresses in Les Pages Jaunes or professional association web sites:

- <http://www.cnab.net>
- <http://www.fnaim.fr>

Legal aspects. *l'Agence national d'information sur le Logement.*

- <http://www.anil.org> - Check the conditions, e.g. does rent include heating or lighting?

Buying Accommodation.

- Mortgages: via the local *Notaire* or by an *Agent Immobilier*.

Loans: banks, other financial institutions, and *notaires*.

## GERMANY

### German Embassies abroad

<http://www.auswaertiges-amt.de>  
[http://www/en/aamt/zentrale/index\\_html](http://www/en/aamt/zentrale/index_html)

### Foreign Office

*Auswärtiges Amt:* <http://www.auswaertiges-amt.de>

*Einwohnermeldeämter.* Find them at:  
<http://www.meldeaemter.de/einwohnermeldeamt.html>

### Immigration and residence issues

Bundesverwaltungsamt  
Barbarastr. 1, 50735 Köln  
Tel.: + 49.221.7580; Fax: + 49.221.7582823  
email: [poststelle@bva.bund.de](mailto:poststelle@bva.bund.de)  
<http://www.bundesverwaltungsamt.de>

### The Press (& TV)

*Die Welt:* <http://www.welt.de/go/stellenmarkt>  
*Die Zeit:* <http://www.jobs.zeit.de>  
*Frankfurter Allgemeine Zeitung:* <http://stellenmarkt.faz.net>  
*Süddeutsche Zeitung:* <http://stellenmarkt.sueddeutsche.de>  
*Frankfurter Rundschau:* (link Anzeigen and Stellen)  
*Handelsblatt:* <http://handelsblatt.jobturbo.de>

All the main daily newspapers and some regional ones – e.g. *Berliner Zeitung*, *Aachener Zeitung*, *Stuttgarter Zeitung*, advertise job vacancies (see also chapter 5).

### Professional Associations and Trade Unions

Professional associations:  
[http://www.ausbildung-plus.de/anbieter/info\\_zq/ausbildung/103.html](http://www.ausbildung-plus.de/anbieter/info_zq/ausbildung/103.html)  
Unions: [http://www.dgb.de/mitglied\\_werden](http://www.dgb.de/mitglied_werden)

### Chambers of Commerce

*Deutscher Industrie und Handelskammer:* <http://www.dihk.de/inhalt/ihk/index.html>  
Central Association of German Handicrafts:  
<http://www.zdh.de/handwerksorganisationen/handwerkskammern/deutschlandkarte.html>  
Addresses of chambers of commerce and professional associations:  
[http://www.ausbildung-plus.de/anbieter/info\\_zq/ausbildung/103.html](http://www.ausbildung-plus.de/anbieter/info_zq/ausbildung/103.html)

### Accommodation

If you are planning a temporary stay in Germany, it might be a good idea to contact one of the local temporary residence agencies, the so-called *Mitwohnzentralen*.

You will find a broad range of accommodation on offer in the Wednesday and Saturday editions of the daily newspapers (<http://www.mediamonster.de> – German Press).

Weekly advertisers also provide a useful overview of the regional housing market. Ask your future employer for the Internet addresses of the newspapers. Frequently, advertisements are also available online one or two days after the newspaper is published. Obviously, you can also place your own advertisement. In some instances, your employer will help you find accommodation, and ideally offer you a company apartment.

The market for furnished accommodation ranges from a room in a shared flat to complete apartments. As many of these services are offered online, it is easy to find the *Mitwohonzentralen* in the Internet:

<http://www.mitwohonzentrale.de> – Accommodation offers/furnished accommodation offers.

<http://www.homecompany.de> – Short term accommodation.

<http://www.studentenwerke.de> – German student union/accommodation offers.

<http://www.mieterbund.de> – German Tenants' Protection Association.

<http://www.suchezimmer.de> - Room and flat rent.

Find short-term accommodation through tourist offices: *Verkehrsverein*.

#### *Rented accommodation*

Usually unfurnished. Can be hard to find and very expensive, particularly in the south. Advertised in local papers under *Immobilien / Mieten* (usually the Wednesday / weekend editions), or on agents' or newspapers' websites (see above).

A deposit: 2-3 months' rent is usually asked for by the landlord/rental agency. The tenancy agreement: check carefully your rights and obligations. You must normally redecorate before you finally move out or pay for this out of the deposit. There are normally extra costs for electricity, rubbish collection, etc.

#### *Buying Accommodation*

Mortgages: banks, *Sparkassen*, insurance companies (*Versicherungen*). A *Bausparkasse* will normally only consider you if you have had a savings account for the last seven years.

Advertised in local papers under *Wohnung / Haus Verkauf*. Check if the estate agent is a member of the *Ring Deutscher Makler* or *Verband Deutscher Makler*.

*Süddeutsche Zeitung*: <http://www.sueddeutsche.de/immobilien/mietenvermieten>

*Frankfurter Allgemeine Zeitung* (link *Immobilienmarkt*):

<http://forward.immobilienscout24.de/3025BUTde/marktplatz/faz/mieten.jsp>

*Immobilien Scout 24*: <http://www.immobilienscout24.de>

*Meine Stadt*: <http://www.meinestadt.de>

## Accommodation

## Culture and Language

DAAD – Learn German: <http://www.daad.org/?p=63190>

Goethe-Institut: <http://www.goethe.de>

## ITALY

### General information

*Ministero degli Affari Esteri* (Foreign Ministry):  
<http://www.esteri.it>  
Euroguidance Resource Centre: <http://www.centrorisorse.org>

### The Press (& TV)

*Corriere Della Sera*: <http://www.corriere.it>  
*La Repubblica*: <http://www.repubblica.it>  
*La Stampa*: <http://www.lastampa.it>  
*11 Sole/24 Ore*: <http://www.ilsole24ore.com>

The main daily newspapers all advertise job vacancies.

### Professional Associations and Trade Unions

Italian General Labour Trade Union (*Confederazione Generale Italiana del Lavoro - CGIL*): <http://www.cgil.it>  
Italian Trade Unions Workers (*Confederazione Italiana Sindacati Lavoratori - CISL*): <http://www.cisl.it>  
Italian Labour Trade Union (*Unione Italiana del Lavoro - UIL*):  
<http://www.uil.it>

### Chambers of Commerce

<http://www.cameradicommercio.it>

### Accommodation

Ads published in the local newspapers and specialized press or on internet as on <http://www.postoletto.it> - <http://www.studenti.it> - in the section "*cerco casa/appartamenti*".

Some Universities run specialized structures as *Il Cercalloggio della Mutua studentesca*, *La Bussola di Venezia* and *Il Postoletto di Bologna*.

*Informagiovani*: <http://www.informagiovani.it>

Universities residences can offer accommodation at fair prices, a bedsit costs about 180-200 Euro per month. University residences are run by *Enti Regionali per il Diritto allo Studio*.

Another alternative are the religious houses. All information can be found in the *Guida dello Studente delle Università* or through the Catholic diocesan administration office.

Renting Accommodation.

Advertised in newspapers under *appartamenti da affittare*. Look also for "to let" (*affittasi*) signs on properties.

Estate agents: *agenzie immobiliari* also offer property to rent.

Contracts are usually for four years.  
Residents are protected from eviction, subject to conditions.

**Buying Accommodation**

*Ville & Casali*, a national property magazine. Also national property agencies See Links

Estate agents in your own country may offer property to buy in Italy. They usually work in conjunction with a local Italian agent.

Mortgages (*ipoteche*) can be arranged with banks. You can also contact your bank's agency in Italy about their international services. You will also need to consult a public notary.

Buying: National property agencies.

*Gabetti*: <http://www.gabetti.it>

*Tecnocasa*: <http://www.tecnocasa.it>

**Culture and Language**

Ente Nazionale Italiano Turismo (ENIT)

Via Marghera 2, 00185 Rome

Tel.: +39.06.49711; Fax: +39.06.4463379

<http://www.enit.it> - email: [sedecentrale@enit.it](mailto:sedecentrale@enit.it)

**POLAND****General information**

*Ministerstwo Spraw Zagranicznych* (Ministry of Foreign Affairs):

<http://www.msz.gov.pl>

The main daily newspapers advertise job vacancies. For a comprehensive media portal go to <http://www.media.onet.pl>

In Polish:

*Gazeta Wyborcza* – <http://www.gazeta.pl>

*Rzeczpospolita* – <http://www.rzeczpospolita.pl>

*Nasz Dziennik* – <http://www.naszdziennik.pl>

*Trybuna* – <http://www.trybuna.com.pl>

*Nowy Dziennik* – <http://www.dziennik.com>

*Zycie Warszawy* – <http://www.zw.com.pl>

**The Press (& TV)**

In English:

*Warsaw Business Journal* – <http://www.wbj.pl>

*Warsaw Voice* – <http://www.warsawvoice.com.pl>

On-line:

<http://praca.onet.pl>

**Professional Associations and Trade Unions**

About 14% of workers were in a union in 2002, mostly workers in the public sector and employees of formerly state-owned companies. Collective agreements with unions cover pay, conditions and benefits (see Eures and chapter 2).

## Accommodation

In Poland there are no national services which can offer supporting information to foreign grant holders in order to find accommodation etc.

Information from estate agencies, the Internet, or adverts in local newspapers and national weekly magazines, e.g. *Kontakt*.

*Ministerstwo Budownictwa* (Ministry of Construction) has a central register of licensed estate agents.

Rented Accommodation.

Costs. A two-room apartment in a large city costs roughly PLN 900 per month, not including gas, electricity, water, etc. Elsewhere: PLN 400 - 600 per month.

Rental agreements are for 3 years. Expect to make a deposit of 100 - 200% of the monthly payment. You'll also need proof of identity.

Buying Accommodation.

In large cities – e.g. Warsaw, Krakow and Poznan - the price per square metre for a new apartment is PLN 2700 - 4600. In smaller towns, prices are from PLN 1800 per square metre. You can buy apartments for less (around PLN 1000 per square metre), but then they often need renovation.

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## Culture and Language

Institute of Polish Language and Culture for Foreigners, Warsaw University: <http://www.polonicum.uw.edu.pl>

The School of Polish for Foreigners in the University of Łódź : <http://www.sjpdc.uni.lodz.pl>

Portal of Ministry of Foreign Affairs: <http://www.poland.gov.pl>

Portal of Ministry of Cultural and National Heritage: <http://www.mkidn.gov.pl>

Portal on Polish culture: <http://www.culture.pl/en/culture>

Governmental portal about culture in European policy: <http://www.kultura.gov.pl>

## UNITED KINGDOM

### General information

General information:

<http://www.i-uk.com/servlet/Front?pagename=OpenMarket/Xcelerate/ShowPage&c=Page&cid=1006977151600>

<http://www.othercountries.com>

[http://www.howto.co.uk/index.php?id=live\\_work\\_abroad](http://www.howto.co.uk/index.php?id=live_work_abroad)

Citizens Advice Bureau: <http://www.citizensadvice.org.uk>

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National and local daily newspapers advertise job vacancies. Professional journals/magazines *Benns Media*, a directory, lists trade magazines and journals. Find it in the local public reference library.

### **The Press (& TV)**

*The Guardian*: <http://www.jobsunlimited.co.uk>

*The Independent*: <http://www.independent.co.uk>

*The Times*: <http://www.the-times.co.uk>

*The Daily Telegraph*: <http://www.appointments-plus.co.uk>

### **Professional Associations and Trade Unions**

Consult the reference book '*Trade Associations and Professional Bodies of the UK*' in the local reference library. The *Trade Union Congress (TUC)* web site lists all affiliated unions and has advice on employment rights etc.

TUC: <http://www.tuc.org.uk>

<http://www.worksmart.org.uk/unionfinder/index.php>

### **Chambers of Commerce**

The British Chambers of Commerce London Office  
1st Floor, 65 Petty France, St James Park  
London, SW1H 9EU  
Tel.: +44.207.6545800; Fax: +44.207.6545819  
<http://www.chamberonline.co.uk>  
email: [info@britishchambers.org.uk](mailto:info@britishchambers.org.uk)

### **Accommodation**

*For students/trainers*

60 – 100 Euros per week.

Limited places on campus. Usually single sex. Some catered accommodation. All first year students usually put in halls of residence. Overseas students usually get priority. However plenty of accommodation and people to share with as UK students tend to move away from their parents. Apply early. Priority given to certain groups such as disabled. Some couples and family accommodation

Useful websites:

<http://www.accommodationforstudents.com>

<http://www.studentpad.co.uk>

<http://www.studenthousing.lon.ac.uk> (London only)

<http://www.unite-students.com>

<http://www.unipol.co.uk>

*For all*

Rented Accommodation.

Rents are highest in London and the South East.

Find it from advertisements in local newspapers (sometimes also in local shop windows), in estate agencies/accommodation agencies and on-line.

Housing associations, non-profit making organisations whose rents are publicly subsidised to keep them affordable. They also make it possible to part-rent or part own a home.

Expect to pay one month's rent in advance plus a refundable bond for furnishings. An agency will also charge a fee.

## **Accommodation**

Contracts. Assured tenancies with long-term security of tenure. Assured shorthold tenancies for a minimum of 6 months.

Legal Issues. You have legally-protected rights against e.g. eviction without a court order, etc.

Buying Accommodation. Find it from: estate agents (or solicitors in Scotland) and advertisements in newspapers, including on-line.

Mortgages. Maximum loan is about three and a half times your annual earnings, typically repayable over 25 years. From banks, building societies, etc.

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Cultural information.

<http://www.ukcosa.org.uk/images/shock.pdf>

British Council, 10 Spring Gardens, London, SW1A 2BN

Tel.: +44.207.9308466

<http://www.britishcouncil.org>

email: [general.enquiries@britishcouncil.org](mailto:general.enquiries@britishcouncil.org)

## **Culture and Language**

Britons Living Abroad: <http://www.direct.gov.uk/BritonsLivingAbroad/fs/en>

British Tourist Authority, Thames Tower

Blacks Road, London, W6 9EL

Tel.: +44.208.8469000; Fax: +44.208.5630302

<http://www.visitbritain.com>

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## **References**

Kit "Legal aspects connected to mobility in Europe"; a working document produced within the Ergo-in-Net project and based on national reports written by the project's partners, URL: <http://www.ergoinnet.net> (click on "Resources").



# Glossary

For further information on glossaries you can have a look to the following websites:

- <http://glossary.ambernet.it/main.php?lang=eng> - The Career Guidance and Counselling Glossary is the result of Leonardo da Vinci programme project “*Overcoming Intercultural and Linguistic Barriers in Continuously Accessible Vocational Guidance and Counselling*”, co-financed by the EU Leonardo da Vinci programme. The Career Guidance and Counselling Glossary is in five languages: Lithuanian, English, German, French and Spanish. The glossary has been compiled out of 148 terms.
- [http://europa.eu/scadplus/glossary/index\\_en.htm](http://europa.eu/scadplus/glossary/index_en.htm) - The following glossary contains some 220 terms relating to European integration and the institutions and activities of the EU.
- <http://cordis.europa.eu/guidance/glossary.htm> - The European Commission’s information service on European Research.

You can find in the following a selection of some terms and acronyms that interest the subjects of this handbook. They were selected from the on-line resources of accredited bodies that are listed in the “References” paragraph.

|  |   |
|--|---|
| <b>accredited learning</b>                         | Programmes and courses that are independently reviewed and endorsed for the purpose of helping to establish that the learning offered is of a certain level of quality. Accredited learning most often leads to a recognised award or qualification.  |
| <b>adult education (AE)</b>                        | Teaching and learning that emphasises the principles of adult learning, also known as andragogy. Education of adults; education programmes designed for adults, often incorporating approaches to education which draw on the learner’s life or work experiences, involve learners in planning the learning activities, encourage learning in groups, as well as more self-directed learning. |
| <b>adult learning</b>                              | The processes by which adults learn and build on their existing knowledge and skills.   |
| <b>advanced standing</b>                           | See “credit”.   |
| <b>AE</b>  | Adult Education   |
| <b>apprenticeship</b>                              | A system of training regulated by law or custom which combines on-the-job training and work experience while in paid employment with formal off-the-job training. The apprentice enters into a contract of training or training agreement with an employer which imposes mutual obligations on both parties.  |
| <b>assessment</b>                                  | The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective. Judgements or measurements of trainees’ achievements: <ul style="list-style-type: none"><li>• Instrument/tool: method used to assess the trainee.</li><li>• Work-based: where there is assessment of workplace tasks.</li></ul>                                       |
| <b>assessment tool</b>                             | A method for the gathering of evidence for assessment, such as a knowledge test or a checklist of practical performance.  |
| <b>basic skill</b>                                 | A fundamental skill that is the basis of later learning or is essential for employment.   |
| <b>best practice</b>                               | Management practices and work processes that lead to outstanding or top-class performance and provide examples for others.  |
| <b>Career counselling (vocational counselling)</b> | The process of assisting and guiding people in their career choices.  |
| <b>certification</b>                               | The formal acknowledgement of successful achievement of a defined set of outcomes.  |
| <b>client</b>                                      | A person or organisation using a service. In vocational education and training, the client may be a student, apprentice, trainee, employer, enterprise, industry training advisory body, industry organisation, or employment organisation.   |
| <b>client focus</b>                                | A strategy in which the needs of clients are the primary focus.   |

|  |   |
|--|---|
| <b>competence (also competency)</b>                          | The ability to perform tasks and duties to the standard expected in employment.   |
| <b>contract of training (also called training agreement)</b> | A legal agreement between an employer and an apprentice or trainee, which defines the rights and responsibilities of each party. These include the employer guaranteeing to train the apprentice or trainee in the agreed occupation or training area, and to allow time off work to attend any required off-the-job training; and the apprentice or trainee agreeing to learn all aspects of the occupation or training area, and to work for the employer for a specified period.   |
| <b>core competences (or competencies)</b>                    | Units of competence within a competence standard that an industry has agreed are essential to be achieved if a person is to be accepted as competent at a particular level.   |
| <b>core curriculum</b>                                       | That part of the curriculum which is considered essential for all students, and is usually compulsory.  |
| <b>credit (also called status or advanced standing)</b>      | The acknowledgement that a person has satisfied the requirements of a module (subject) or unit of competence either through previous study (credit transfer) or through work or life experience (recognition of prior learning). The granting of credit exempts the student from that part of the course.   |
| <b>credit transfer</b>                                       | The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competence completed at the same or another institution or training organisation.  |
| <b>curriculum</b>  | <p>This is a complete programme of learning and development encompassing:</p> <ul style="list-style-type: none"> <li>• The teaching and training strategy, guidance and materials.</li> <li>• Specialty syllabuses.</li> <li>• The learning portfolio.</li> <li>• Assessment methodology, guidance, tools and mechanisms for feedback.</li> <li>• Systems and resources.</li> </ul> <p>Usually means all the learning that teachers/lecturer arranges for students in subjects or across subjects. It also covers all the experiences a child has, including relationships, that aren't necessarily written down in timetables and syllabuses (sometimes called a "hidden curriculum").</p> |
| <b>customisation</b>   | Tailoring to individual requirements; (in vocational education and training) the process of tailoring a program to meet the specific needs of clients.  |
| <b>CV</b>  | Curriculum Vitae.   |
| <b>degree</b>  | A qualification conferred in the higher education sector on successful completion of a course of study.   |
| <b>diploma</b>   | A qualification in the vocational education and training and higher education sectors.  |
| <b>distance education (also called external studies)</b>     | A mode of education in which students enrolled in a course do not attend the institution, but study off-campus and may submit assignments by mail or email.   |
| <b>dual accreditation (also called dual recognition)</b>     | Recognition of a course both academically (by a school or college) and vocationally (by an employer or industry).   |
| <b>dual recognition</b>                                      | See "dual accreditation".   |
| <b>education</b>   | (1) The process of imparting knowledge or developing skills, understanding, attitudes, character or behaviours. (2) The process of acquiring knowledge, skills, understanding, attitudes, etc. (3) The knowledge, skills, understanding, attitudes, etc. acquired. (4) The field of study concerned with teaching and learning.   |
| <b>educational institution</b>                               | Any establishment providing education, including schools, colleges, universities and institutes.  |
| <b>education provider</b>                                    | An organisation which administers or delivers education programmes particularly, but may also deliver training programs.  |
| <b>E-learning</b>  | Learning with the aid of information and communications technology tools. These may include the Internet, Intranets, computer based technology and interactive television.  |
| <b>external studies</b>                                      | See "distance education".   |
| <b>element of competence (or of competency)</b>              | Any of the basic building blocks of a unit of competence which describe the key activities or elements of the work covered by the unit.   |

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| <b>enterprise agreement</b>                             | A collective agreement between the employer and employees in an enterprise or workplace, about the employees' wages and conditions of employment. Agreements can be negotiated directly with employees or with their representatives, e.g.unions.  |
| <b>experiential learning</b>                            | Learning through experience, either in a real situation such as a workplace or in role play.   |
| <b>Equal Opportunities Policy</b>                       | Made up of the college's thinking and practice on equality in matters of gender, race, class, sexuality, disability.   |
| <b>learning agreement</b>                               | A written statement of learning aims and strategies negotiated between a trainee and the trainee's assigned trainer. It is agreed at their initial meeting and covers the period of the placement. It is based upon both the learning needs of the individual undertaking the learning as well as the formal requirements of the curriculum. It also assures the trainee of support and resources and is a plan of action as much as a statement of expected outcomes. |
| <b>FE</b>   | Further education.   |
| <b>FET</b>  | Further education and training.  |
| <b>flexible learning</b>                                | The provision of a range of learning modes or methods, giving learners greater choice of when, where and how they learn.   |
| <b>formal education</b>                                 | Also formal training education or training provided in educational institutions such as schools, universities, colleges, etc. or off the job in a workplace, usually involving direction from a teacher or instructor.   |
| <b>formal training</b>                                  | See "formal education".  |
| <b>further education (FE)</b>                           | Post-secondary education, including higher education, adult education, and vocational education and training.  |
| <b>hidden curriculum</b>                                | See "curriculum".  |
| <b>ICT</b>  | Information and Communication Technology - a subject based on computers and programmes previously known as IT.   |
| <b>informal learning</b>                                | See "non-accredited learning".   |
| <b>in-service training</b>                              | Training and professional development of staff, often sponsored by the employer, and usually provided during normal working hours.   |
| <b>labour market</b>                                    | The system of relationships between the supply of people available for employment and the available jobs.  |
| <b>lifelong learning (LLL)</b>                          | The process of acquiring knowledge or skills throughout life via education, training, work and general life experiences.   |
| <b>LLL</b>  | Lifelong learning  |
| <b>module (also called subject)</b>                     | A unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competence.  |
| <b>non-accredited learning (also informal learning)</b> | Learning that is informal and doesn't lead directly to any form of external accreditation, award or qualification.   |
| <b>quality assurance</b>                                | The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved.  |
| <b>qualification certification</b>                      | Awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.   |
| <b>reciprocal recognition authority</b>                 | The recognition authority of the state or territory in which a registered training organisation operates through mutual recognition, while registered in a different state or territory.   |
| <b>recognition</b>                                      | See "dual accreditation".  |
| <b>refresher course</b>                                 | A course which revises or updates previously acquired knowledge and skills.  |
| <b>school to work transition</b>                        | The process of transferring from school to the workforce or further study.   |
| <b>self-assessment</b>                                  | A process in which learners or organisations assess their own performance against particular standards or criteria; (in competence-based training) a process in which learners assess their own performance against competency standards.  |

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| <b>short course</b>                            | A course of vocational education and training which stands alone and does not usually lead to a full qualification. A statement of attainment may be issued on successful completion.  |
| <b>skill</b>                                   | An ability to perform a particular mental or physical activity which may be developed by training or practice. See also basic skill.   |
| <b>stakeholder</b>                             | A person or organisation with an interest or concern in something. In vocational education and training, the stakeholders include governments, purchasers of training, providers of training, industry, industry training advisory bodies, clients and the community.  |
| <b>standard</b>                                | A level or measure of achievement; a statement of performance or outcome criteria.   |
| <b>statement of attainment</b>                 | Certification issued to a student for partial completion of a qualification, including, where relevant, the units of competency achieved under nationally endorsed standards.  |
| <b>state or territory accrediting body</b>     | It means the body responsible under the state or territory vocational education and training legislation and decision making framework for all decisions relating to the administration of the accreditation of courses.   |
| <b>status</b>                                  | See "credit".  |
| <b>student load (also called study load)</b>   | The total student contact hours for the program(s) being undertaken  |
| <b>subject</b>                                 | See "module".  |
| <b>tertiary education</b>                      | Formal education beyond secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training; sometimes used to refer only to higher education. Also called post-secondary education or further education.   |
| <b>trainee</b>                                 | A person receiving training or undertaking a traineeship.  |
| <b>traineeship</b>                             | A system of vocational training combining off-the-job training at an approved training provider with on-the-job training and practical work experience.  |
| <b>training</b>                                | The development of skills, knowledge, attitudes, competencies, etc. through instruction or practice.   |
| <b>training agreement</b>                      | See "contract of training".  |
| <b>TVE</b>                                     | Technical and vocational education.  |
| <b>TVET</b>                                    | Technical and vocational education and training.   |
| <b>VET</b>                                     | Vocational education and training.   |
| <b>vocational counselling</b>                  | See "career counselling".  |
| <b>vocational education</b>                    | education designed to develop occupational skills.   |
| <b>vocational education and training (VET)</b> | Post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programmes which provide the basis for subsequent vocational programs. Alternative terms used internationally include technical and vocational education and training (TVET), vocational and technical education and training (VTET), technical and vocational education (TVE), vocational and technical education (VTE), and further education and training (FET). |
| <b>vocational programmes</b>                   | They are intended to develop skills of relevance to the workplace. Defined as those course/qualifications with vocational intent and those module/unit of competency enrolments not associated with a course/qualification with vocational intent.   |
| <b>VTE</b>                                     | Vocational and technical education.  |
| <b>VTET</b>                                    | Vocational and technical education and training.   |

## References

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URL: <http://www.gyc.ac.uk/glossary.asp>

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ANNEXESTO  
**CHAPTER 1**



# 1.A - Resolution of the Council of European Education Ministers (2004). “Guidance throughout life contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and workforce development”.

COUNCIL OF THE EUROPEAN UNION

Brussels, 18 May 2004

9286/04

EDUC 109 SOC 234

INTRODUCTORY NOTE

from : the General Secretariat of the Council

to : the Council

No. prev. doc. : 8448/04 EDUC 89 SOC 179

Subject : Draft Resolution of the Council and of the representatives of the Member States

meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe

Delegations will find enclosed a text of the above Draft Resolution as it results from the discussion of the Permanent Representatives Committee on 14 May 2004. At the end of the meeting the President found that, apart from usual linguistic reservations, there was a unanimous agreement on the text.

Should this agreement be confirmed, the Council and the representatives of the Governments of the Member States meeting within the Council could adopt the enclosed Resolution.

**9286/04 CF/ms 2**  
**DG I EN**

Draft Resolution of the Council and of the representatives of the Governments of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe the Council of the European Union and the representatives of the governments of the member states meeting within the Council, aware that

1. In the context of lifelong learning, guidance refers to a range of activities<sup>1</sup> that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

2. Guidance provision within the education and training system, and especially in schools or at school level, has an essential role to play in ensuring that individuals' educational and career decisions are firmly based, and in assisting them to develop effective self-management of their learning and career paths. It is also a key instrument for education and training institutions to improve the quality and provision of learning.

3. Guidance throughout life contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and workforce development.

<sup>1</sup> Examples of such activities include information and advice giving, counselling, competence assessment, mentoring, advocacy, teaching decision-making and career management skills. In order to avoid ambiguity, since a variety of terms are used in Member States to describe services engaged in these activities, including educational, vocational or career guidance, guidance and counselling, occupational guidance/counselling services, etc., the term 'guidance' is used throughout this text to identify any or all of these forms of provision and Member States should interpret the term as referring to the appropriate provision in their own countries.

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4. Effective guidance provision has a key role to play in promoting social inclusion, social equity, gender equality and active citizenship by encouraging and supporting individuals' participation in education and training and their choice of realistic and meaningful careers.

5. Guidance in the Member States of the European Union is provided through a wide diversity of structures, delivery systems and practices across education, training, employment, unemployment and private and community sectors. Such diversity provides a rich basis for cooperation and mutual learning.

6. Guidance can provide significant support to individuals during their transition between levels and sectors of education and training systems and from school to adult and working life; to young people re-entering education or training after leaving school early; to persons re-entering the labour market after periods of voluntary or involuntary unemployment, or homemaking; to workers where sectoral restructuring requires them to change the nature of their employment; and to older workers and migrants.

7. High quality guidance provision throughout life is a key component of education, training and employability strategies to attain the strategic goal of Europe becoming the world's most dynamic knowledge based society by 2010.

## RECALL THAT

1. The Report on the Concrete Future Objectives of Education and Training Systems endorsed by the Stockholm European Council in 2001 has identified access to guidance services, quality assurance of services, the role of guidance in human resource development, and guidance to facilitate mobility for learning and employment in Europe as priority areas for development in the implementation of the Education and Training 2010 work programme.

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2. The Commission's Communication on lifelong learning (November 2001), Making a European Area of Lifelong Learning a Reality, highlighted guidance as a transversal theme for developing and implementing lifelong learning strategies at national level and as a priority area for action at European and national levels.

3. The White Paper A New Impetus for European Youth (2001) refers to young people's needs for a flexible guidance and counselling system to support on-going access to lifelong and life-wide learning.

4. The Council Resolution on Lifelong Learning of June 27 2002 recommended that priority be given by Member States and the Commission to the provision of and access to high quality information, guidance and counselling on education and training opportunities in Europe, targeted at different groups.

5. The Commission Communication Action Plan for Skills and Mobility (2002) noted that occupational and geographical mobility in Europe and workforce up-skilling can be enhanced by providing better access for workers and employers to information, guidance and counselling.

6. The Directive (2002/73/EC) amending Directive (76/207/EEC) on Equal Treatment for Men and Women concerning access to employment, vocational training, promotion, and working conditions, includes the requirement of access to all types and to all levels of vocational guidance.

7. The Council Resolution on the Promotion of Enhanced European Co-operation in Vocational Education and Training of December 19 2002 acknowledged that priority should be given to the strengthening of policies, systems and practices relating to information, guidance and counselling in Member States, in order to support occupational and geographical mobility of European citizens.

### **9286/04 CF/ms 5** **DG I EN**

8. The Commission Communication Investing Efficiently in Education and Training: an Imperative for Europe (2003) observed that investment in guidance and counselling services should be seen as providing early prevention strategies capable of significantly reducing mismatches between education and training and the needs of the labour market, increasing completion rates in secondary and higher education and facilitating the transition to work, as well as return to studies.

9. The European Employment Guidelines (2003) recommend, as a priority, the provision of early advice and guidance to prevent inflows into unemployment and particularly long-term unemployment.

10. The Council Conclusions of 25 November 2003 on the development of human capital for social cohesion and competitiveness stressed the importance of consistency and complementarity between policies in the field of education and training and social and economic strategies.

11. The Council Resolution of 25 November 2003 on making school an open learning environment to prevent and combat early school leaving and disaffection among young people recognised the need to strengthen the link and synergy between school and working life and the need to promote social inclusion with the involvement of families as well as youth and voluntary bodies.

12. Finally, the Joint Interim Report (2004) of the Council and the Commission on the Implementation of the Lisbon Strategy, Education and Training 2010: the Success of the Lisbon Strategy Hinges on Urgent Reforms, identified guidance as one of four key actions to create open, attractive and accessible learning environments in order to "... support learning at all ages and in a range of settings, empower citizens to manage their learning and work, particularly making it easier for them to access and progress through diverse learning opportunities and career pathways."

## **9286/04 CF/ms 6**

### **DG I EN**

#### **NOTE:**

- That the transition to a knowledge-based economy and society creates new challenges for policy makers in the areas of human resource development and of guidance policies, systems and practices.
- That the emergence of a knowledge-based society and the need for lifelong learning requires an intensive focus on guidance policy at national, sectoral, regional and local levels. Services need to be available at times and in forms which will encourage all citizens to continue to develop their skills and competences throughout their lives, linked to changing needs in the labour market. Such services need to be viewed as an active tool, and individuals should be positively encouraged to use them.
- That increased co-operation in guidance at all levels should be pursued within a lifelong learning perspective in order to make full use of the diversity of systems currently to be found in the Member States of the European Union and to overcome fragmentation between different forms of provision.
- The relevant activities already underway in Europe, especially the work of the Lisbon Objectives follow-up groups on the development of common concepts and principles for guidance throughout life; activities supported by EU education, training and employment programmes and the European Social Fund (ESF), and the need for co-ordination and complementarity between all of these activities.
- The results of reviews of policies for guidance in European countries jointly undertaken by the European Commission (through the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Foundation (ETF)) and the OECD, in association with the World Bank, which show that, in many countries, policies, systems and practices for guidance in Europe do not match the demands of knowledge-based economies and societies and call for a reform of policies and a rethinking of practices in this area.

## 9286/04 CF/ms 7

### DG I EN

- The Framework of Actions for the Lifelong Development of Competences and Qualifications agreed by the European social partners in the context of the European Social Dialogue underlines the necessity for employees and enterprises to have access to information, guidance and counselling services in order to pursue a strategy for developing the competences of individual workers.

### STRESS:

- That, as appropriate and given local circumstances, all European citizens should have access to guidance services at all life stages, with particular attention being paid to individuals and groups at risk.
- The preventive role of guidance services in encouraging school completion and their contribution to the empowerment of individuals to manage their own learning and careers and to the re-integration of early school leavers in appropriate education and training programmes.
- The importance of guidance in promoting the social and economic integration of citizens through supporting access by all to education, training and work opportunities, enhancing completion rates at all levels of education and training, including further and higher education and adult education and training and facilitating the occupational and geographical mobility of learners and workers in Europe .
- The need for flexibility and diversity of guidance provision including the use of innovative methodologies and technologies, outreach and related services to increase access to such services, especially in respect of provision for hard-to-reach young persons and adults and to overcome economic and geographical disadvantage.
- The centrality of the beneficiaries of guidance in both the design and evaluation of guidance provision for both young people and adults.

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### DG I EN

- The involvement of all relevant actors, including the social partners, in line with national practice, in the guidance process, both in ensuring workers' access to guidance services, and in supporting education and training providers and guidance services through, e.g. providing work experience and work shadowing placements, promoting entrepreneurship and a spirit of enterprise and facilitating employees' access to guidance services.

### REAFFIRM AS PRIORITIES

- Their commitment to the development of high quality guidance provision for all European citizens, accessible at all stages of their lives to enable them to manage their learning and work pathways and the transitions therein.
- The need for further co-operation in the area of guidance through actions and policies developed primarily in the context of the follow-up to the Lisbon Strategy in the field of education and training, Education and Training 2010 and also taking into account the European Employment Strategy, the Framework Strategy and Gender Equality and European policies for Social Inclusion, Mobility, and Services of General Interest.
- The importance of refocusing guidance provision, where appropriate, in order to develop citizens' lifelong and lifewide learning and management skills as an integral part of education

and training programmes.

- The development at national, regional and local levels, where appropriate, of better quality assurance mechanisms for guidance services, information and products (including on-line services), particularly from a citizen/consumer perspective.
- The need to strengthen structures for policy and systems development at national and regional levels by involving the appropriate key players (such as ministries, social partners, employment services, service providers, guidance practitioners, education and training institutions, consumers, parents and youth).

## **9286/04 CF/ms 9**

### **DG I EN**

- The need to follow-up guidance policy issues within the Education and Training 2010 work programme.

### **INVITE THE COMMISSION:**

- To enhance co-operation at international level with relevant organisations, for example the OECD, ILO, UNESCO, in the development of policies and concrete actions for guidance throughout life.

### **INVITE THE MEMBER STATES**

- To examine, where appropriate, existing national guidance provision in the education and training and the employment sectors, in the context of the findings of the Commission, OECD and World Bank reviews of policies for guidance;
- To seek to ensure effective co-operation and co-ordination between providers of guidance at national, regional and local levels in the provision of guidance services, in order to widen access and to ensure the coherence of provision, especially to groups at risk;
- To encourage schools, institutes of further and higher education, training providers to promote reflective learning techniques and autonomous learning, in order to enable young people and adults to self-manage their learning and career paths effectively.

### **INVITE THE MEMBER STATES AND THE COMMISSION WITHIN THEIR RESPECTIVE COMPETENCIES**

- To build on and adapt existing European structures and activities (networks, work groups, programmes) related to the implementation of the above priorities.

# 1.B - The common European principles of lifelong guidance provision

## 1. What Does Lifelong Guidance Mean?

Guidance refers to a range of activities that enable citizens of any age, and at any point in their lives, to:

- identify their capacities, competencies and interests;
- make meaningful educational, training and occupational decisions;
- and manage their individual life paths in learning, work and other settings in which these capacities and competencies are learned and or used.

Guidance is provided in a range of settings: education, training, employment, community, and private.

## 2. Aims

### Guidance aims to:

- Enable **citizens** to manage and plan their learning and work pathways in accordance with their life goals, relating their competencies and interests to education, training and labour market opportunities and to self-employment, thus contributing to their personal fulfilment;
- Assist **educational and training institutions** to have well motivated pupils, students and trainees who take responsibility for their own learning and set their own goals for achievement;
- Assist **enterprises and organisations** to have well-motivated, employable and adaptable staff, capable of accessing and benefiting from learning opportunities both within and outside the workplace;
- Provide **policymakers** with an important means to achieve a wide range of public policy goals;
- Support local, regional, national and European **economies** through workforce development and adaptation to changing economic demands and social circumstances;
- Assist in the development of **societies** in which citizens actively contribute to their social, democratic and sustainable development.

## 3. Principles of Guidance Provision

The following principles underlie the provision of guidance:

### Centrality of the beneficiary

- **Independence** – the guidance provided respects the citizen/user's freedom of career choice and personal development;
- **Impartiality** – the guidance provided is in accordance with the citizen's interests only, is not influenced by provider, institutional and funding interests, and does not discriminate on the

basis of gender, age, ethnicity, social class, qualifications, ability etc;

- **Confidentiality** – citizens have a right to maintain the privacy of personal information they provide in the guidance process;
- **Equal opportunities** – the guidance provided promotes equal opportunities in learning and work for all citizens;
- **Holistic approach** – the personal, social, cultural and economic context of a citizen’s decision making is valued in the guidance provided.

## Enabling citizens

- Active involvement – guidance is a collaborative activity between the citizen and the provider and other significant actors (e.g. learning providers, enterprises, family members, community interests) and builds on the active involvement of the citizen;
- Empowerment – the guidance provided assists citizens to become competent at planning and managing their learning and career paths and the transitions therein.

## Improving access

- **Transparency** – the nature of the guidance service(s) provided is immediately apparent to the citizen;
- **Friendliness and empathy** – guidance staff provide a welcoming atmosphere for the citizens;
- **Continuity** – the guidance provided supports citizens through the range of learning, work, societal and personal transitions they undertake and/or encounter;
- **Availability** – all citizens have a right to access guidance services at any point in their lives;
- **Accessibility** – the guidance provided is accessible in a flexible and user-friendly way such as face to face, telephone, email, outreach, and is available at times and in places that suit citizens’ needs;
- **Responsiveness** – guidance is provided through a wide range of methods to meet the diverse needs of citizens.

## Assuring quality

- **Appropriateness of guidance methods** – the guidance methods used have a theoretical and/or scientific basis, relevant to the purpose for which they are used;
- **Continuous improvement** – guidance services have a culture of continuous improvement involving regular citizen feedback and provide continuous training opportunities for staff;
- **Right of redress** – citizens have an entitlement to complain through a formal procedure if they deem the guidance they have received to be unsatisfactory;
- **Competent staff** – staff providing guidance have nationally accredited competencies to identify and address the citizen’s needs, and where appropriate, to refer the citizen to more suitable provider/service.

## 4. European Union Policy Goals that Lifelong Guidance contributes to

Lifelong guidance assists policymakers in Europe to achieve a number of common policy goals:



- **Efficient investment in education and training:** Increasing the rates of participation in and of completion of education and training through improved matching of individuals' interests and abilities with learning opportunities;
- **Labour market efficiency:** Improving work performance and motivation and rates of job retention, reducing time spent in job search and time spent unemployed through improved matching of individuals' competencies and interests with work and career development opportunities, through raising awareness of current and future employment and learning opportunities, including self employment and entrepreneurship, and through geographical and occupational mobility;
- **Lifelong learning:** Facilitating personal development and employability of all citizens through continuous engagement with education and training, assisting them to find their way through increasingly diversified but linked learning pathways, to identify their transferable skills, and to validate their non-formal and informal learning;
- **Social inclusion:** Assisting the educational, social and economic integration and reintegration of all citizens and groups, especially those who have difficulties in accessing and understanding information about learning and work, leading to social inclusion, active citizenship and to a reduction in long-term unemployment and poverty cycles;
- **Social equity:** Assisting citizens to overcome gender, ethnic, age, disability, social class and institutional barriers to learning and work;
- **Economic development:** Supporting higher work participation rates and enhancing the upskilling of the workforce for the knowledge-based economy and society.

# 1.C - The professional profile of the guidance practitioner in some EU countries

## FRANCE

Professional guidance has a very long tradition in France, between the two wars.

Some landmarks

- 1922 the first law on vocational guidance;
- 1928 creation of INETOP: National Institute on Vocational Guidance (a training centre for counsellors);
- 1938 creation of the first vocational guidance centres;
- 1970 creation of ONISEP National Office of Information on professions and studies;
- 1971 creation of the CIO network.

From the beginning, the philosophy of guidance is based on human values, personal development and social harmony. The purpose of guidance counsellors is to find a sort of "adequacy" between the abilities of a person and the requirements for a job.

Psychology, measure of abilities (with Binet Simon tests) gave a scientific and clinical approach to professional guidance. It is a sort of mechanistic theory of guidance which has been lasting up to the seventies. Guidance counsellors were mainly working in the area of vocational training. Then with the problem of unemployment, information has been becoming more and more important and in an uncertain world guidance is more and more changing in educational guidance: what we call in French "*l'Education au Choix d'orientation*". The mechanistic approach no longer exists but the aim is to try to make individuals more autonomous, able to change jobs and routes several times in their lives. So the individual becomes the main player of their choice and all the pedagogical team within educational institutions are concerned by guidance. It really becomes a common concern.

Nowadays, what is characteristic of the French system is a great variety of the services providing information and guidance. The advantages of this situation is a wide range of techniques, of practices, and of practitioners and a large number of guidance providers all over the French territory. But what is missing is a certain coordination and coherence at a national level, which means for the clients a lack of visibility. So it is rather difficult to evaluate those guidance providers and to have a clear overview at a national level. Relationships between all those services are rather difficult. In other words, there is no unique life long guidance service in our country.

This diversity is due to different phenomenons:

- Variety in the target-public: pupils, young people, adults, unemployed, women, people with disabilities.
- The nature of the services: personal interviews, psychological assessment, collective sessions, training sessions, information sessions, computer testing.
- Variety in the professional background: guidance counsellors, psychologists, teachers, information providers, librarians, social workers, human resources professionals.
- Financial sources: government, regional assemblies, joint organisations, companies, associations.
-

## ITALY

The professional profile of the guidance practitioner has never been regulated in Italy and, consequently, this professional profile is not recognised at a national level. The main reason for that is due to the lack of a national law and subsequently to a national framework where guidance counselling could find its own space. Guidance counselling is linked to the individual contexts of education, vocational training and employment.

Nevertheless, some kind of professional profiles are contained in a proposal issued by ISFOL, the national institute for the training of workers.

It has to be underlined that in Italy the legislative power, as regards to vocational guidance, is due to Regions so the regulation of the subject is up to them.

The Isfol proposal makes a distinction which refers to 4 professional profiles in different contexts such as those of schools, universities, vocational training, employment services and guidance centres. In this research, the following professional profiles are identified:

1. A professional profile in charge with information oriented to guidance processes.
2. One in charge with tutoring.
3. One who gives support during the decisional processes of the client, that is a guidance counsellor.
4. A professional profile which can be defined as an analyst of guidance politics and services.

In addition, some training courses for guidance counsellors organised both at a private and academic level are starting to envisage modules focused on the use of ICT and on the acquisition of basic skills in this field.

Apart from the Isfol proposal, professional profiles working in the guidance fields include:

- Tutors.
- Guidance trainers.
- Guidance counsellors.
- Psychologists (for supplying tests).
- Receptionists and information operators.
- Coordinators.
- Labour market experts.
- Evaluation experts.
- Public relations experts.
- Project managers.

## UNITED KINGDOM

There are different systems of advice and guidance in the 4 countries of the United Kingdom, ie England, Scotland, Wales and Northern Ireland. Therefore there is no common professional profile of a guidance counsellor. Guidance Counsellors would perhaps be more defined by their qualifications rather than a particular professional profile.

In England advice and guidance to young people is offered through the Connexions Service by Personal Advisers. Trained and qualified personal advisers may have different specialisms. Those working as a Personal Adviser with a careers specialism are likely to have a postgraduate Qualification in Careers Guidance (QCG).

Those working as careers advisers in Careers Scotland, Careers Wales and the Careers Service in Northern Ireland will have a postgraduate Qualification in Careers Guidance (QCG).

Careers advisers and Connexions personal advisers help people to make informed and realistic choices about their education, training and jobs, and to put these decisions into practice. Depending on the type of employment, a Careers Adviser undertakes one or more of the following:

- Provides careers information and guidance, mainly to those in education and to those who have recently left education, and also to adults.
- Helps people to identify their abilities and interests and helps make them aware of the career options available to them.
- Enables people to enter appropriate training or education routes.
- Interviews people on an individual basis, to develop action plans for education, training and careers.
- Refers to computer databases and hard copy publications for careers information.
- Provides help in job-seeking skills such as applying for jobs, constructing CVs and interview techniques.
- Plans and carries out Outreach programmes for young people disengaged from mainstream learning.
- Refers clients on for additional specialist help if necessary.
- Keeps records of interviews and produces reports.
- Gives talks and conducts group sessions at schools and colleges on a range of careers issues.
- Visits employers to gain up-to-date careers information on job opportunities and requirements.
- May be based in a college or university, giving careers advice exclusively to students.
- May specialise in giving careers advice to adults seeking to change careers, unemployed people or adult returners to education.

Careers Advisers are normally based in offices, which are open to clients and/or the general public. Many Careers Advisers spend a good deal of time working with pupils and students in schools and colleges. Some advisers work with young people who are at risk of exclusion from the labour market. Such advisers may work in different locations including clients homes, community centres and other locations in the community.

Other Guidance Counsellors work in universities and colleges of Further education and Higher Education. These counsellors work exclusively but not totally with students of these organisations.

The Institute of Career Guidance in the UK also now maintains a Register of Guidance Practitioners.

## **POLAND**

The profession of vocational guidance counsellor in Poland is quite new. It was added to the Polish "Classification of occupations and Trades" in 1995.

Vocational guidance in Poland is based upon a theoretical perspective according to which the process of a human being's career planning and development starts in early childhood and lasts the whole life period. Vocational life is a course of personal decisions, which should take into account several factors. Some of these factors are of internal nature, comprising the individual characteristics of human being. Other factors relate to independent, objective external conditions – social, cultural and economic. This theoretical base caused that 73% of staff in public employment

service have an MA degree in social sciences, mainly in psychology, pedagogy and sociology. The main features which guidance practitioners should disclose are: emphasis, openness, responsibility, discretion and self-control. The requirements for working in this profession are: communication skills, ability to conduct guidance interviews and to work with groups, job analysis, abilities concerning evaluation of an individual and a group of clients, knowledge about the situation on the labour market, knowledge of career development theories, negotiating skills, job brokerage skills, ICT skills and skills in transnational information management.

The main tasks of guidance practitioners include:

- giving advice with use of the various methods.
- giving information on occupations, labour market, education and training opportunities.
- referring to the specific psychological and medical examination.
- providing group counselling.
- advising employers.

Counsellors use a wide range of individual and group counselling methods. The basic method in their work with individual clients is a face-to-face interview. As a result the counsellor obtains all the information that is relevant to assess the client's situation, the course of their education or career, their health, and interests or expectations concerning occupation and employment. The interview is the starting point for a discussion on the client's future. Guidance practitioners with an educational background in psychology can also use psychometric tools which check predisposition for specific occupations.

## GERMANY

The German Federal Employment Agency (*Bundesagentur für Arbeit, BA*) has been for decades the only institution in Germany responsible for the guidance counselling. Nowadays the BA no longer has the monopoly for guidance and job placement, but indeed there are only few people working as freelance career counsellors. On the contrary, job placement has become an interesting market for a great number of private agencies.

The Federal Employment Agency offers three different services of vocational guidance:

- U25 (guidance counsellor for first professional qualification. Target group: young people under 25 without secondary school qualification)
- *Berufsberater für akademische Berufe* (guidance counsellor for high school graduates, university students as well as for university graduates after their studies, and that not still receive any unemployment benefits).
- *Arbeitsvermittler* (counselling and job placement for people over 25)

The distinction between first professional qualification and further education is still typical for the German guidance counselling system.

Previously, *Berufsberater* (vocational counsellors) and *Arbeitsberater* (work counsellors) were qualified during a three-year-study at the University of Applied Sciences (*Fachhochschule*) which belongs directly to the BA. The guidance counsellor for high school graduates and university students (*Berater für akademische Berufe*) had to present a university diploma and – if possible – a year of work experience. During a nine-month practical orientated training on the job with some theoretical background (methods of counselling, legal background, labour market, professions, computer systems, psychological, pedagogical and didactical knowledge) they become qualified for their tasks.

Now, the BA is making big efforts to change the structure of the services and, as a consequence, the job profiles as well as the theoretical and practical training of the guidance counsellors. From 2004, there is no training offered for new guidance counsellors; recruitment of new counsellors had been stopped too. As of September 2006 – the reforms are still on the run –, two new study courses were introduced: “Labour Market Management” and “Employment-oriented Counselling and Case-Management”. These three-year bachelor studies -to be completed at the University of Applied Sciences of the BA in Mannheim and Schwerin- are practice oriented, with different core modules after the fourth term.



ANNEXESTO  
**CHAPTER 2**



## 2.A - How to find appropriate guidance networks in our partnership countries

### FRANCE

If you want to contact a counsellor in France, a general portal is:  
<http://www.orientation-formation.org>

| Name                                      | <b>AFIJ</b>  |
|---|--|
| Understanding the acronyms                | Association pour faciliter l'insertion professionnelle des jeunes.<br>Association to facilitate the access to the job market for students once they are graduated.           |
| Regional or national networks             | National.  |
| Staff members                             | Welcome staff, information provider, counsellors a manager by centre.  |
| Umbrella organisation                     | Ministry of Education, Ministry of Labour, regional and local assemblies.  |
| Definition of the main tasks and missions | To help and to accompany young students with a higher education diploma to find a first job, summer jobs and job students.   |
| Target-public                             | Young students with a higher education diploma.  |
| Free of charge or not                     | Free.  |
| Services provided                         | Information, access to database, training to develop jobseekers skills, personal interview, thematic seminars on a professional field. Collecting job offers from companies. |
| Addresses/websites                        | <a href="http://www.afij.org">http://www.afij.org</a>  |
| How to contact them                       | Directly in their premises.  |

| Name                                      | <b>AFPA</b>  |
|---|--|
| Understanding the acronyms                | Association pour la formation professionnelle des adultes.<br>Association for adult continuous education.  |
| Regional or national networks             | National.  |
| Staff members                             | Welcome staff, information provider, trainers, career advisers, counselling engineers.   |
| Umbrella organisation                     | Ministry of Labour.  |
| Definition of the main tasks and missions | According to your particular project, we can give you our professional advice, or assist you in recruitment, diagnosis, assessment, validation, training, educational engineering, financial engineering. We can also provide you with our savoir-faire in the counselling, expertise, research & development areas. |
| Target-public                             | Adults but also companies, professional bodies.  |
| Free of charge or not                     | Free for job seekers and adults.   |
| Services provided                         | Their psychologists specialise in labour relations. They are the ideal partners to develop a training scheme with, as they will take into account your interests, abilities and skills when helping you to develop your own individual training programme.   |
| Addresses/websites                        | <a href="http://www.afpa.fr">http://www.afpa.fr</a>  |
| How to contact them                       | Directly in their premises.  |

| Name                                      | <b>ANPE</b>   |
|---|---|
| Understanding the acronyms                | Agence Nationale pour l'Emploi.<br>National Agency for Employment.  |
| Regional or national networks             | National network.   |
| Staff members                             | Counsellors and a manager in each centre + secretary staff.   |
| Umbrella organisation                     | Ministry of Labour.   |
| Definition of the main tasks and missions | To register jobseekers, to help them to find a new job or a more fitted job.<br>Services for companies as well for recruitment training.  |
| Target-public                             | Jobseekers mainly.  |
| Free of charge or not                     | Free.   |
| Services provided                         | Information on the job markets, database with job offers, collective information sessions, career development, guidance interview collecting job offers, interface between job seekers and companies. |
| Addresses/websites                        | <a href="http://www.anpe.fr">http://www.anpe.fr</a>   |
| How to contact them                       | Directly to go to a local agency, the one where you are registered but you can have access to the job offers in any place even on Internet.   |

| Name                                      | <b>APEC</b>  |
|---|--|
| Understanding the acronyms                | Association pour l'emploi des cadres.<br>Association for employment for executives.  |
| Regional or national networks             | National.  |
| Staff members                             | Counsellors, trainers, information provider, librarians a manager for each agency.   |
| Umbrella organisation                     | Professional organisations, both employees and employers organisation.   |
| Definition of the main tasks and missions | Interface for executives between two jobs, collecting job offers, consultant for companies in the field of human resources, career guidance.   |
| Target-public                             | Executives who are Apec members and enterprises.<br>Young students with a four year degree minimum.  |
| Free of charge or not                     | For executives you have to pay for this service it is free for young students.   |
| Services provided                         | Information, databases, personal career development programme, job seeking skills training, thematic training sessions personal interviews, developing skills for recruitment.<br>Services to companies for recruitment, consulting, human resources management. |
| Addresses/websites                        | <a href="http://www.apec.fr">http://www.apec.fr</a>  |
| How to contact them                       | Phone call and check if you can benefit from their services first.   |

| Name                                      | <b>APECITA</b>   |
|---|--|
| Understanding the acronyms                | Association pour l'emploi des cadres, ingénieurs et techniciens de l'agriculture et de l'agro-alimentaire.<br>Association to encourage and promote jobs and training for executives and technicians in the food industry and in the agriculture field. |
| Regional or national networks             | National network with a representation in each region.   |
| Staff members                             | APECITA counsellors.   |
| Umbrella organisation                     | Ministry of Agriculture and professional organisations.  |
| Definition of the main tasks and missions | Information, career guidance.  |
| Target-public                             | Executives and technicians in the food industry and in the agriculture field.  |
| Free of charge or not                     | Free.  |
| Services provided                         | Databases of job offers, counselling, collecting job offers, counselling companies as well   |
| Addresses/websites                        | <a href="http://www.apecita.com">http://www.apecita.com</a>  |
| How to contact them                       | Thanks to their website, you have to register first and pay for the services.  |

| Name                                      | <b>CIBC</b>  |
|---|--|
| Understanding the acronyms                | Centre Interinstitutionnel de Bilan de Compétences.<br>Skill Assessment centres. |
| Regional or national networks             | 150 centres all over the territory.  |
| Staff members                             | Secretary staff, librarians, psychologists/counsellors.                          |
| Umbrella organisation                     | Ministry of labour, ministry of Education, Regional Assemblies.                  |
| Definition of the main tasks and missions | Skill assessment/career guidance/information.                                    |
| Target-public                             | Unemployed or employees. Young people between 16 and 26.                         |
| Free of charge or not                     | Free for the individual.   |
| Services provided                         | Skill assessment. Services to companies as well.                                 |
| Addresses/websites                        | <a href="http://www.cibc.net">http://www.cibc.net</a>                            |
| How to contact them                       | Directly or through one's job centre or company.                                 |

| Name                                      | <b>CIO</b>  |
|---|---|
| Understanding the acronyms                | Centre d'Information et d'Orientation. Information and guidance centre.   |
| Regional or national networks             | National network all over the country 600 centres. In each town more or less there is a CIO.  |
| Staff members                             | <i>Conseillers d'Orientation Psychologues</i> - COP (Guidance counsellors), secretaries, librarians, a manager for each centre(who is a guidance counsellor).   |
| Umbrella organisation                     | Ministry of Education.  |
| Definition of the main tasks and missions | Information and Guidance on study routes and pathways, careers, professions.  |
| Target-public                             | Young people during schooling time from their entrance in lower secondary school, when out of school as well, students and adults. No age limit.  |
| Free of charge or not                     | Free.   |
| Services provided                         | Personal Interviews .Collective information. Interest and motivation questionnaires, organisation of placements in companies, Meetings with professionals, Databases on studies and professions on Internet and CD Rom.   |
| Addresses/websites                        | <a href="http://www.education.gouv.fr/cid1162/orientation-rencontrer-un-conseiller-dans-votre-region.html">http://www.education.gouv.fr/cid1162/orientation-rencontrer-un-conseiller-dans-votre-region.html</a><br><a href="http://www.onisep.fr">http://www.onisep.fr</a> - in " <i>L'orientation</i> " then " <i>Les démarches à entreprendre</i> " |
| How to contact them                       | To go directly to their premises or give a phone call to get their opening hours. You have to contact the centre which is the nearest from your residence in France.  |

| Name                                      | <b>CIDJ /CRIJ/BIJ/PIJ</b>   |
|---|---|
| Understanding the acronyms                | Centre d'information et de Documentation Jeunesse/ Centre Régional d'Information Jeunesse/ Bureau d'Information Jeunesse/ Point d'Information Jeunesse.<br>Youth Information Centres. |
| Regional or national networks             | National network.   |
| Staff members                             | Secretary staff, information provider, librarians, counsellors.   |
| Umbrella organisation                     | Ministry of Youth, Sports and Associations.<br>Member of the Eurodesk network.  |
| Definition of the main tasks and missions | Information on social life, practical issues (accommodation, sports, students jobs, or summer jobs leisure activities. On studies and professions.                                    |
| Target-public                             | Young people but any kind of public can come to the centres.  |
| Free of charge or not                     | Free.   |
| Services provided                         | Information, databases, personal interviews, thematic conferences or forum, collective information more an information provider than a counselling service.                           |
| Addresses/websites                        | <a href="http://www.cidj.fr">http://www.cidj.fr</a>   |
| How to contact them                       | Directly on opening hours. All the addresses on the site.<br>Always a centre near your residence.   |

| Name                          | <b>MIFE</b>  |
|-------------------------------|--|
| Understanding the acronyms    | Maisons de l'information sur la formation et l'emploi.<br>Information houses on training and employment.   |
| Regional or national networks | National network.  |
| Staff members                 | Secretary staff, information provider, counsellors.  |
| Umbrella organisation         | Ministry of Labour and Regional assemblies.  |
| Definition of the main tasks  | Information and counselling services for adults, job seekers or employees or self-employment individuals on training opportunities, job opportunities, career choices. |
| Target-public                 | Adults, jobseekers or not.   |
| Free of charge or not         | Free.  |
| Services provided             | Information, personal interviews, counselling.   |
| Addresses/websites            | <a href="http://www.intermife.net">http://www.intermife.net</a>  |
| How to contact them           | Directly on opening hours. All the addresses on the site.  |



| Name                                      | <b>Missions locales et PAIO</b>   |
|---|---|
| Understanding the acronyms                | Permanences d'accueil d'information et d'orientation.<br>Information and guidance welcome services.   |
| Regional or national networks             | A national network around 3000 front desks all over the country.  |
| Staff members                             | Psychologists, counsellors, secretary staff, one manager by centre.   |
| Umbrella organisation                     | Ministry of labour and regional assemblies.   |
| Definition of the main tasks and missions | Information and guidance and socialization.   |
| Target-public                             | Young people from 16 to 25 with difficulties to enter the job market. Some without any qualification some with unfitted qualification or diploma. They need to be registered as unemployed.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Information, personal interview, educational guidance, collective sessions, career development, decision making organisations of work placement a real mentoring for young people with a very low qualification.  |
| Addresses/websites                        | <a href="http://www.travail.gouv.fr/annuaire/adresses.asp">http://www.travail.gouv.fr/annuaire/adresses.asp</a><br><a href="http://www.missions-locales-france.org/">http://www.missions-locales-france.org/</a><br><a href="http://www.information-formation.org">http://www.information-formation.org</a> |
| How to contact them                       | Directly by phone or in their premises according to your residence address in France.   |

| Name                                      | <b>SCUIO</b>   |
|---|--|
| Understanding the acronyms                | Service Commun Universitaire d'Information et d'Orientation. Guidance and information service in universities.   |
| Regional or national networks             | National network.  |
| Staff members                             | Secretary staff, welcome staff, librarians, counsellors, information provider and specialists. A university professor who is responsible for each unit.  |
| Umbrella organisation                     | Ministry of Education.   |
| Definition of the main tasks and missions | Guidance, information and help for the research of a first job. Information of the learning opportunities of each French university  |
| Target-public                             | Students of the university considered.   |
| Free of charge or not                     | Free.  |
| Services provided                         | Information, documentation available on a paper support Internet cd rom, personal interviews, career guidance sessions, educational guidance, organisation of work placements collective information. From companies or professional organisations. Questionnaires of interest, motivations. |
| Addresses/websites                        | <a href="http://www.onisep.fr/">http://www.onisep.fr/</a> in " <i>L'orientation</i> " then " <i>Les démarches à entreprendre</i> "   |
| How to contact them                       | Directly when you are a registered student in the university considered.   |

| Name                                      | <b>CITE des Métiers</b>  |
|---|--|
| Understanding the acronyms                | Cité des métiers is an integrated information and counselling centre open to the general public who is looking for employment, professional guidance or lifelong learning possibilities. The first such centre opened in Paris in 1993, at the Cité des Sciences et de l'Industrie (the biggest contemporary science museum in France). Other Cités des métiers have since opened both in France and in several other countries based on the Paris experience. |
| Regional or national networks             | National and international network.  |
| Staff members                             | Secretary staff, welcome staff, librarians, counsellors, information provider and specialists. A university professor who is responsible for each unit.  |
| Umbrella organisation                     | Ministry of Education/ Ministry of Labour.   |
| Definition of the main tasks and missions | Guidance, information and help for the research of a job, training and learning opportunities in a life long learning and guidance perspective.  |
| Target-public                             | Any kind of public.  |
| Free of charge or not                     | Free.  |
| Services provided                         | Information, documentation available on a paper support Internet cd rom, personal interviews, career guidance sessions, educational guidance, organisation of work placements collective information. From companies or professional organisations. Questionnaires of interest, motivations.   |
| Addresses/websites                        | <a href="http://www.reseaucitesdesmetiers.org/public/index.html">http://www.reseaucitesdesmetiers.org/public/index.html</a>  |
| How to contact them                       | Directly in their premisses.   |

## GERMANY

|   |   |
|---|---|
| Name                                      | <b>BA</b>   |
| Understanding or acronyms                 | the Bundesagentur für Arbeit<br>German Federal Employment Agency  |
| Regional or national networks             | National network. One main office in Nuremberg, 10 regional directions and 178 local agencies all around Germany. Also 4 specific bureaus: Institute for Employment Research (Nuremberg); Central Placement Office (Bonn); Training Institute (Lauf); University for Applied Sciences for Public Administration (Mannheim). |
| Staff members                             | Information providers, counsellors and placement officers in each local agency.   |
| Umbrella organisation                     | National institution with self-administration, underlies the legal supervision of the Ministry of Labour.   |
| Definition of the main tasks and missions | Vocational, career and professional guidance for young, adult and disabled people. Placement of unemployed or job seeking people. Recruitment training.   |
| Target-public                             | Pupils,, students and adults. Employers and employees.  |
| Free of charge or not                     | Free.   |
| Services provided                         | Information, vocational and professional interviews, access to database, profiling training, thematic seminars. Collecting offers for apprenticeships, vocational training and job placement from companies.  |
| Addresses/websites                        | <a href="http://www.arbeitsagentur.de">http://www.arbeitsagentur.de</a><br>Contact addresses and opening hours of every local agency can be found in the website under the link to "Ihre Agentur für Arbeit"  |
| How to contact them                       | Directly in their premises, by phone, fax or mail according to the place domicile.  |

|   |   |
|---|---|
| Name                                      | <b>ES-BA</b>  |
| Understanding acronyms                    | the Europaservice der Bundesagentur für Arbeit<br>European Service of the German Federal Employment Agency.   |
| Regional or national networks             | National network with 15 regional teams throughout Germany (Berlin, Bremen, Cologne, Dortmund, Dresden, Erfurt, Frankfurt, Hamburg, Magdeburg, Munich, Nuremberg, Rastatt, Rostock, Stuttgart, Trier).  |
| Staff members                             | In each regional team: a team leader, a front office (counsellors, placement officers) and a back office.   |
| Umbrella organisation                     | Central Placement Office in Bonn (subordinated to the German Federal Employment Agency, Nuremberg).   |
| Definition of the main tasks and missions | Information, advisory and recruitment services for people looking for study or job possibilities in the European Economic Area.   |
| Target-public                             | Pupils (of the last school grades), students, graduates, employees and employers.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Information, advisory services and recruitment solutions to jobseekers and employers; guidance on vocational training and further education; support and assistance to employers seeking highly-qualified staff; candidate pre-selection; arrangement of recruitment fairs. Information about living and working conditions in European countries. Questions regarding an employee's return to Germany. |
| Addresses/websites                        | <a href="http://www.europaserviceba.de">http://www.europaserviceba.de</a><br>Addresses, emails, phone and fax numbers of every team can be found in the website under the link to "Europaservice." National hotline number at: +49.180.5222023.   |
| How to contact them                       | Personally, by phone, fax or mail according to the own place of domicile, or calling the national hotline number.   |

| Name                                      | <b>BVA</b>   |
|---|--|
| Understanding the acronyms                | Bundesverwaltungsamt – Informationsstelle für Auslandstätige und Auswanderer.<br>Federal Office of Administration – Information Centre for Emigrants and Germans working abroad.   |
| Regional or national networks             | National network with 40 Information Centres mostly running under non-profit organisations like German Red Cross or Raphaelswerk (13 of these centres are EURES-Information Centres within the framework of the European Union's Employment Services).   |
| Staff members                             | Mostly front desks with information providers respective counsellors.  |
| Umbrella organisation                     | The BVA is an independent higher Federal authority within the portfolio of the Federal Ministry of the Interior.   |
| Definition of the main tasks and missions | To compile and publish information brochures for emigrants and Germans working abroad; to grant federal subsidies and thus financially assist institutions responsible for informing and advising emigrants and Germans abroad; to cooperate with federal and Länder agencies as well as with national and international organisations concerned with migration; to establish migration statistics and observe migration movements.  |
| Target-public                             | Emigrants and Germans working abroad.  |
| Free of charge or not                     | For a nominal fee, emigrants, Germans working abroad and other interested persons can obtain these information brochures from about 40 Information Centres nationwide.   |
| Services provided                         | Information brochures about the living and working conditions in the country applicants intend to move to. Counselling.  |
| Addresses/websites                        | Barbarastr. 1<br>50735 Cologne<br>Tel.: +49.1.888358-4999 (Hotline); Fax: +49.1.888358-4829<br>email: <a href="mailto:InfostelleAuswandern@bva.bund.de">InfostelleAuswandern@bva.bund.de</a><br><a href="http://www.bva.bund.de/">http://www.bva.bund.de/</a><br>All contact addresses and opening hours of the Information Centres can be also found under: <a href="http://www.bva.bund.de/nn_538506/DE/DasBVA/Adressen/adressen-node.html__nnn=true">http://www.bva.bund.de/nn_538506/DE/DasBVA/Adressen/adressen-node.html__nnn=true</a> |
| How to contact them                       | Directly in their premises, by phone, fax or mail according to the place domicile (for contact addresses and opening hours, see above).  |

|   |  |
|---|--|
| Name                                      | <b>dvb</b>   |
| Understanding the acronyms                | Deutscher Verband für Bildungs- und Berufsberatung e.V.<br>German Association for Educational and Vocational Guidance.   |
| Regional or national networks             | National network.  |
| Staff members                             | One federal board (Bundesvorstand), one regional board (Landesvorsitzende), regional "groups" (Landesgruppen).   |
| Umbrella organisation                     | The dvb is a non-party, non confessional registered association.   |
| Definition of the main tasks and missions | To directly cooperate with international vocational counselling organisations; to bring all guidance practitioners in Germany together and to offer them further and advanced training possibilities.  |
| Target-public                             | Only for guidance practitioners (individuals or institutions) that become dvb-member.  |
| Free of charge or not                     | Member monthly contribution: € 6,25 monthly (or € 75 annually).  |
| Services provided                         | Further and advanced training courses for counsellors; addresses of guidance practitioners (dvb-members), regularly publications.  |
| Addresses/websites                        | Bergstr. 9,<br>55595 Roxheim<br>Tel. and fax: +49.671.45592<br>email: <a href="mailto:dvb-Kontakt@berufsberater.net">dvb-Kontakt@berufsberater.net</a><br><a href="http://www.berufsberater.net">http://www.berufsberater.net</a><br>All addresses of the Landesgruppen can be found under:<br><a href="http://www.dvb-fachverband.de/pages/kontakt.html">http://www.dvb-fachverband.de/pages/kontakt.html</a> |
| How to contact them                       | Personally, by phone, fax or mail at national or regional level.   |

| Name                                      | <b>AG BFN</b>  |
|---|--|
| Understanding the acronyms                | Arbeitsgemeinschaft Berufsbildungsforschungsnetz<br>Working Group "Research Network on Vocational Education and Training"  |
| Regional or national networks             | National network.  |
| Staff members                             | Since 1991, association of seven German institutions researching on Vocational Education and Training (Federal Ministry for Education and Research, Federal Institute for Vocational Education and Training, Universities, Institute for Employment Research of the German Federal Employment Agency, etc.).   |
| Umbrella organisation                     | Networking association.  |
| Definition of the main tasks and missions | To the promote the scientific cooperation on vocational education and training.  |
| Target-public                             | Associated institutions and researches (actually about 700). Not-members could also be invited to the different activities (see below).  |
| Free of charge or not                     | Free of charge (membership only for researchers in the mentioned area).  |
| Services provided                         | Documents on research projects, online database, a regular "Forum for Vocational Education" (also for not-members). Also Workshops (irregularly) under: <a href="http://www.bibb.de/de/wlk8002.htm">http://www.bibb.de/de/wlk8002.htm</a>  |
| Addresses/websites                        | Staatsinstitut für Schulqualität und Bildungsforschung (ISB)<br>Schellingstraße 155<br>80797 Munich<br>Tel.: +49.89.21702201; Fax: +49.89.21702205<br>email: <a href="mailto:arnulf.zoeller@isb.bayern.de">arnulf.zoeller@isb.bayern.de</a><br><a href="http://www.agbfn.de/">http://www.agbfn.de/</a><br><a href="http://ldbb.bibb.de">http://ldbb.bibb.de</a> (online database on vocational education). |
| How to contact them                       | Addresses and contact persons of all member institutions on the website under: <a href="http://www.agbfn.de/">http://www.agbfn.de/</a>   |



| Name                                      | <b>DBS</b>  |
|---|---|
| Understanding the acronyms                | Deutscher Bildungsserver<br>German Education Server.  |
| Regional or national networks             | National information server.  |
| Staff members                             | Network of federal and regional authorities (Länder) in Germany; editorial teams.   |
| Umbrella organisation                     | Non-profit organisation.  |
| Definition of the main tasks and missions | Information about Germany's federal education system and for vocational guidance.   |
| Target-public                             | Pupils, teachers, parents, apprentices, students, vocational counsellors as well as groups interested in education management and continuing education and training.  |
| Free of charge or not                     | Free.   |
| Services provided                         | High-quality web-based and print information on Education, School, Vocational Training, Higher Education, Science and Educational Research, Continuing Education and Adult Education.   |
| Addresses/websites                        | Deutsches Institut für Internationale Pädagogische Forschung<br>Informationszentrum Bildung / Geschäftsstelle Deutscher Bildungsserver<br>Schloßstr. 29<br>60486 Frankfurt am Main<br>Tel.: +49.69.24708326; Fax: +49.69.24708328<br>email: <a href="mailto:dbs@dipf.de">dbs@dipf.de</a> .<br><a href="http://www.bildungsserver.de/pdf/Englisch_end.html">http://www.bildungsserver.de/pdf/Englisch_end.html</a><br><a href="http://www.bildungsserver.de/index_e.html">http://www.bildungsserver.de/index_e.html</a> (overview in English). |
| How to contact them                       | Website.  |

| <b>NA beim BIBB</b>                       |  |
|---|--|
| <b>NA at BIBB</b>                         |  |
| Name                                      |  |
| Understanding the acronyms                | Nationale Agentur beim Bundesinstitut für Berufsbildung<br>National Agency at the Federal Institute for Vocational Education and Training.   |
| Regional or national networks             | National central office.   |
| Staff members                             | One director, 26 members subdivided in five areas (including five team leaders).   |
| Umbrella organisation                     | Commissioned by the Federal Ministry for Education and Research.   |
| Definition of the main tasks and missions | Application of the European educational programs in Germany through information and counselling, research support and networking of European and national projects and initiatives. Promotion of the aims of the Lisbon Strategy. To encourage the creation of the "European Education Area".  |
| Target-public                             | All kind of public.  |
| Free of charge or not                     | Free.  |
| Services provided                         | Information, Counselling, research projects support, public relations –all concerning the application of European education programs in Germany.   |
| Addresses/websites                        | Robert-Schuman-Platz 3<br>53175 Bonn<br>Tel.: +49.228.1071608; Fax: +49.228.1072964<br>email form under:<br><a href="http://www.na-bibb.de/home/kontakt_email_form.php?site=Kontakt&amp;subsite=E-Mail+Formular">http://www.na-bibb.de/home/kontakt_email_form.php?site=Kontakt&amp;subsite=E-Mail+Formular</a><br><a href="http://www.na-bibb.de/home/">http://www.na-bibb.de/home/</a> |
| How to contact them                       | By phone or mail.  |

| Name                                      | <b>ZDH</b>   |
|---|--|
| Understanding the acronyms                | Zentralverband des Deutschen Handwerks<br>German Confederation Of Skilled Crafts.  |
| Regional or national networks             | National network with regional agencies. There are two main types of craft organisations: the chambers of skilled crafts and the confederations of skilled crafts.   |
| Staff members                             | Looking more closely at the organisation of the skilled crafts, the bottom-up structure is basically as follows: Self-employed craftsmen working in the same trade at local level (cities, districts) may join a guild ( <i>Innung</i> ). Membership is voluntary. The different local guilds form an intervocational organisation, the Local Council of Skilled Crafts ( <i>Kreishandwerkerschaft</i> ). At the level of the federal states ( <i>Länder</i> ), the professional organisations are the Regional Confederations of Guilds ( <i>Landesinnungsverbände</i> ). At national level, all Regional Confederations of Guilds may become members of the National Confederation of Guilds ( <i>Bundesinnungsverband /Zentralfachverband</i> ). The head of the 38 National Confederations of Guilds is the German Association of Skilled Crafts Confederations. |
| Umbrella organisation                     | The 54 chambers of skilled crafts ( <i>Handwerkskammern</i> ) are non-profit-making corporations under public law. The national confederations of skilled crafts ( <i>Fachverbände</i> ) represent the specific interests of individual trades or a group of trades.   |
| Definition of the main tasks and missions | Technical, financial or legal counselling, examination in initial and further vocational training.   |
| Target-public                             | Individual trades (self-employed craftsmen) or a group of trades.  |
| Free of charge or not                     | In the Chambers of skilled crafts, membership is compulsory for every business in the region pursuing one of the 41 skilled craft trades. The national confederations of skilled crafts are voluntary organisations.   |
| Services provided                         | The chambers of skilled crafts provide a wide spectrum of services ranging from advice on technical, financial or legal matters to vocational training and keeping the craft register. They are responsible for giving the final examinations in initial and further vocational training courses. As self-governing organisations they also represent the interests of the skilled craft sector vis-à-vis political institutions and public administration. The national confederations of skilled crafts ( <i>Fachverbände</i> ) represent the specific interests of individual trades or a group of trades and offer special services to their members. They also fulfil the functions of employers' organisations, for example, negotiating wages with the trade unions.  |
| Addresses/websites                        | Zentralverband des Deutschen Handwerks<br>Mohrenstraße 20/21 - 10117 Berlin<br>Tel.: +49.30.206190; Fax: +49.30.20619460<br>email from: <a href="http://www.zdh.de/metanavigation/kontakt.html">http://www.zdh.de/metanavigation/kontakt.html</a><br><a href="http://www.zdh.de/the-zdh.html">http://www.zdh.de/the-zdh.html</a> (in English).   |
| How to contact them                       | Personally, by phone, fax or mail at national or regional level.   |

| Name                                      |             | <b>DIHK</b>  |
|---|-------------|--|
| Understanding acronyms                    | the         | Deutscher Industrie- und Handelskammertag<br>Association of German Chambers of Industry and Commerce.  |
| Regional or national networks             | or national | The Association of German Chambers of Industry and Commerce is the central organisation for 81 chambers. This gives the association considerable political influence. It does not represent any specific corporate group but all commercial enterprises in Germany. The chambers are public corporations and responsible for their own affairs, yet they are not public authorities. They are business institutions and the principal representatives of all commercial undertakings in their region. They are also involved at national level through the DIHK and internationally through the appropriate organisations. |
| Staff members                             |             | All German companies registered in Germany, with the exception of handycraft businesses, the free professions and farms, are required by law to join a chamber. Thus, the DIHK speaks for more than three million entrepreneurs. They include not only big companies but also retailers and innkeepers.  |
| Umbrella organisation                     |             | The chambers of industry and commerce represent the interests of their members in relation to the local, state and regional authorities and, through the DIHK, the Federal Government and the European Commission. The chambers have a democratic structure. Members choose their representatives for the Annual General Meeting. This "parliament of the business community" elects from its midst the president, the vice presidents and the managing director.  |
| Definition of the main tasks and missions |             | The chambers issue certificates of origin and carnets, set vocational training examinations or, a recent innovation, maintain a register of companies who meet specific environmental standards ("eco sites"). They place experts under oath, provide advisory opinions for government departments, and are involved in the appointment of arbitrators and the registration of companies.  |
| Target-public                             |             | Companies.   |
| Free of charge or not                     |             | All companies pay mandatory subscriptions to their chamber according to their capacity. One advantage of statutory membership is that the chambers represent all branches and companies equally regardless of size, whether it be the corner shop or a multinational corporation. All companies have one vote and equal rights. Their subscriptions keep the chambers financially independent of vested interests and government influence.  |
| Services provided                         |             | They not only perform public functions but assist their members direct as counsellors or mediators in business matters of local, regional and supra-regional importance.   |

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|---------------------|--|
| Addresses/websites  | <p>Deutscher Industrie- und Handelskammertag (DIHK)<br/>         Breite Straße 29<br/>         10178 Berlin<br/>         Tel.: +49.30.203080; Fax: +49.30.203081000<br/> <a href="http://www.dihk.de">http://www.dihk.de</a><br/>         List of the contact persons (according to branches):<br/> <a href="http://www.dihk.de/inhalt/themen/branchen/ansprechpartner.php">http://www.dihk.de/inhalt/themen/branchen/ansprechpartner.php</a><br/>         Addresses of the regional Chambers under: <a href="http://www.dihk.de/inhalt/ihk/index.html">http://www.dihk.de/inhalt/ihk/index.html</a></p> |
| How to contact them | Personally, by phone, fax or mail at national or regional level.   |

|   |  |
|---|--|
| Name                                      | <b>CSND</b>  |
| Understanding acronyms                    | the Career Service Netzwerk Deutschland<br>Career Service Network Germany.   |
| Regional or national networks             | National network of career centres at universities.  |
| Staff members                             | Main board, extended board (with a representative of a University, of a University of Applied Sciences and of the German Rectors' Conference), one assembly and the career centres at the member universities.   |
| Umbrella organisation                     | Non profit organisation.   |
| Definition of the main tasks and missions | To counsel and prepare students for the transition from university to work; to inform about labour markets and employment opportunities for graduates. Contact between graduates and potential employers.  |
| Target-public                             | Students, graduates.   |
| Free of charge or not                     | Free.  |
| Services provided                         | Information, counselling and contact between graduates and potential employers.  |
| Addresses/websites                        | <p>Career Service Freie Universität Berlin<br/>         Illtisstr. 7<br/>         14195 Berlin<br/>         Tel.: +49.30.83855090; Fax: +49.30.83854280<br/>         email: <a href="mailto:Ruth.Girmes@uni-due.de">Ruth.Girmes@uni-due.de</a><br/> <a href="http://www.csnd.de">http://www.csnd.de</a><br/>         Addresses of the university career centres under: <a href="http://www.csnd.de/data/de/cat/16">http://www.csnd.de/data/de/cat/16</a></p> |
| How to contact them                       | Directly in their premises or under the phone and mail addresses of the university career centres (see above).   |

| Name                                      | <b>DGfK</b>  |
|---|--|
| Understanding the acronyms                | Deutsche Gesellschaft für Karriereberatung e.V.<br>German Association for Career Counselling.  |
| Regional or national networks             | National network.  |
| Staff members                             | Vocational and careers counsellors.  |
| Umbrella organisation                     | The DGfK is a non-profit organisation.   |
| Definition of the main tasks and missions | For counsellors: forum for academic work, further development and documentation in the specialized area of career counselling.<br>For clients: to offer a career counselling service, developed to his or hers individual needs.<br>DGfK works in close contact with universities, businesses, foundations and public institutions to make the benefits of career counselling for the individual and the public transparent. |
| Target-public                             | Any kind of public.  |
| Free of charge or not                     | Member monthly contribution (determined every year by the board).  |
| Services provided                         | Further and advanced training seminars for counsellors; addresses of guidance practitioners, regular publications.   |
| Addresses/websites                        | Paul-Kornfeld-Weg 52<br>60439 Frankfurt am Main<br>Tel.: +49.69.47884479; Fax: +49.69.47883674<br>email: <a href="mailto:info@dgfk.org">info@dgfk.org</a><br><a href="http://www.dgfk.org">http://www.dgfk.org</a>   |
| How to contact them                       | Personally, by phone, fax or mail.   |

|   |  |
|---|--|
| Name                                      | <b>DAJEB</b>   |
| Understanding the acronyms                | Deutsche Arbeitsgemeinschaft für Jugend- und Eheberatung e. V.<br>German Working Committee for Youth und Marriage Counselling.   |
| Regional or national networks             | National network.  |
| Staff members                             | Independent counsellors, information and counselling centres.  |
| Umbrella organisation                     | The DAJEB is an non-party, non-confessional association financially supported by the Federal Ministry for Family, Elderly, Women and Youth (BMFSFJ).   |
| Definition of the main tasks and missions | Main focus on further and advanced education, research on marriage and family.   |
| Target-public                             | Counsellors (especially doctors, lawyers, psychologists, social workers, pedagogues and theologians working on the topics marriage, family and life counselling).  |
| Free of charge or not                     | Free.  |
| Services provided                         | Further and advanced training seminars (3-4 years), academic conferences, regular publications (e.g. "The Counsellors Guide"), online databases for all German hotlines and counselling centres (actually 12.144 addresses).   |
| Addresses/websites                        | Neumarkter Str. 84c<br>81673 Munich<br>Tel.: +49.89.4361091; Fax: +49.89.4311266<br>email: <a href="mailto:info@dajeb.de">info@dajeb.de</a><br><a href="http://www.dajeb.de">http://www.dajeb.de</a><br>Telephone hotlines of counselling centres under: <a href="http://www.dajeb.de/sd.htm">http://www.dajeb.de/sd.htm</a> ; <a href="http://www.dajeb.de/bwtel.htm">http://www.dajeb.de/bwtel.htm</a> ; counselling centres in Germany: <a href="http://www.dajeb.de/suchmask.php">http://www.dajeb.de/suchmask.php</a> |
| How to contact them                       | Personally, by phone, fax or mail.   |

| Name                                      |          | <b>DGSV</b>   |
|---|----------|---|
| Understanding acronyms                    | the      | Deutsche Gesellschaft für Supervision e.V.<br>German Association for Supervision.   |
| Regional or networks                      | national | National network (one main office in Cologne, 27 associated institutes and over 3400 members nationwide).   |
| Staff members                             |          | Independent counsellors, information and counselling centres.   |
| Umbrella organisation                     |          | Non-party registered association.   |
| Definition of the main tasks and missions |          | To promote the supervision as a counselling way in the fields of education, health, culture, politics, pastoral care, social work, administration and economy.  |
| Target-public                             |          | Employees and employers, enterprises.   |
| Free of charge or not                     |          | Free (registered members disburse an annual contribution).  |
| Services provided                         |          | Information, documentation, personal interviews, database of counsellors throughout Germany (i.e. for adult education)  |
| Addresses/websites                        |          | Lütticher Str. 1-3<br>50674 Cologne<br>Tel.: +49.221.920040; Fax: +49.221.9200429<br>email: <a href="mailto:info@dgsv.de">info@dgsv.de</a><br><a href="http://www.dgsv.de">http://www.dgsv.de</a><br>Information and databases under: <a href="http://www.dgsv.de/beraterinnen-suchen.php">http://www.dgsv.de/beraterinnen-suchen.php</a> |
| How to contact them                       |          | Personally, by phone, fax or mail.  |



|   |   |
|---|---|
| Name                                      | <b>DGBV</b>   |
| Understanding the acronyms                | Deutsche Gesellschaft für Bildungsverwaltung e.V.<br>German Society for Educational Administration.   |
| Regional or national networks             | National and international network (belonging to the European Forum on Educational Administration, Paris).  |
| Staff members                             | Central Board; advisory board; working groups on: quality standards, media, first and continuing education and training, education law.   |
| Umbrella organisation                     | Non-profit registered association.  |
| Definition of the main tasks and missions | To promote the practice of educational administration and management.   |
| Target-public                             | Any kind of public.   |
| Free of charge or not                     | Free.   |
| Services provided                         | It contributes to the development of training and further training in the area of educational administration and management; promotes the professional development of people working in educational administration and management; organises annual and special meetings, symposiums and expert seminars and edits publications, and is committed to international cooperation, particularly within Europe in the field of educational administration and management. |
| Addresses/websites                        | Geschäftsstelle<br>c/o Sibylle Krüger<br>Platanenstraße 5<br>15566 Schöneiche<br>Tel.: +49.173.6236218<br>Fax: +49.30.64903826<br>email: <a href="mailto:krueger-dgbv@web.de">krueger-dgbv@web.de</a><br><a href="http://www.dgbv.de">http://www.dgbv.de</a>  |
| How to contact them                       | Personally, by phone, fax or mail at national or regional level.  |

## ITALY

**CORA – Centri Orientamento *Retraivaller* Associati**

|   |   |
|---|---|
| Name                                      |   |
| Understanding the acronyms                | Associated Centres for vocational guidance " <i>Retraivaller</i> "  |
| Regional or national networks             | National.   |
| Staff members                             | Educators and operators that work in placement field, with an approach centred on personal development.   |
| Umbrella organisation                     | Association CORA composed by Public or private centres that adopt " <i>retraivaller</i> " methodology.  |
| Definition of the main tasks and missions | CORA network promotes the exchange of member's experiences and it has the aim to make these experiences known by institutions. CORA network promotes the development of centres that use CORA methodology in Italy.   |
| Target-public                             | Unemployed, students, people who want to create an enterprise, people who are attending professional training programs.   |
| Free of charge or not                     | Free.   |
| Services provided                         | The services available are: vocational guidance and advice, vocational guidance during professional training, courses about techniques for active job search, skill inventory, courses about techniques for the analysis of local economical context, placement, vocational guidance for people with an entrepreneurial idea, courses for guidance counsellors. |
| Addresses/websites                        | <a href="http://www.coraonlus.it">http://www.coraonlus.it</a>   |
| How to contact them                       | email: <a href="mailto:nazionale@coraonlus.it">nazionale@coraonlus.it</a><br>In this website you can find addresses and email address of each centre:<br><a href="http://www.coraonlus.it">http://www.coraonlus.it</a>  |

## Rete dei servizi pubblici a titolarità provinciale presente nella provincia di Bologna

|   |   |
|---|---|
| Name                                      |   |
| Understanding the acronyms                | Public employment services of Bologna Province.   |
| Regional or national networks             | Regional.   |
| Staff members                             | Servizio Lavoro (Labour Service, Bologna Province). Centres for employment of Bologna Province and municipality services for employment.  |
| Umbrella organisation                     | Bologna Province, local Municipality.   |
| Definition of the main tasks and missions | The network is managed by Labour Service, Bologna Province that aims at connect all the public employment services of the province. It works in order to improve the services offered also through training for operators. It also produces publications and multimedia supports to be used in the services.  |
| Target-public                             | Unemployed, but also employed and people who want to choose a training course, disabled people.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Centres for employment furnish the following services: <ul style="list-style-type: none"> <li>• Counselling for active research of a job.</li> <li>• Preselection of candidates.</li> <li>• Organisation of training period.</li> <li>• Placement for disabled people.</li> <li>• Consultation of information materials and data base.</li> <li>• Administrative services.</li> </ul> |
| Addresses/websites                        | <a href="http://www.provincia.bologna.it/lavoro/index.html">http://www.provincia.bologna.it/lavoro/index.html</a>   |
| How to contact them                       | Addresses for contact can be found at:<br><a href="http://www.provincia.bologna.it/pls/provbo/consultazione.mostra_pagina?id_pagina=464">http://www.provincia.bologna.it/pls/provbo/consultazione.mostra_pagina?id_pagina=464</a>   |

| Name                                      | <b>Réseau Cités des métiers</b>  |
|---|--|
| Understanding the acronyms                | Cités des metiers network.   |
| Regional or national networks             | National.  |
| Staff members                             | Centres named " <i>Cités des métiers</i> ". In Italy, they are in Milan, Genoa, Taranto, Cagliari.   |
| Umbrella organisation                     | Association Cités des metiers.   |
| Definition of the main tasks and missions | The network aims at sharing their experiences and skills and working together to improve local professional practices. It has also the aim of encourage and support the development of other such centres and to guarantee service quality.                  |
| Target-public                             | Heterogeneous public.  |
| Free of charge or not                     | Free.  |
| Services provided                         | A Cité des métiers allows everyone, whatever their age, qualifications or geographical location to choose or change their professional life, to find a job, to find professional training or to create their own business.                                   |
| Addresses/websites                        | <a href="http://www.reseaucitesdesmetiers.org/public/it">http://www.reseaucitesdesmetiers.org/public/it</a><br><a href="http://www.cittadeimestieri.milano.it">http://www.cittadeimestieri.milano.it</a>   |
| How to contact them                       | Bernadette Thomas<br>Tel. + 33.1.40057205<br>email: <a href="mailto:bernadette.thomas@cite-sciences.fr">bernadette.thomas@cite-sciences.fr</a><br>In Italy: <a href="mailto:segreteria@cittadeimestieri.milano.it">segreteria@cittadeimestieri.milano.it</a> |

## Rete informativa per l'orientamento Regione Friuli Venezia Giulia

|   |  |
|---|--|
| Name                                      |  |
| Understanding the acronyms                | Information network for vocational guidance – Friuli Venezia Giulia region.  |
| Regional or national networks             | Regional.  |
| Staff members                             | Each structure or organisation that provides information in vocational guidance field, using tools and instruments product by regional institution, for free. The structures members of the network are more or less 70 and must operate in Friuli Venezia Giulia territory.           |
| Umbrella organisation                     | Friuli Venezia Giulia Region - Servizio regionale istruzione e orientamento (regional service for education and vocational guidance).  |
| Definition of the main tasks and missions | The project aims to connect structures that have different missions but that deal with informative aspects of vocational guidance. It is important, for users, that structures cooperate and be centred more on users' need than on their specific field of intervention.              |
| Target-public                             | Heterogeneous public.  |
| Free of charge or not                     | Free.  |
| Services provided                         | Information useful for vocational guidance.  |
| Addresses/websites                        | <a href="http://reteorientamento.regione.fvg.it/AMBIENTI/view_page.asp?ID_Nodo=99">http://reteorientamento.regione.fvg.it/AMBIENTI/view_page.asp?ID_Nodo=99</a>  |
| How to contact them                       | In this website you can find all the addresses of the organisation part of the net.<br><a href="http://reteorientamento.regione.fvg.it/main.asp?PAGE=/AreaDati/Enti.asp&amp;MENU=RISORSE">http://reteorientamento.regione.fvg.it/main.asp?PAGE=/AreaDati/Enti.asp&amp;MENU=RISORSE</a> |

|   |   |
|---|---|
| Name                                      | <b>Sportello Marco Biagi</b>  |
| Understanding the acronyms                | "Marco Biagi" Counter.  |
| Regional or national networks             | Regional.   |
| Staff members                             | Milan Municipality, Italia Lavoro (Labour Ministry technical agency), the Centro Studi Marco Biagi and seven private employment services companies (Adecco, Quanta, Obiettivo Lavoro, Ranstad, Kelly Services, E Work and Select).  |
| Umbrella organisation                     | Milan Municipality.   |
| Definition of the main tasks and missions | Public and private subject cooperate in order to support disadvantaged workers in finding work and training opportunities.  |
| Target-public                             | Disadvantaged workers as defined by Regulation (CE) n. 2204/2002.   |
| Free of charge or not                     | Free.   |
| Services provided                         | The unemployed can use, with the help of a tutor, services for placement and enrichment of skills. The individual tutor supervises workers using structured or semi structured interviews and helps them in training and job individuation and search. The tutor work with the person to create an individual project, that suit the person's profile and skills.<br>Placement occurs through private employment services agencies and thanks to their capability to find work opportunities. |
| Addresses/websites                        | <a href="http://www.sportellobiagi.it">http://www.sportellobiagi.it</a>   |
| How to contact them                       | You can contact the staff: Tel.: +39.02.83241978<br>You can write through the web site:<br><a href="http://www.comune.milano.it/milanolavoro">http://www.comune.milano.it/milanolavoro</a>  |

| Name                                      | <b>Progetti d'Impresa – Provincia di Bologna</b>   |
|---|--|
| Understanding the acronyms                | Enterprise's Projects – Bologna Province.  |
| Regional or national networks             | Regional.  |
| Staff members                             | Network of centres for enterprise creation located in the Bologna's provincial territory.  |
| Umbrella organisation                     | Bologna Province - Councillorship for production activities.   |
| Definition of the main tasks and missions | The network aims at homogenize and coordinate the action of the five centres present in the territory. Centres deal with creation, development and take-off of new enterprises, economically well – grounded.  |
| Target-public                             | People who have an entrepreneurial idea.   |
| Free of charge or not                     | Free.  |
| Services provided                         | The aspiring entrepreneur is followed during the phasis of creation of the enterprise: development and verification of the idea, planning and realisation of business plan.  |
| Addresses/websites                        | <a href="http://www.provincia.bologna.it/proimp">http://www.provincia.bologna.it/proimp</a>  |
| How to contact them                       | In this website you can find all the addresses of the centres:<br><a href="http://www.provincia.bologna.it/proimp/">http://www.provincia.bologna.it/proimp/</a><br>email: <a href="mailto:progimpresa@provincia.bologna.it">progimpresa@provincia.bologna.it</a> |

## Progetto SPINN - Servizi per l'Impiego Network Nazionale

|   |   |
|---|---|
| Name                                      |   |
| Understanding acronyms                    | the SPINN Project – Employment Services National Network.   |
| Regional or national networks             | National Network.   |
| Staff members                             | Public Employment Services.   |
| Umbrella organisation                     | Italian Labour Ministry, with the technical agency "Italia Lavoro"  |
| Definition of the main tasks and missions | <p>The Project aims at:</p> <ul style="list-style-type: none"> <li>• Supporting public employment services in their development in areas with difficulties.</li> <li>• Promoting exchanges among national and European services, also with the use of new technology multimedia tools.</li> <li>• Producing thematic monograph, guides, SPINN review.</li> <li>• Supporting to exemplary and innovative experimentations, interesting at the national level for their replicability and transferability.</li> </ul> |
| Target-public                             | SPINN Network has been created in order to support public employment services at national level. Target-public of these services are unemployed persons, but also employed and people who want to choose a training course.   |
| Free of charge or not                     | Free.   |
| Services provided                         | The services provided from network members are not the same in all the Italian regions. The basic services are: job matching and information regarding laws and rules of the labour market. In some regions, public services provided also information and vocational guidance and courses about techniques for active job search.  |
| Addresses/websites                        | <a href="http://spinn.welfare.gov.it/SPINN/home.asp">http://spinn.welfare.gov.it/SPINN/home.asp</a>   |
| How to contact them                       | You can contact the institution responsible for the SPINN Project starting from this site.<br><a href="http://www.italialavoro.it/ITALIALAVORO/home.asp">http://www.italialavoro.it/ITALIALAVORO/home.asp</a>   |



## Centri Territoriali Permanenti per l'istruzione e la formazione in età adulta (CTP) of Bologna province

|   |   |
|---|---|
| Name                                      |   |
| Understanding acronyms                    | the Permanent Territorial Centres (CTP) for education and training in adulthood of Bologna province.  |
| Regional or national networks             | Regional.   |
| Staff members                             | Permanent Territorial Centres of Bologna Province.  |
| Umbrella organisation                     | M.I.U.R. Ministero dell'Istruzione, dell'università e Ricerca (Ministry of Education, University and Research).   |
| Definition of the main tasks and missions | Territorial Permanent Centres aims at project and realise education and training courses for adulthood, also collaborating with other training agencies. The network is useful in order to program the education activities with other centres and institution. |
| Target-public                             | Adults.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Courses for adults, vocational guidance.  |
| Addresses/websites                        | <a href="http://www.retectpbologna.it">http://www.retectpbologna.it</a>   |
| How to contact them                       | Addresses for contact can be found:<br><a href="http://www.retectpbologna.it/modules/tinycontent/index.php?id=3">http://www.retectpbologna.it/modules/tinycontent/index.php?id=3</a>  |

## POLAND

| Name                                      | <b>PUP</b>  |
|---|---|
| Understanding the acronyms                | Powiatowe Urzędy Pracy.<br>Local Labour Offices.  |
| Regional or national networks             | National  |
| Staff members                             | Welcome staff, counsellor, placement officer, job club leader, training specialist, programme specialist, EURES adviser.                            |
| Umbrella organisation                     | Ministry of Economy and Labour.   |
| Definition of the main tasks and missions | Assistance in finding employment and solving career problems.   |
| Target-public                             | Adults – unemployed and job seekers, employers.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Individual career counselling, group career counselling, job matching, career information for individuals and groups, job club, mobility in Europe. |
| Addresses/websites                        | <a href="http://www.praca.gov.pl">http://www.praca.gov.pl</a>   |
| How to contact them                       | Directly in their premises.   |

| Name                                      | <b>WUP - CiPKZ</b>  |
|---|---|
| Understanding the acronyms                | Wojewódzkie Urzędy Pracy – Centra Informacji i Planowania Kariery Zawodowej.<br>Information and Career Planning Centres - Woivodship (Regional) Labour Offices. |
| Regional or national networks             | National.   |
| Staff members                             | Welcome staff, counsellor, placement officer, training specialist, programme specialist, EURES adviser.   |
| Umbrella organisation                     | Ministry of Economy and Labour.   |
| Definition of the main tasks and missions | Comprehensive, professional service – career information and vocational counselling.  |
| Target-public                             | Adults – unemployed and job seekers, employers.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Individual career counselling, group career counselling, career information for individuals and groups, mobility in Europe.                                     |
| Addresses/websites                        | <a href="http://www.praca.gov.pl">http://www.praca.gov.pl</a>   |
| How to contact them                       | Directly in their premises.   |

|   |   |
|---|---|
| Name                                      | <b>GCI</b>  |
| Understanding the acronyms                | Gminne Centra Informacji.<br>Local Information Centres.   |
| Regional or national networks             | National.   |
| Staff members                             | Welcome staff, counsellor, information specialist.  |
| Umbrella organisation                     | Ministry of Economy and Labour.   |
| Definition of the main tasks and missions | The network is being developed in the regions in danger of structural unemployment.   |
| Target-public                             | Adults – unemployed and job seekers, young people.  |
| Free of charge or not                     | Free.   |
| Services provided                         | Career information, training opportunities, setting up own business, data base, Internet connection.  |
| Addresses/websites                        | <a href="http://www.praca.gov.pl">http://www.praca.gov.pl</a><br><a href="http://www.mgip.gov.pl">http://www.mgip.gov.pl</a><br><a href="http://www.bazy.ngo.pl">http://www.bazy.ngo.pl</a> |
| How to contact them                       | Directly in their premises.   |

| Name                                      | <b>ABK</b>  |
|---|---|
| Understanding the acronyms                | Akademickie Biura Kariery.<br>Academic Career Offices.  |
| Regional or national networks             | National.   |
| Staff members                             | Welcome staff, counsellor, adviser, information specialist.   |
| Umbrella organisation                     | Ministry of Economy and Labour.   |
| Definition of the main tasks and missions | Career counselling service.   |
| Target-public                             | Students, graduates.  |
| Free of charge or not                     | Free.   |
| Services provided                         | Information exchange, training, study visits, job matching, internship, exchange programme  |
| Addresses/websites                        | <a href="http://www.praca.gov.pl">http://www.praca.gov.pl</a><br><a href="http://www.mgip.gov.pl">http://www.mgip.gov.pl</a><br><a href="http://www.biura-karier.net/view.index.php">http://www.biura-karier.net/view.index.php</a> |
| How to contact them                       | Directly in their premises.   |

| Name                                      | <b>OHP</b>  |
|---|---|
| Understanding the acronyms                | Ochotnicze Hufce Pracy.<br>Voluntary Work Corps.  |
| Regional or national networks             | National.   |
| Staff members                             | Welcome staff, counsellor.  |
| Umbrella organisation                     | Ministry of Economy and Labour.   |
| Definition of the main tasks and missions | Prevention of social exclusion, helping young people to finish school and find job.   |
| Target-public                             | Young people (under 25).  |
| Free of charge or not                     | Free.   |
| Services provided                         | Supporting youth with special needs, counselling and information.   |
| Addresses/websites                        | <a href="http://www.praca.gov.pl">http://www.praca.gov.pl</a><br><a href="http://www.mgip.gov.pl">http://www.mgip.gov.pl</a><br><a href="http://www.ohp.gov.pl">http://www.ohp.gov.pl</a> |
| How to contact them                       | Directly in their premises.   |

| Name                                      | <b>SzOK</b>   |
|---|---|
| Understanding the acronyms                | Szkolne Ośrodki Kariery.<br>School Career Centres.  |
| Regional or national networks             | National.   |
| Staff members                             | Teachers, counsellors.  |
| Umbrella organisation                     | Ministry of Economy and Labour.   |
| Definition of the main tasks and missions | Supporting pupils and parents.  |
| Target-public                             | Pupils (under 19).  |
| Free of charge or not                     | Free.   |
| Services provided                         | Individual counselling, group counselling, workshop, career information.  |
| Addresses/websites                        | <a href="http://www.praca.gov.pl">http://www.praca.gov.pl</a><br><a href="http://www.mgip.gov.pl">http://www.mgip.gov.pl</a><br><a href="http://www.ohp.gov.pl">http://www.ohp.gov.pl</a> |
| How to contact them                       | Directly in their premises.   |

| Name                                      | <b>Poradnie psychologiczno-pedagogiczne</b>                               |
|---|---|
| Understanding the acronyms                | Psychological and Pedagogical Centres.                                    |
| Regional or national networks             | National.   |
| Staff members                             | Psychologists, counsellors.   |
| Umbrella organisation                     | Ministry of National Education and Sport.                                 |
| Definition of the main tasks and missions | Supporting pupils and parents.  |
| Target-public                             | Pupils (under 19).  |
| Free of charge or not                     | Free.   |
| Services provided                         | Diagnosis, family counselling, learning difficulties, career counselling. |
| Addresses/websites                        | <a href="http://www.menis.gov.pl">http://www.menis.gov.pl</a>             |
| How to contact them                       | Directly in their premises.   |

## UNITED KINGDOM

|   |  |
|---|--|
| Name                                      | <b>Connexions Direct</b>   |
| Understanding the acronyms                | Telephone and email advice service for young people in England, offering advice on all choices and issues faced by Young People aged 13 to 19, including careers advice. The telephone helpline is open between 8am and 2am. |
| Regional or national networks             | National (England).  |
| Staff members                             | Advisers trained to NVQ 4 level as personal advisers.  |
| Umbrella organisation                     | DfES (Department for Education and Skills).  |
| Definition of the main tasks and missions | To help young people with all the issues, problems and choices they face in life.  |
| Target-public                             | All young people aged 13 to 19 with a specific focus on reducing social exclusion.   |
| Free of charge or not                     | Free.  |
| Services provided                         | Advice and information via email, online database and telephone helpline.  |
| Addresses/websites                        | <a href="http://www.connexions-direct.com">http://www.connexions-direct.com</a>  |
| How to contact them                       | Through the Internet or via the telephone helpline 080.800.13219.  |

| Name                                      | <b>Connexions</b>   |
|---|---|
| Understanding the acronyms                | Connexions is the national “Brand” for the support service for young people aged 13 to 19 in England.   |
| Regional or national networks             | National (England).   |
| Staff members                             | Welcome staff, information provider, personal advisers working in various specialisms (careers, housing, health, law, pregnancy, drugs, probation work, etc.).  |
| Umbrella organisation                     | DfES (Department for Education and Skills).   |
| Definition of the main tasks and missions | To provide a comprehensive support service to young people, offer information, advice and guidance with all the problems, issues and choices a young person has to face. There is a special emphasis on tackling social exclusion, but the service is meant to be universal. It therefore offers intensive support to young people with a range of problems but also provides, for example, careers advice to any young person who requires it. |
| Target-public                             | Young people in England in the age range 13 to 19.  |
| Free of charge or not                     | Free.   |
| Services provided                         | A full range of support services for young people, including for example advice on contraception, benefits and finding accommodation. It also has a responsibility to ensure that all young people are in Education, Employment or Training.  |
| Addresses/websites                        | <a href="http://www.connexions.gov.uk/partnerships">http://www.connexions.gov.uk/partnerships</a>   |
| How to contact them                       | Via the website above or by calling or visiting any of the local offices that can be found in all large towns and cities in England. Contact details can be found on the website above.   |

| Name                                      | <b>AGCAS</b>   |
|---|--|
| Understanding the acronyms                | Association of Graduate Careers Advisory Services.   |
| Regional or national networks             | National network – most UK Higher Education institutions have an inhouse Careers Advisory Department linked via the AGCAS network.   |
| Staff members                             | Careers Advisers, information provider, librarians a manager for each agency.  |
| Umbrella organisation                     | AGCAS.   |
| Definition of the main tasks and missions | To provide careers advice and placing services to undergraduate and post graduate students. The service also may extend to ex students of a particular higher education institution. |
| Target-public                             | As above.  |
| Free of charge or not                     | Free.  |
| Services provided                         | Careers advice, help with job searching, organising careers fairs.   |
| Addresses/websites                        | <a href="http://www.agcas.org.uk">http://www.agcas.org.uk</a>  |
| How to contact them                       | Via the website above or directly at higher education institutions in the UK.  |



|   |   |
|---|---|
| Name                                      | <b>ACACHE</b>   |
| Understanding the acronyms                | Association of Careers Advisers in Colleges offering Higher Education. ACACHE has members who are working in the higher education sector and have responsibility for delivering careers and/or educational guidance. The Association has its roots in supporting careers advisers who are typically working in small services based in a wide range of colleges that provide courses of higher education. |
| Regional or national networks             | National.   |
| Staff members                             | Careers Advisers, information provider, librarians a manager for each agency.   |
| Umbrella organisation                     |   |
| Definition of the main tasks and missions | To provide careers advice and placing services to undergraduate and post graduate students. The service also may extend to ex students of a particular college.   |
| Target-public                             | As above.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Information, databases, personal career development programme, job seeking skills training , thematic training sessions, personal interviews, developing skills for recruitment. Services to companies for recruitment, consulting, human resources management  |
| Addresses/websites                        | <a href="http://staffsites.nescot.ac.uk/rgledhill/acache">http://staffsites.nescot.ac.uk/rgledhill/acache</a>   |
| How to contact them                       | Via the website or directly in Colleges of Higher and Further education in the UK.  |

| Name                                      | <b>Careers Northern Ireland</b>  |
|---|--|
| Understanding the acronyms                | The Careers Service for Northern Ireland.  |
| Regional or national networks             | National network.  |
| Staff members                             | Managers, Information Staff, Careers Advisers, administrative and clerical staff.  |
| Umbrella organisation                     | Department For Employment and Learning Northern Ireland.   |
| Definition of the main tasks and missions | Information, career guidance, placing.   |
| Target-public                             | All young people in Northern Ireland.<br>Employers, training providers and educational establishments.                     |
| Free of charge or not                     | Free.  |
| Services provided                         | Careers Information, Careers Guidance, Placing.  |
| Addresses/websites                        | <a href="http://www.careersserviceni.com">http://www.careersserviceni.com</a>  |
| How to contact them                       | Via the website above or directly at any of their offices, you can find addresses and contact details through the website. |

| Name                                      | <b>Gyrfa Cymru - Careers Wales</b>   |
|---|--|
| Understanding the acronyms                | Careers Wales is the umbrella national brand of the careers companies working in Wales.                                    |
| Regional or national networks             | National network linking together regional careers services.   |
| Staff members                             | Careers advisers, information staff, managers, clerical and admin support staff.   |
| Umbrella organisation                     | Careers Wales – funded by the Welsh Assembly.  |
| Definition of the main tasks and missions | Careers Guidance, Information and Placing.   |
| Target-public                             | All young people in Wales, plus a service for adults.<br>Employers, training providers and educational establishments.     |
| Free of charge or not                     | Yes  |
| Services provided                         | Careers Information, Careers Guidance, Placing.  |
| Addresses/websites                        | <a href="http://www.careerswales.com">http://www.careerswales.com</a>  |
| How to contact them                       | Via the website above or directly at any of their offices, you can find addresses and contact details through the website. |

| Name                                      | <b>IAG</b>  |
|---|---|
| Understanding the acronyms                | Information, Advice and Guidance.<br>The Careers advisory service for adults in England.  |
| Regional or national networks             | National network linking together regional and local services.                            |
| Staff members                             | Careers advisers, information staff, managers, clerical and admin support staff.          |
| Umbrella organisation                     | DfES (Department for Education and Skills).   |
| Definition of the main tasks and missions | Information, Advice and Guidance services to Adults in England.                           |
| Target-public                             | Adults seeking careers advice in England.   |
| Free of charge or not                     | Yes.  |
| Services provided                         | Careers Information, Careers advice.  |
| Addresses/websites                        | <a href="http://www.lifelonglearning.co.uk/iag">http://www.lifelonglearning.co.uk/iag</a> |
| How to contact them                       | Directly at any of their offices in England.  |

| Name                                      | Careers Scotland  |
|---|---|
| Understanding the acronyms                | The National Careers Service for Scotland.<br>Careers Scotland offers an all age guidance service that can help you with your learning, employment, and career opportunities throughout life. |
| Regional or national networks             | National network all over the country.  |
| Staff members                             | Careers advisers, information staff, managers, clerical and admin support staff.  |
| Umbrella organisation                     | Careers Scotland.<br>Scottish Enterprise.<br>Highlands and Islands Enterprise.  |
| Definition of the main tasks and missions | Careers Guidance, Information and Placing.  |
| Target-public                             | Employers, training providers and educational establishments.   |
| Free of charge or not                     | Free.   |
| Services provided                         | Careers Information, Careers Guidance, Placing.   |
| Addresses/websites                        | <a href="http://www.careers-scotland.org.uk">http://www.careers-scotland.org.uk</a>   |
| How to contact them                       | Via the website above or directly at any of their offices, you can find addresses and contact details through the website.  |

ANNEXES TO  
**CHAPTER 3**

## **3.A – To know before going**

## FRANCE

**Major public holidays.  
Special ways of celebrating them.**

- The storming of the Bastille on the 14<sup>th</sup> July 1789 (fire-works, military parades, street parties).

- Armistice Day to commemorate the signing of the armistice marking the end of the First World War on the 11<sup>th</sup> November 1918 (wreaths laid on war memorials, military parades).

- VE day to commemorate Allied victory in the Second World War on the 8<sup>th</sup> May 1945 (wreaths laid on war memorials, military parades).

- Labour day (May Day) on the 1<sup>st</sup> May (trade union street parades and sprigs of lily of the valley are sold in the streets as a symbol of Spring and to bring luck).

- On the 1<sup>st</sup> January the New Year is celebrated with fire-works, hooting of horns.

## GERMANY

- Public holidays 2006 throughout the Federal Republic of Germany:

New Year's Day: 01.01.2006

Good Friday: 14.04.2006

Easter Monday: 17.04.2006

Labour Day: 01.05.2006

Ascension Day: 25.05.2006

Whit Monday: 05.06.2006

Day of German Unity: 03.10.2006

Christmas Day: 25.12.2006

Boxing Day: 26.12.2006

Generally employees do not work on public holidays, however some service industries like cafés, bakeries, restaurants and cinemas are open.

- Public holidays in individual German federal states 2006:

Epiphany: 06.01.2006

Baden-Württemberg, Bavaria and Saxony-Anhalt

Corpus Christi: 15.06.2006

Baden-Württemberg, Bavaria, Hesse, North Rhine-Westphalia, Rhineland-Palatinate, Saarland as well as in Saxony and Thuringia in communities in which the majority of the population is Catholic

Assumption of the Virgin Mary: 15.08.2006

Bavaria (in communities in which the majority of the population is Catholic) and Saarland

Reformation Day: 31.10.2006

Brandenburg, Mecklenburg-Vorpommern, Saxony-Anhalt as well as in Saxony and Thuringia

All Saints' Day: 01.11.2006

Baden-Württemberg, Bavaria, North Rhine-Westphalia, Rhineland-Palatinate, Saarland

Day of Penance: 22.11.2006

Saxony

Day of Prayer and Repentance:

22.11.2006 in Saxony

## ITALY

- 1<sup>st</sup> January (New Year's Day)
- 6<sup>th</sup> January (Epiphany)
- 25<sup>th</sup> April (Liberation Day)
- 1<sup>st</sup> May (Labour Day)
- 2<sup>nd</sup> June (Festa della Repubblica) to commemorate the birth of the new Italian Republic sanctioned by the first referendum where also woman could vote. It is celebrated with military parade in Rome.
- 15<sup>th</sup> August (Ferragosto)
- 1<sup>st</sup> November (All Saint's Day)
- 8<sup>th</sup> December (Immaculate Conception)
- 25<sup>th</sup> December (Christmas Day)
- 26<sup>th</sup> December (Santo Stefano)

Most offices, banks and many stores close on these days; museums in the major tourist cities are open on holidays with the exception of Christmas and New Year's Day.

- Halloween (October 31<sup>st</sup>)
- Valentine's day (February 14<sup>th</sup>)

It is important to show your beloved how much you care. In the evening couples usually go to dinner at a pizzeria or ristorante. Depending on the age of the pair, gifts could include red roses or perfume, diamonds, or the famous "Baci Perugina." These small, chocolate-covered hazelnuts contain a small slip of paper with a romantic poetic quote.

[http://www.tricolore.net/cgi-bin/display\\_article.html?a=128&s=31](http://www.tricolore.net/cgi-bin/display_article.html?a=128&s=31)

## POLAND

- New Year – Presidential address to the Polish nation, public holiday.
- May 1<sup>st</sup>, Labour Day, picnics, fairs, public holiday.
- May 3<sup>rd</sup> - anniversary of enactment of the Constitution of May 3<sup>rd</sup>, festivities in cities, television broadcasts, public holiday.
- November 11<sup>th</sup> - anniversary of regaining independence in 1918; celebrations in cities, military parades, laying of wreaths at the Tomb of the Unknown Soldier, television broadcasts, school celebrations, public holiday.

[http://www.polska.pl/info/informacje\\_o\\_polsce/swieta.htm](http://www.polska.pl/info/informacje_o_polsce/swieta.htm)

## UNITED KINGDOM

- Christmas Day (December 25<sup>th</sup>) and Boxing Day (December 26<sup>th</sup>)

Only workers in the most essential sectors (namely the Health Service and, of course, those in the catering industry) have to report to duty on these 2 days and many businesses shut for the whole period from Christmas Eve until New Year's Day (January 1<sup>st</sup>).

- Good Friday and Easter Monday

Workers in England, Scotland and Wales generally enjoy a four day break from work at this time (Good Friday is however a normal working day in Northern Ireland).

- the first and last Monday in May

Most workers have these two days off although they do not carry with them a significance which is celebrated. They could be compared to the Labour days which give workers a day off in many European countries.

- the last Monday in August which is a similar bank holiday

- Valentine's day (February 14<sup>th</sup>)

- Shrove Tuesday (also known as Pancake Day) which falls 6½ weeks before Easter and is followed by Ash Wednesday which marks the first day of lent

- Mothers' Day which falls on the middle Sunday of Lent

- Fathers' Day which falls on the 3<sup>rd</sup> Sunday in June

- Halloween (October 31<sup>st</sup>)

- November 5<sup>th</sup> which is known as Bonfire Night or Guy Fawkes' night and celebrates the foiled Gunpowder Plot of 1605

For future dates of Bank Holidays see <http://www.consumer.gov.uk/er/bankhol.htm> (for England, Northern Ireland and Wales) and <http://www.scotland.gov.uk/Publications/2005/01/bankholidays> (for Scotland)

## FRANCE

**Major religious holidays and related traditions.**

- Christmas, 25<sup>th</sup> December (midnight mass and a family meal).
- Easter, public holiday on Easter Day and Easter Monday (attending mass and a family meal, children go on an Easter egg hunt in the garden).
- Assumption Day: 15<sup>th</sup> August
- Ascension Day: May
- Whit Sunday and Whit Monday
- 1<sup>st</sup> November: All Saints' Day (a day to honour the deceased by placing a specific flower, the chrysanthemum, on graves).

## GERMANY

- Christmas and Easter are the most traditional holidays for families to come together and celebrate. But the religious importance is considered to be on the decline.

- Easter

Easter with Good Friday ("*Karfreitag*"), Easter Sunday ("*Ostersonntag*") and Easter Monday ("*Ostermontag*") is the most important holiday in the Christian calendar in Germany. Easter Bunny and Easter Eggs, the Easter Fire and Easter candles are also part of the Easter festival.

- Ascension Day

- Whitsun

Whitsuntide or Pentecost ("*Pfingsten*") is celebrated with Whit Sunday ("*Pfingstsonntag*") and Whit Monday ("*Pfingstmontag*").

- the pre-Christmas period: Lantern Festival and Saint Martin's Day, Advent, Saint Nicolas Day.

- Christmas

Christmas ("*Weihnachten*") encompasses Christmas Eve ("*der Heilige Abend*"), Christmas Day and Boxing Day. Before or after attending the church service on Christmas Eve, Christian families light the candles on their Christmas trees (decorated with candles and coloured baubles) in readiness for the so-called "*Bescherung*", the exchanging of gifts. Christmas carols are sung or played and the family members exchange presents. Children are told that Father Christmas or the Christ Child brought the presents. Many families "rent" a Father Christmas for the evening, often played by students dressed in the traditional red and white costume, with a white beard. On the first and second day of Christmas, many people attend church services and mass. Christmas trees are also often put on public squares and in public buildings.



## ITALY

## - Easter

Easter is an important holiday and although the Easter table may vary greatly from region to region, there are some basic elements that are commonly found everywhere.

- Still, practically every city celebrates the feast of its patron saint as a legal holiday, and much of the city literally shuts down in a formal observance. Many holiday observances are just for "fun," another practice is taken seriously.

## POLAND

- Christmas Day – 25.12 – holiday recognised by the State. The holiday is preceded by a dinner called Wigilia (Christmas Eve dinner) (24.12). The traditional dishes vary from region to region. Fast dishes are served. At midnight, the solemn Midnight Mass – Pasterka – is held.

- Epiphany – 6.01. – blessing of incense and chalk used to inscribe, on the doors of the house, the symbols of the Three Kings (K+M+B) and the current year.

- Easter – holiday recognised by the State. During Palm Sunday preceding the Easter, palms are blessed, according to tradition. Maundy Thursday – Good Friday – Holy Saturday – celebrations of the Paschal Triduum. On Easter Sunday, the first Mass is called the Resurrection. The celebration involves breakfast in family, on which eggs and cold meats are mostly served. The Easter Monday, called the "Sprinkle Monday" (Lany Poniedziałek) is a holiday.

- Corpus Christi – holiday recognised by the State. Procession to four altars build outside the terrain of the church or parish.

- Assumption Day – 15.08. Blessing of flowers, grains, crops. Holiday recognised by the State.

<http://www.wigilia.pl>  
<http://www.swieta.onet.pl>

## UNITED KINGDOM

## - Christmas Day and Boxing Day

Many people decorate their homes, put up Christmas trees adorned with baubles and tinsel, give presents to each other and enjoy big meals at lunchtime with family and friends. Children often hang stockings up at the end of their beds or on the fireplace and are led to believe that Father Christmas (Santa Claus) visits each child's house in the middle of the night via the chimney and leaves them presents which they find in the morning.

Churchgoers often attend Midnight mass on Christmas Eve or a Christmas service on the morning of Christmas day itself.

## - Easter

Easter is celebrated by the giving of chocolate eggs and a family lunch on Easter Sunday. Easter weekend and the week leading up to it (Holy Week) is the most important period in the Christian calendar.

- Eid (Muslim), Diwali (Hindu), Rosh Hashanah and Passover (Jewish)

## FRANCE

**World-famous products and brands – “national trademarks”:**

- Great wines: Bordeaux, Burgundy, Champagne, Cognac
- Top designers and perfumes: Chanel, Dior, Lacroix, Saint-Laurent
- French cuisine and great chefs, Bocuse, Ducasse
- The TGV and the aeronautics industry with Airbus
- Agriculture and the food industry

## GERMANY

- DaimlerChrysler, Siemens, Porsche, Lufthansa, SAP. In the international arena German companies have an excellent reputation. They represent “Made in Germany”; known as a seal of quality all over the world.
- Car-making is one of the most important sectors in German industry like VW, Audi, BMW, DaimlerChrysler, Porsche and Opel (General Motors), Germany takes its place alongside Japan and the USA as one of the top three automobile manufacturers in the world.
- well known products are also: haribo (sweets), Milka Schokolade, discounter like Aldi
- German Beers with 1200 breweries (“*deutsches Reinheitsgebot*”), German Wines, especial the white wines
- trademarks like Jil Sander, Wolfgang Joop, Karl Lagerfeld, Hugo Boss
- Adidas
- product design like Bulthaupt and Braun
- The most important branches of industry are car-making, electrical engineering, mechanical engineering, chemical industry, service sector (private and public service providers), commerce, the hospitality industry and transportation, financing, leasing and corporate services.
- <http://www.top500.de> lists the 500 largest companies in Germany (with banks and insurances).

## ITALY

- Italy has a good gastronomy tradition and its products are exported everywhere: Parmigiano Reggiano cheese, prosciutto di Parma (ham), Nutella, pasta of different trademarks

- Automotive field: mainly Ferrari, Fiat, Lancia

- Italian fashion is renowned worldwide. Many of the world's most famous international brands (Armani, Dolce&Gabbana, Valentino, Prada) have their headquarters in Italy.

- Italy's major industries include tourism, machinery, iron and steel, chemicals, food processing, textiles, motor vehicles, clothing, footwear, and ceramics.

<http://www.encyclopedia.thefreedictionary.com/List+of+famous+Italian+firms>

## POLAND

- Cold meats, especially sausages

- Spirits e.g. „Żubrówka”, „Wyborowa”, brandy, plum vodka, meads

- Sweets (Wedel, Blikle)

- Different types of bread

- Fruit (apples), vegetables and forest products (mushrooms, berries)

- Linen products (tablecloths)

- Artistic handicraft products: leather, wooden, embroidered

- Amber ware, mostly jewellery

<http://www.polskieprodukty.pl>

## UNITED KINGDOM

- Marks and Spencer is the quintessential British store. It has a shop on most high streets and most people own something with the M&S label on it.

- Harrods is probably the most famous department store in the world and has its only branch in Knightsbridge, London.

- John Lewis, Selfridges and Harvey Nicholls.

- Well known British designers: Vivienne Westwood, Jasper Conran, Paul Smith and Stella McCartney.

- Burberry

- Liberty and Laura Ashley

- Scotland is well known for its huge range of tartan checked cloths – one for every clan of Scotland.

- The Rolls Royce

## FRANCE

## GERMANY

**Popular and famous persons (contemporary idols).**

- Zineddine Ziddane called ZIZOU
- Abbé Pierre who has continually fought for the underprivileged, the latest star from 'Star Académie' (a televised competition to search for and educate new musical talents).
- Johnny Hollyday, Djamel Debbouze, Gérard Depardieu and Yannick Noah.

- Franz Beckenbauer, Uwe Seeler, the German national football team, Boris Becker, Steffi Graf, Dirk Nowitzky, Michael Schumacher
- Thomas Gottschalk (Wetten Dass), Derrick
- Claudia Schiffer, Heidi Klum
- and more....

**Popular and commonly watched cultural and sports events, television programmes, etc.**

- The news, football, 'Star Académie', reality TV, Canal+ (coded TV) with its decoded news and the Guignols (a popular political satire show).

- Sports at all
- Sport events like the world Cup, football matches at national and international level (*Bundesliga*)
- News and information programmes
- Daily soaps
- German TV series like "Tatort" or "Derrick"
- Reality shows
- Game shows like "Wetten Dass"

## ITALY

- Contemporary artists, writers, filmmakers, architects, composers, and designers continue to contribute significantly to Western culture.

- Some singers are obtaining a lot of fame in South America, for example Laura Pausini, NeK, Eros Ramazzotti, Andrea Boccelli.

<http://www.daddezio.com/genealogy/italian/famous/index.html>

<http://www.answers.com/topic/italian>

## POLAND

- Lech Wałęsa – worker, creator of the „Solidarność” movement of trade unions, president of Poland

- Czesław Miłosz and Wisława Szymborska – Nobel-prize winners

- Andrzej Wajda, Roman Polański and Agnieszka Holland – film directors

- Krzysztof Penderecki – composer

- Adam Małysz – ski jumper

<http://www.poland.gov.pl>

## UNITED KINGDOM

- David Beckham was a footballing hero for many years but he has recently been overshadowed by the young and upcoming English striker Wayne Rooney.

- Andrew Flintoff, a cricketing all rounder and hero of the Ashes series of 2005 is now hugely popular.

- Ellen MacArthur the yachting soloist who was recently made a dame is enormously admired.

- Kate Moss, the supermodel who, despite her recent fall from grace, is still thought of as the quintessential English rose.

- In the acting world - Dame Judi Dench and Sir Ian McKellan.

- Football is the main national sport and the Italians are well known for their passion for this sport.

- In the last 5 years Italians have been more and more attracted by reality shows such as „The big brother”, „The island of famous”

- Papal pilgrimages

- Sport events: ski jumps, football games, Olympic Games - summer and winter

- Journalist programmes, entertainment shows

- Quiz shows

- Prize-awarding ceremonies in the domain of culture, arts.

- Polish TV series

<http://www.tvp.pl>  
<http://www.culture.pl/pl/culture>  
<http://www.kultura.org.pl>

- Wimbledon, the Tennis championship held in Southwest London every June is keenly watched by a large section of the population.

- Most people, even those who never follow the domestic game, follow their country in the Football European Championships or World Cup.

- The Grand National, a flat horse race held at Aintree in Liverpool every April is the most important gambling day in the year and most people place a small bet on this event.

- Many millions of people tune into one or more of the long running soap operas.

## FRANCE

## GERMANY

**Traditional national cuisine dishes.**

- France has a very strong culinary tradition and each region has its specialities
- Roast turkey, foie gras and Yule log for Christmas
- Roast leg of lamb for Easter
- Baguettes, wine and cheese

- traditional regional and local food from every federal state like fish on the sea, Brezn in Bavaria, Eisbein and Sauerkraut, sausages - with plenty of mustard - prepared plain-boiled, boiled with spices, raw or as *bratwurst* or *currywurst* in Berlin, *Schweinshaxe* (roasted pig's leg) , roasted ham or *schnitzel*, different kinds of potatos, *Rheinischer Sauerbraten*, *Hamburger Aalsuppe*, *bayerischer Schweinsbraten*, *Handkäs mit Musik*, *Knödel* in different styles, *Thüringer Klöße*, *Schwarzwälder Kirschtorte* etc.

[http://de.wikipedia.org/wiki/Deutsche\\_K%C3%BChe#Allgemeines](http://de.wikipedia.org/wiki/Deutsche_K%C3%BChe#Allgemeines)

-home made cakes and during the Christmas time: *Weihnachtspätzchen* *Nürnberger Lebkuchen*

- for breakfast or at snack time, one of 300 healthy kinds of bread and fine pastries are available,

- natural mineral water ( 550 sources),

- wine "*Riesling*," "*Silvaner*" from the Rhine, Main and Mosel, also the "*Apfelwein*" (apple wine) , schnaps, 5000 different kinds of German beers

## ITALY

- It is surprising how many people who believe they are familiar with Italian cooking are unaware of the regional differences that exist. Pasta is the first course in a meal for most Italians with the exception of the far north. Here risotto or polenta is the norm. For the most part, meat does not play a regular part of many Italian diets with vegetables, grains and legumes taking centre stage in most homes.

- Basically, Italian cuisine is a combination of vegetables, grains, fruits, fish, cheeses and a scattering of meats, fowl and game usually seasoned or cooked with olive oil (with the exception of the far north). The reliance upon what the country can produce has shaped a diet popular for centuries, particularly with the poorer Italian people, and is called *la cucina povera*. Now we are seeing a resurgence of this "poor people's food" and the Mediterranean diet is being touted as the model around which we should restructure our eating habits.

<http://www.italy1.com/cuisine/english>

## POLAND

- The Polish cuisine is very differentiated and believed to be very tasty. The traditional Polish dishes include: *bigos* (cooked sauerkraut with the addition of several meats, cold cuts and mushrooms), *zür* - soup on leavening and *pierogis* - dumplings with different fillings.

- In Poland, you can buy many kinds of good, white and dark bread, tasty cold meats, especially ham and many types of sausages. You can also eat excellent cakes: cheesecake, apple pie, poppy cake, gingerbread, doughnuts filled with rose preserve and other.

- The Polish cuisine is characterized by soups - there are several hundred types of soups. The most popular are: broth, red *borsch*, cabbage soup, *krupnik* (barley soup), mushroom soup made with forest mushrooms and tomato soup. The soup is an obligatory dish of every dinner. A classical meat dish is the pork cutlet in breadcrumbs, served with potatoes and sauerkraut.

- Of course, there are regional differences and in different parts of Poland, we can eat dishes specific for a given region.

<http://www.poland.gov.pl>  
<http://www.gotowanie.onet.pl>

## UNITED KINGDOM

- Roast Turkey on Christmas day and other traditional food items include Mince Pies, Christmas Pudding and Mulled Wine.

- The roast dinner is the most famous British dish and is still eaten in many households once a week. The meat can be beef (served with Yorkshire puddings), lamb, pork or chicken amongst others and accompaniments are nearly always roast potatoes, gravy and 2 or 3 different vegetables. Also Fish and Chips.

- Other national dishes could be said to be Chicken Tikka Masala, Spaghetti Bolognese, or Chicken Chow Mein.

## FRANCE

**Which stereotypes regarding the nation are considered true and which are absolutely wrong.**

- French people enjoy French food and it's true that they appreciate gastronomy and good wine. They spend a lot of time eating or talking about food and cooking: these are convivial moments to be enjoyed. They never stop moaning when changes take place, are often on strike and don't work enough. This is both true and untrue.

- France is difficult to reform and any reform systematically brings people into the streets, but afterwards they discuss and reform can occur. French people work with a higher rate of productivity than many other countries. Life is good in France and many foreigners envy them. France welcome approximately 60 million tourists per year.

## GERMANY

- Germans drink beer at the Oktoberfest, in lederhosen and a silly hat. Proper Germans are blond and have blue eyes. They live on sausages with sauerkraut.

What is the "typical German" like? The best way of finding out is to ask former research fellows who, in their final reports, often describe and comment on their impressions. The Humboldt Foundation has evaluated thousands of these reports and last published the results in a 1994 study entitled "All's well - but is it really?" This study revealed the following opinions: "typically German" are orderliness, efficiency, discipline, obedience to rules and regulations but also friendliness, openness, helpfulness, and interest in guests. Particular mention is also made of politeness, reliability, a sense of responsibility and duty, including to the environment, and preservation of traditional values. Other "typically German" qualities are said to be reserve, coolness, difficulty in making friends, and a lack of spontaneity. Arrogance, hostility towards children and foreigners, egoism, Euro-centrism and a marked inclination to material values are also listed.

However, in spite of the diversity of individual characters, there are distinct cultural and - more particularly - linguistic differences (dialects) in the individual federal states. Depending on the region, people are said to have very special peculiarities and modes of behaviour.

[http://www.humboldt-foundation.de/en/programme/betreuung/rat/13\\_04](http://www.humboldt-foundation.de/en/programme/betreuung/rat/13_04)

[http://www.humboldt-foundation.de/en/programme/betreuung/rat/13\\_04.htm](http://www.humboldt-foundation.de/en/programme/betreuung/rat/13_04.htm)

<http://www.campus-germany.de/english/4.81.312.html>



## ITALY

- The Italians are said to be the people of mafia, spaghetti and mandolino.
- Italians don't play mandolino all the time.
- And not every Italian belongs to a mafian family.

## POLAND

- The foreigners still think of Poland using stereotypes, shaped by history and referencing to the period when Poland lost its independence (partitions, occupation) or the period of communism and the Peoples' Republic of Poland. Poles are seen as very attached to patriotic traditions, and sometimes the nationalism and Polish anti-Semitism are recalled. Religiosity and patriotism describe the Poles well, but the opinions of Poles as intolerant, lazy, dishonest or drunkards are totally untrue.
- Currently, there are more and more opinions on hard-worked, well educated Poles with high intellectual abilities.
- Poles are hospitable, have a good sense of humour, are willing to get involved, especially in crisis situations, like the flood. Another example can be the nation-wide money collection to help sick children, organised every year for the last fifteen years – Wielka Orkiestra Świątecznej Pomocy.

## UNITED KINGDOM

- Reserved - still the case with the older generations, but younger people could definitely be said to be loosening up
- Punctual - punctuality is expected and most people endeavour to keep good time
- Hooligan - the football hooligan still exists and drunk young men can often be seen behaving very badly at matches, in pubs and on the streets although much of this loutish behaviour has been eradicated in recent years.
- Binge drinkers – a cause of much concern at the moment, our young people do certainly drink large amounts of alcohol in one evening and getting drunk every weekend is quite normal for many people. That said, a more 'continental' way of drinking is on the increase.
- Patient - British people are incredibly patient and we will wait for very long periods of time in restaurants, shop queues etc before complaining, preferring instead to suffer in silence!
- Good sense of humour - once they have learnt to understand irony and sarcasm most people do find the British sense of humour very funny and comedy writing on TV has always had an excellent reputation the world over.
- Tea drinking - most people do love tea and making tea is often the first thing that is done in a crisis!

## FRANCE

## GERMANY

**Titles and forms used to address people in formal and informal situations.**

- *Monsieur, Madame* without saying their surname, otherwise using first names is sufficient with the use of the more formal 'vous' form.

-The use of the "tu" form is used in a more familiar context. -When addressing VIP's, *Monsieur/Madame* is followed by his/her title or position, particularly in the civil service or when addressing an elected state official.

- "Du" versus "Sie"

In German there are two forms of you: "Du" and "Sie." "Du" is less formal, "Sie" is more so. Proverbial German formality has changed considerably over the years. This is particularly true of the formal "Sie" and intimate "du" form of address and to the use of formal titles. When addressing strangers (officially over 15 years of age), you should use "Sie" and the person's surname. Germans often use this form of address throughout their lives, even if in daily contact with each other. Particularly the older and middle-aged generations find it difficult to switch to "du" and need a suitable occasion on which, according to tradition, the senior or older person offers "du" to his or her junior.

- The younger generation (up to about 30 years of age) is more relaxed. Young people often say "du" to each other and use first names from the first meeting.

- "Herr" and "Frau" are now used as the correct form of address in connection with surnames. Contrary to previous practice, girls and young women are rarely addressed as "Fräulein" nowadays; this is usually found inappropriate.

- Academic titles should always be mentioned, but in scientific institutions - where almost everyone carries a title of some sort - they're generally dispensed with. Certain rules also govern the use of academic titles. If you have an academic title, do not use it when addressing people. At academic institutes and similar establishments where many people have academic titles, they are usually dropped.

## ITALY

- “*Dottore*” (m) / “*dottoressa*” (f) if someone has an university degree.

## POLAND

- Titling results from the hierarchy of people in social and professional life; it is related to the rank, level of education of the person and also depends on the place and importance of the meeting.

- In Poland, we use the title “*pan/pani*” (Sir/Madam). It is the safest form in case we do not know the person. The “you” form is used in situations when we talk to a person we know well or if we agreed earlier to be on first-name terms. When deciding to be with first-name terms with someone, we shake hands and say our first names.

- We can differentiate the following types of titling:

*Official titles* – related to the position of a given person e.g. minister, president, director, head of office.

*Academic titles* – doctor, professor, master of arts/sciences and engineer.

*Courtesy titles* – they stress the respect we have for this person e.g. Your Magnificence – the dean of a university, Your Eminence – bishop and archbishop.

- When addressing many people at the same time, e.g. at conferences, we use the title “ladies and gentlemen” of “dear all”.

- In informal or less formal situations, we address the audience using “Dear assembly”, “Dear colleagues”.

<http://www.solarch.pl/szkolenia/index.php>

## UNITED KINGDOM

- First names are usual in most informal and formal situations unless someone is specifically introduced to you as Mr or Mrs.....

- Most people in the workplace even when they are in a senior position to you prefer to be on first name terms but if you are unsure it is always best to use a surname and wait for the offer of using a first name instead.

## FRANCE

## GERMANY

**Meal times.**

- French people generally have three meals a day, breakfast, lunch (12am/2pm) and supper (7pm/8.30pm).

- In certain companies where working days are continuous, they often just have a quick break for lunch, but generally lunch hours are respected and are often a pretext for a business lunch.

- Germans usually have three meals a day

- Breakfast in the morning, between 7 and 9 a.m.

(for a long time a substantial breakfast before work was the rule in German households.).

Breakfast consists of bread rolls, toast or bread with honey or marmalade, cheese or sausages, also cereals and yoghurt and boiled eggs

-Lunch between 12 a.m and 2 p.m. is traditionally the main dish

-Supper between 6 and 8 p.m, can consist of a snack, but also of a substantial cooked dish.

-Coffee or tea in the afternoon (between 3 and 4 o'clock) with home made cake or biscuits from the supermarket has also a long tradition.

With flexible work time meal rules have changed according to form, consistency and time. In some families the supper as a cooked meal is now the main dish.

## ITALY

- Italians eat only two main meals a day. They generally skip what is considered breakfast and opt for a cappuccino. Breakfast consists of a small, light sweet roll called a cornetto or a piece of bread and cold cuts or cheese together with a thimbleful of strong espresso or cappuccino.
- Usually Italian meals are: small breakfast, one-dish lunch, one-dish dinner.
- Coffee is welcomed at nearly every hour, especially around 10AM and at the end of a meal.
- The lunch is usually consumed between 13 and 14.
- Italians usually eat their dinner later in the evening. Plan on getting to your restaurant (at the earliest) by 7pm.
- In the evenings, hearty meals are adoringly prepared and savoured, and the people can often be found strolling and socializing late into the evening.

## POLAND

- The meal times depend on the hours of work or school, it is an individual matter.
- During the week, breakfast is usually a quick and light meal before leaving home, i.e. between 7 and 8 a.m. At work, second breakfast is had between 10 and 12 a.m.; the meal is traditionally brought from home (sandwich). Recently, it has become a custom (rather in large companies) that the employees have a lunch break at work – between 12 and 2 p.m.
- Lunch is usually between 1 and 3 p.m. but due to professional life often people have late lunch only at around 6 p.m. and it is linked with dinner. The dinner is between 6 and 7 p.m.
- On weekends or holidays, Poles have breakfast between 9 and 10 a.m., lunch is between 1 and 3 p.m. and it is often an occasion for family meetings, and the dinner is between 6 and 7 p.m.

## UNITED KINGDOM

- Meal times have changed greatly with the last 2 generations. It used to be the case that lunch (often referred to as dinner) would be a large meal eaten around midday. Then at around 5 o'clock tea would be eaten and this would have been a pot of tea along with sandwiches and cakes. Later on in the evening supper would be eaten.
- Nowadays, most people's working lives have forced this to change completely. Lunch is rarely the main meal of the day and during the working week is often a packed lunch of sandwiches or something eaten in a rush during the lunch hour. Dinner (still sometimes referred to as tea) tends now to be a main meal and can be eaten anytime between about 5.30 and 8 o'clock depending on working hours.

## FRANCE

## GERMANY

**Popular ways of spending the spare time.**

- Shopping, cinemas, restaurants, gardening, leisure in general, sport, either doing a sport or going to see a match or competition, going for a walk.
- Go on short week-end breaks to the mountains, sea or country.

- Many people spend a large part of their free time within their own four walls: watching TV is an important pastime.
- Many collect things, engage in artistic activities, listen to music, or pursue other hobbies at home or in the garden.
- Sports are a favorite leisure-time activity for all age groups in Germany. The passion for sport is not just experienced passively sitting in front of a TV screen, but above all actively in more than 87,000 clubs that together form the German Sports Federation. Also Fitness studios have taken off in popularity.
- Almost one in four Germans is a member of a sports club, and over two million belong to choral societies. There are clubs for marksmen, stamp collectors, dog breeders, regional enthusiasts, gardeners, amateur radio operators and clubs specializing in carnival activities. There is much on offer specifically for women and young people.
- Germans also like to go out, however: to the cinema, or for a trip by car, motorbike or bicycle, a day-trip, culture, sport and entertainment.

**Issues which are interesting to everyone and are commonly discussed at home, at work, and during social gatherings**

- Football matches, politics, problems in education, comments on current affairs, television programmes, cinema, our European neighbours or what the Americans or English are up to (Bush might well be a favourite topic of conversation for example).
- Sports , football matches, news, politics, weather, work, leisure time, television program, world politics

## ITALY

- Sports (mainly football): practicing or just watching at the TV or going at the stadium.
- During the week end Italians use to stay with their family.

## POLAND

- A constantly popular way of relaxing is resting at home, often in family and in front of a TV. But Poles also like walks, going to theatre, cinema. Many people spend their spare time with family and friends. Depending on the season, different social events are organised. On warm days, it is popular to leave the city, to go to the garden plots or use public recreational spaces. More and more often, people choose to spend their spare time in an active way, e.g. at the gym, cycling or gardening.
- The last few years saw the rise of popularity of spending spare time in shopping malls, when people can shop and use the entertainment facilities.

<http://www.szukaj.gazeta.pl/katalog/1816462,51360.htm?x=58019&slowo=Czas+woIny,+Kultura>

## UNITED KINGDOM

- Popular pastimes among the slightly older generations include gardening and walking.
- Many younger people enjoy participating in or watching a huge variety of sports and in recent years gym membership has greatly increased. Enjoying meals with friends has become a big part of many younger people's lives both at home and in restaurants. Although cinema attendance has decreased it still remains along with the theatre and comedy club a popular pursuit. The famous British pub is still very much a big part of life across all the generations.
- Television is watched avidly by many people and a lot of people are completely hooked on one or more of the 'soap operas' which run continuously and are shown 3 or 4 times a week.

- In Italy, conversation is an art form. Walk along the open cafes in nearly any town in Italy and you'll observe groups engaged in intense, animated discussions on a wide variety of topics. But, Italians don't casually discuss personal matters of religion or politics. Conversational topics that are appreciated, however, are (besides family) Italian culture, art, films, food, wine and, of course, sports, especially football (soccer)!

- Common issues of discussion are: family matters, social relations (gossip), personal problems, health, politics, weather, work are ways of spending spare time.

<http://www.polityka.org.pl>

<http://www.fora.pl/?plik=regulamin>

- Everyone jokes that the British people love to talk about the weather and this does hold true. Other conversational topics include the shortcomings of the government of the day, storylines in the television soap operas and football (especially among men).

|  | FRANCE | GERMANY |
|--|--------|---------|
|--|--------|---------|

**Topics you should avoid to prevent serious arguments and disputes**

Politics in general.  
 For further details on all these topics  
<http://www.diplomatie.gouv.fr>

Germans are able to discuss nearly every topic openly. But you should be careful with themes concerning the second world war and the Holocaust.

### 3.B – Several useful basic expressions

|  | FRANCE  |                                      | GERMANY                                    |                               |
|--|---|--------------------------------------|--|-------------------------------|
|  | Formal language                                     | Colloquial language                  | Formal language                            | Colloquial language           |
| <b>Saying hello</b>                          | Bonjour<br>Bonsoir                                  | Salut<br>Ça va?                      | Guten Morgen<br>Guten Tag                  | Hallo<br>Tag                  |
| <b>Saying goodbye</b>                        | A bientôt<br>Au revoir                              | Ciao<br>A toute                      | Auf Wiedersehen<br>Bis bald/morgen         | Tschüss<br>Wiedersehn<br>Ciao |
| <b>Saying thank you</b>                      | Merci<br>Merci beaucoup                             | Merci                                | Danke<br>Herzlichen Dank                   | Danke                         |
| <b>Requests</b>                              | Pouvez-vous, s'il vous plaît                        | S'il vous plaît<br>Donnez-le moi     | Können Sie bitte<br>Sind Sie bitte so nett | Bitte                         |
| <b>Apologising</b>                           | Veillez m'excuser                                   | Pardon<br>Désolé                     | Ich entschuldige mich                      | Entschuldigung<br>Sorry       |
| <b>Expressions of compassion and support</b> | Je suis désolé<br>Je suis vraiment triste pour vous | Ne vous en faites pas<br>Restez cool | Es tut mir leid<br>Das tut mir aber Leid   | Wie schade                    |



| ITALY                 | POLAND  | UNITED KINGDOM  |
|-----------------------|---|---|
| - Politics and money. | Sensitive topics to be avoided or the ones that cause intensive emotions and controversies, are issues related to the church, its role and position in modern Poland, denominations, national minorities, sex, sexual preferences, politics and earnings. | - Most people are willing to discuss most topics openly and frankly, although some care should be taken with sensitive topics such as religion. |

| ITALY   |                     | POLAND                                 |                               | UNITED KINGDOM                          |                             |
|---|---------------------|--|-------------------------------|---|-----------------------------|
| Formal language                                     | Colloquial language | Formal language                        | Colloquial language           | Formal language                         | Colloquial language         |
| Salve   | Ciao                | Dzień dobry<br>Witam                   | Cześć<br>Hej Jak się masz     | Good morning<br>How are you?            | Hi<br>Hello                 |
| A presto<br>Arrivederci                             | Ci vediamo          | Do widzenia<br>Żegnam<br>Do zobaczenia | Pa<br>Trzymaj się<br>Na razie | Goodbye<br>See you tomorrow             | Bye<br>Cheers               |
| Grazie<br>Grazie mille                              | Grazie              | Bardzo dziękuję<br>Dziękuję            | Dzięki                        | Thank you                               | Thanks                      |
| Vorrebbe/<br>potrebbe, per piacere                  | Potresti            | Poproszę<br>Bardzo proszę              | Proszę<br>Daj                 | Would you please<br>Please, be so kind  | Please<br>Give it to me     |
| Mi scuso  | Scusa               | Przepraszam<br>Wybacz                  | Sorry                         | I do apologise<br>Please forgive me     | Sorry                       |
| Sono molto dispiaciuto<br>Mi dispiace molto per voi | Mi dispiace         | Przykro mi<br>Współczuję               | Nie martw się                 | I am very sorry<br>I feel sorry for you | Don't worry<br>Take it easy |

ANNEXESTO  
**CHAPTER 4**

## 4.A - Recognition of a high school degree of a EU citizen wishing to enrol in an undergraduate course at a Member State university

|                       |   |
|-----------------------|---|
|                       | <p>To attend a French school, it may be useful to consult the following sites (in French):</p> <hr/> <p><a href="http://www.onisep.fr">http://www.onisep.fr</a></p> <hr/> <p><a href="http://www.euroguidance-france.org">http://www.euroguidance-france.org</a></p> <hr/> <p><a href="http://www.edufrance.fr">http://www.edufrance.fr</a></p> <hr/> <p><a href="http://www.egide.asso.fr">http://www.egide.asso.fr</a></p> <hr/> <p><a href="http://www.diplomatie.gouv.fr">http://www.diplomatie.gouv.fr</a></p> <hr/> <p><a href="http://www.ciep.fr">http://www.ciep.fr</a></p> <hr/> <p><a href="http://www.education.gouv.fr/int/etudfr.htm">http://www.education.gouv.fr/int/etudfr.htm</a> [all addresses and contacts].</p> <hr/> <p><a href="http://www.ciep.fr/enic-naricfr/">http://www.ciep.fr/enic-naricfr/</a></p> <hr/> <p><a href="http://www.education.gouv.fr/pid10/enseignement-superieur-et-recherche.html">http://www.education.gouv.fr/pid10/enseignement-superieur-et-recherche.html</a></p> <hr/> <p><a href="http://www.education.gouv.fr/pid266/venir-etudier-en-france.html">http://www.education.gouv.fr/pid266/venir-etudier-en-france.html</a></p> <hr/> <p><a href="http://www.etudiant.gouv.fr/">http://www.etudiant.gouv.fr/</a></p> |
| <p><b>Germany</b></p> | <p>Addresses of the offices responsible for the recognition of secondary school qualifications and academic degrees can be found at: <a href="http://www.anabin.de">http://www.anabin.de</a> - "<i>Stellen</i>:"</p> <hr/> <p>Application for German universities:<br/> ASSISTe.V., Helmholtzstr.2-9, Aufgang 2,2.OG, 10587Berlin<br/> service@uni-assist.de<br/> <a href="http://www.uni-assist.de">http://www.uni-assist.de</a></p> <hr/> <p>Information about recognition of foreign titles and qualifications:<br/> Zentralstelle für ausländisches Bildungswesen<br/> bei der Kultusministerkonferenz, Lennéstrasse 6, D - 53113 Bonn<br/> Tel.: +49.228.5010, Fax: +49.228.501229<br/> zab@kmk.org<br/> <a href="http://www.kmk.org/zab/home.htm">http://www.kmk.org/zab/home.htm</a></p> <hr/> <p>Information at academic level:<br/> Deutscher Akademischer Austauschdienst, Kennedyallee 50, 53175 Bonn<br/> Tel.: +49.228.8820<br/> Fax: +49.228.882444<br/> postmaster@daad.de<br/> <a href="http://www.daad.de">http://www.daad.de</a></p>  |

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|                       |  |
|-----------------------|--|
|                       | <p>Directive 89/48:<br/>Bundesministerium für Wirtschaft und Technologie<br/>Villemombler Str. 76, 53123 Bonn,<br/>Tel.: +49.228.6150; Fax: +49.228.6154436<br/>Website &amp; email: <a href="http://www.bmwi.de/Navigation/Service/kontakt.html">http://www.bmwi.de/Navigation/Service/kontakt.html</a></p>   |
| <b>Italy</b>          | <p>CIMEA is the NARIC network centre: <a href="http://www.cimea.it">http://www.cimea.it</a></p>  |
| <b>Poland</b>         | <p>Bureau for Academic Recognition and International Exchange:<br/>ul. Smolna 13, 00-375 Warszawa<br/>Tel.: +48.22.8267434<br/>Fax: +48.22.8262823<br/><a href="mailto:biuro@buwiwm.edu.pl">biuro@buwiwm.edu.pl</a><br/><a href="http://www.buwiwm.edu.pl">http://www.buwiwm.edu.pl</a></p>  |
| <b>United Kingdom</b> | <p>UK NARIC<br/>Oriell House, Oriell Road, Cheltenham, Gloucestershire, GL50 1XP, United Kingdom<br/>Tel.: +44.870.9904088<br/>Fax: +44.1242.258611<br/><a href="mailto:info@naric.org.uk">info@naric.org.uk</a><br/><a href="http://www.naric.org.uk">http://www.naric.org.uk</a><br/>The Education UK website also provides useful information for those interested in studying in the UK: <a href="http://www.educationuk.org">http://www.educationuk.org</a></p> |

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## 4.B - Recognition of a university degree of a EU citizen wishing to enrol in graduate courses (Master, Ph.D.) at a Member State university

|   |   |
|---|---|
| <b>Europe</b>   | <a href="http://ec.europa.eu/education/policies/educ/bologna/bologna_fr.html">http://ec.europa.eu/education/policies/educ/bologna/bologna_fr.html</a>   |
|   | <a href="http://ec.europa.eu/education/policies/educ/eqf/index_en.html">http://ec.europa.eu/education/policies/educ/eqf/index_en.html</a>   |
| <b>France</b>   | For further general information on the topic:   |
|   | <a href="http://www.onisep.fr">http://www.onisep.fr</a>   |
|   | <a href="http://www.egide.asso.fr">http://www.egide.asso.fr</a>   |
|   | <a href="http://www.edufrance.fr">http://www.edufrance.fr</a>   |
|   | <a href="http://www.edufrance.fr">http://www.edufrance.fr</a>   |
|   | <a href="http://www.egide.asso.fr">http://www.egide.asso.fr</a>   |
|   | <a href="http://www.onisep.fr">http://www.onisep.fr</a>   |
|   | <a href="http://www.abg.asso.fr/">http://www.abg.asso.fr/</a> (recruitment portal of doctorates in France).   |
|   | <a href="http://iedu.free.fr/index.php">http://iedu.free.fr/index.php</a> (scholarships and grants portal).   |
|   | <a href="http://dr.education.fr/dea.html">http://dr.education.fr/dea.html</a> (doctoral schools and research masters portal).   |
| <a href="http://www.ciep.fr/enic-naricfr">http://www.ciep.fr/enic-naricfr</a> |   |
| <b>Germany</b>  | Addresses of the offices responsible for the recognition of academic degrees can be found at: <a href="http://www.anabin.de">http://www.anabin.de</a> - "Stellen"   |
|   | Application for German universities:<br>ASSISTe.V., Helmholtzstr.2-9, Aufgang 2,2.OG, 10587Berlin<br><a href="mailto:service@uni-assist.de">service@uni-assist.de</a><br><a href="http://www.uni-assist.de">http://www.uni-assist.de</a>  |
|   | Information about recognition of foreign titles and qualifications:<br>Zentralstelle für ausländisches Bildungswesen<br>bei der Kultusministerkonferenz, Lennéstrasse 6, D - 53113 Bonn<br>Tel.: +49.228.501221; Fax: +49.228.501229<br><a href="mailto:zab@kmk.org">zab@kmk.org</a><br><a href="http://www.kmk.org/zab">http://www.kmk.org/zab</a> |
|   | Information at academic level:<br>Deutscher Akademischer Austauschdienst, Kennedyallee 50, 53175 Bonn<br>Tel.: +49.228.8820<br>Fax: +49.228.882444<br><a href="mailto:postmaster@daad.de">postmaster@daad.de</a><br><a href="http://www.daad.de">http://www.daad.de</a>   |
| <b>Italy</b>  | CIMEA is the NARIC network centre: <a href="http://www.cimea.it">http://www.cimea.it</a>  |

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**Poland**

Bureau for Academic Recognition and International Exchange  
ul. Smolna 13, 00-375 Warszawa  
Tel.: +48.22.8267434  
Fax: +48.22.8262823  
biuro@buwim.edu.pl  
<http://www.buwim.edu.pl>

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**United Kingdom**

UK NARIC  
Oriental House, Oriental Road, Cheltenham, Gloucestershire, GL50 1XP, United Kingdom  
Tel.: +44.870.9904088  
Fax: +44.1242.258611  
info@naric.org.uk  
<http://www.naric.org.uk>  
The Education UK website also provides useful information for those interested in studying in the UK: <http://www.educationuk.org>

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## 4.C - Qualifications recognition for a EU citizen to accede a regulated profession

### Europe

[http://ec.europa.eu/internal\\_market/qualifications/regprof/index.cfm?lang=fr](http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?lang=fr)

[http://ec.europa.eu/internal\\_market/qualifications/regprof/regprofs/dsp\\_bycountry.cfm](http://ec.europa.eu/internal_market/qualifications/regprof/regprofs/dsp_bycountry.cfm)

Websites useful for general information on vocational and professional qualification recognition are:

[http://europa.eu.int/comm/education/policies/rec\\_qual/recognition/in\\_fr.html](http://europa.eu.int/comm/education/policies/rec_qual/recognition/in_fr.html)

[http://europa.eu.int/comm/education/polices/rec\\_qual/rec\\_qual\\_fr.html](http://europa.eu.int/comm/education/polices/rec_qual/rec_qual_fr.html)

[http://europa.eu.int/comm/education/polices/educ/bologna/bologna\\_fr.html](http://europa.eu.int/comm/education/polices/educ/bologna/bologna_fr.html)

[http://www.europa.eu.int/comm/education/policies/rec\\_qual/recognition/diploma\\_fr.html](http://www.europa.eu.int/comm/education/policies/rec_qual/recognition/diploma_fr.html)

<http://www.ciep.fr/enic-naricfr>

Information on mobility of workers in the UE job market may be found in the following websites:

<http://europa.eu.int/eures/index.jsp>

<http://www.emploi-international.org/>

[http://europa.eu.int/citizensrights/index\\_fr.cfm](http://europa.eu.int/citizensrights/index_fr.cfm)

<http://www.mfe.org>

Other useful addresses are:

*For Architects:*

Ministère de la Culture et de la Communication,  
Direction de l'architecture et du patrimoine, Bureau des professions,  
de l'emploi et de l'économie, 8, rue Vivienne - 75002 Paris

*For people who possess a EU diploma:*

Tel.: +33.1.40153294

For people outside EU:

Bureau des enseignements, Tel.: +33.1.40153258, or +33.1.40153297

*For Lawyers:*

Conseil national des barreaux  
23, rue de la Paix - 75002 Paris  
Tel.: +33.1.53308560

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Websites:

<http://www.anabin.de>

<http://www.eurocadres.org/mobilnet/deutsch/recognition-de.htm>

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For complaints about long or difficult procedures the contact is the German expert of the European network of SOLVIT

Bundesministerium für Wirtschaft und Arbeit Scharnhorststr. 34-37 DE - 10115 Berlin, Axel BREE

Tel.: +49.1888.6156444

Fax.: +49.1888.6155379

[solvit@bmwa.bund.de](mailto:solvit@bmwa.bund.de)

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For further general information on this topic:

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<http://www.campus-germany.de>

<http://www.daad.de> (information also about grants).

<http://www.hi-potentials.de>

<http://www.thesis.de>

<http://portal.mytum.de/studium/studieninfo>

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*First information for lawyers:<sup>1</sup>*

Bundesrechtsanwaltskammer, Joachimstr. 1, 5300 Bonn

Littenstr. 9, 10179 Berlin

Tel.: +49.228.911860, Tel.: +49.30.2849390

Fax: +49.228.261538, Fax: +49.30.28493911

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*First information for architects*

Bundesarchitektenkammer, Königswinterer Straße 709, D-53227 Bonn

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*First information for medical professions*

Bundesministerium für Gesundheit, Außenstelle Berlin, Fachbereich 3, Postfach 3, 10121 Berlin

Bundesministerium für Gesundheit und Soziale Sicherung, Am Propsthof 78a, D - 12153108 Bonn

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*First information for pharmacists*

Bundesapothekerkammer, Postfach 5722, D - 65732 Eschborn

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*First information for dentists*

Bundeszahnärztekammer, Universitätsstraße 73, D – 50931 Köln

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*First information for midwives*

Bund Deutscher Hebammen, Postfach 17 24, D – 76006 Karlsruhe

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*First information for vets*

Deutsche Tierärzteschaft, Oxfordstraße 10, D – 53111 Bonn

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## Germany

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<sup>1</sup> Commission of the European Communities, Communication from the Commission. Third progress report on cohesion: Towards a new partnership for growth, jobs and cohesion, Brussels, 17.5.2005, COM(2005) 192 final, Annex, p.21, URL: [http://europa.eu.int/comm/regional\\_policy/sources/docoffic/official/reports/pdf/interim3/com\(2005\)192\\_annex.pdf](http://europa.eu.int/comm/regional_policy/sources/docoffic/official/reports/pdf/interim3/com(2005)192_annex.pdf)



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Various national authorities are in charge for the recognition of qualifications.  
For general information:  
<http://www.miur.it>  
<http://www.esteri.it>  
<http://www.cimea.it>

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*Academic*

NARIC information centre (mornings only)  
Carlo Finocchietti  
CIMEA (Centro di Informazione sulla Mobilità e le Equivalenze Accademiche)  
Fondazione Rui, Viale XX1 Aprile 36, 00162 Roma  
Tel.: +39.06.86321281; Fax: + 39.06.86322845  
<http://www.fondazionerui.it> - email: [info@fondazionerui.it](mailto:info@fondazionerui.it)

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**Italy**

*Vocational*

CIMEA (Centro di Informazione sulla Mobilità e le Equivalenze Accademiche)  
Fondazione Rui, Viale XX1 Aprile 36, 00162 Roma  
Tel.: +39.06.86321281; Fax: + 39.06.86322845  
<http://www.fondazionerui.it> - email: [info@fondazionerui.it](mailto:info@fondazionerui.it)

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European Directives, 89/48/EEC and 92/51/EEC:  
Co-ordinator: Presidenza Consiglio Ministri  
Ministero Coordinamento Politiche Comunitarie  
Via Giardino.Theodoli 66, 00186 Roma  
Tel.: +39.06.67795322; Fax: +39.06.67795295  
email: [a.bianchiconti@palazzochigi.it](mailto:a.bianchiconti@palazzochigi.it)

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For more detailed information regarding regulated professions in Poland contact:  
 CEU Warsaw - CEU Warsaw - Środkowoeuropejska Fundacja Edukacyjna (Central Europe Educational Foundation), ul. Nowy Świat 72 00-330 Warszawa  
 Tel.: +48.22.8288009  
 DAAD, ul. Czerska 24/2 03-902 Warszawa  
 Tel.: +48.22.6174847; Fax. +48.22.6161308

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## Poland

For any other information:  
<http://www.buwiwm.edu.pl/eu/public/db/index.php?lang=en>  
 or consult the national database:  
[http://www.aic.lv/matra\\_p/public/db/index.php?lang=en](http://www.aic.lv/matra_p/public/db/index.php?lang=en) (available in English and Polish).

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NARIC in Poland:  
 Biuro Uznawalności Wykształcenia i Wymiany Międzynarodowej (Bureau for Academic Recognition and International Exchange)  
 ul. Smolna 13, 00-375 Warszawa  
 Tel.: +48.22.8288161; Fax: +48.22.8288161 - ext. 239  
 email: [biuro@buwiwm.edu.pl](mailto:biuro@buwiwm.edu.pl)  
<http://www.buwiwm.edu.pl>

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UK NRP, Oriol House, Oriol Road, Cheltenham, Glos GL50 1XP  
 Tel.: +44.870.9904088, [info@uknrp.org.uk](mailto:info@uknrp.org.uk) - <http://www.uknrp.org.uk>

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## United Kingdom

Europe Open for Professions contains full lists of competent authorities in the UK: <http://www.dfes.gov.uk/europeopen>

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The application pack for the Certificate of Experience can be requested to the Department for Education and Skills. Write to: [application.coe@dfes.gsi.gov.uk](mailto:application.coe@dfes.gsi.gov.uk)  
 or, alternately, contact:  
 E3b  
 Moorfoot, Sheffield, S1 4PQ  
 Tel.: +44.114.2594997 (Neil Clarke); Fax + 44.114.2594475

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Academic Qualifications  
 NARIC, ECCTIS Ltd  
 Oriol House, Oriol Road, Cheltenham, Gloucester, GL50 1XP  
 Tel.: +44.1242.260010  
<http://www.naric.org.uk>  
 email: [naric@ecctis.co.uk](mailto:naric@ecctis.co.uk)

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Vocational Qualifications  
 National Reference Point for Vocational Qualifications  
 ECCTIS Ltd, Oriol House, Oriol Road  
 Cheltenham, Glos., GL50 1XP  
 Tel.: +44.1242.260225  
<http://www.uknrp.org.uk>

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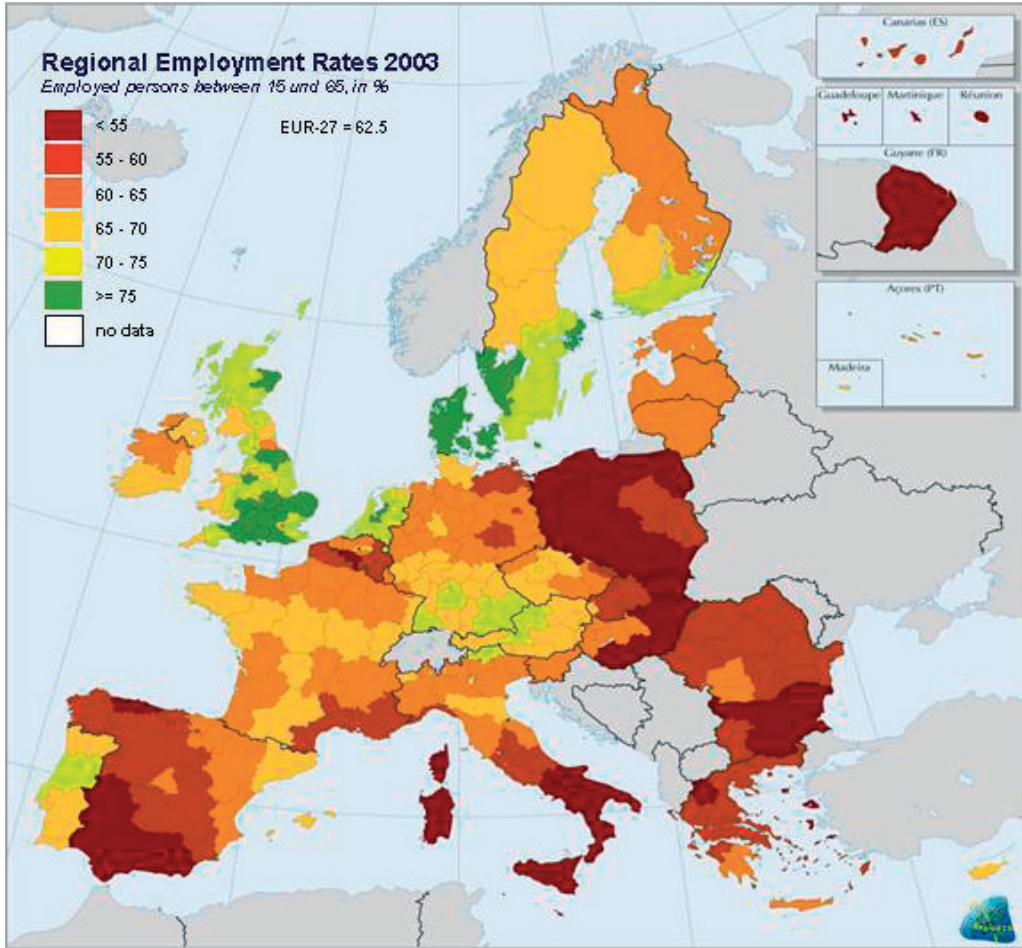
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Professional and Occupational Qualifications  
Carol Rowlands (coordinator for the directives)  
Department for Education & Skills  
Room 3b, Moorfoot, Sheffield, S1 4PQ  
Tel.: +44.114.2594151; Fax: +44.114.259 4475  
<http://www.dfes.gov.uk/europeopen>

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ANNEXES TO  
**CHAPTER 5**

## 5.A - European map of the regional employment rates 2003 (EU 25)<sup>1</sup>



## 5.B - Comparative overview of standardised unemployment rates 1990-2004 (as a percentage of total labour force)<sup>2</sup>

**Table A. Standardised unemployment rates in 27 OECD countries**  
As a percentage of total labour force

|                          | 1990 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|--------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Australia                | 6.7  | 10.6 | 9.5  | 8.2  | 8.2  | 8.3  | 7.7  | 6.9  | 6.3  | 6.8  | 6.4  | 6.1  | 5.5  |
| Austria                  | ..   | 4.0  | 3.8  | 3.9  | 4.4  | 4.4  | 4.5  | 4.0  | 3.7  | 3.6  | 4.2  | 4.3  | 4.5  |
| Belgium                  | 6.6  | 8.6  | 9.8  | 9.7  | 9.5  | 9.2  | 9.3  | 8.6  | 6.9  | 6.7  | 7.3  | 7.9  | 7.8  |
| Canada                   | 8.2  | 11.4 | 10.4 | 9.6  | 9.7  | 9.2  | 8.4  | 7.6  | 6.8  | 7.2  | 7.7  | 7.6  | 7.2  |
| Czech Republic           | ..   | 4.4  | 4.3  | 4.1  | 3.9  | 4.8  | 6.4  | 8.6  | 8.7  | 8.0  | 7.3  | 7.8  | 8.3  |
| Denmark                  | 7.2  | 9.6  | 7.7  | 6.8  | 6.3  | 5.3  | 4.9  | 4.8  | 4.4  | 4.3  | 4.6  | 5.6  | 5.4  |
| Finland                  | 3.2  | 16.4 | 16.8 | 15.2 | 14.6 | 12.7 | 11.4 | 10.2 | 9.8  | 9.1  | 9.1  | 9.0  | 8.9  |
| France                   | 8.5  | 11.1 | 11.7 | 11.1 | 11.6 | 11.5 | 11.1 | 10.5 | 9.1  | 8.4  | 8.9  | 9.5  | 9.7  |
| Germany <sup>a</sup>     | 4.8  | 7.7  | 8.3  | 8.0  | 8.6  | 9.2  | 8.8  | 7.9  | 7.2  | 7.4  | 8.2  | 9.1  | 9.5  |
| Greece                   | 6.3  | 8.6  | 8.9  | 9.1  | 9.7  | 9.6  | 11.1 | 12.0 | 11.3 | 10.8 | 10.3 | 9.7  | 10.5 |
| Hungary                  | ..   | 12.1 | 11.0 | 10.4 | 9.6  | 9.0  | 8.4  | 6.9  | 6.3  | 5.6  | 5.6  | 5.7  | 5.9  |
| Ireland                  | 13.4 | 15.6 | 14.3 | 12.3 | 11.7 | 9.9  | 7.5  | 5.6  | 4.3  | 3.9  | 4.3  | 4.6  | 4.5  |
| Italy                    | 8.9  | 9.8  | 10.6 | 11.2 | 11.2 | 11.2 | 11.3 | 11.0 | 10.1 | 9.1  | 8.6  | 8.4  | 8.0  |
| Japan                    | 2.1  | 2.5  | 2.9  | 3.1  | 3.4  | 3.4  | 4.1  | 4.7  | 4.7  | 5.0  | 5.4  | 5.3  | 4.7  |
| Korea                    | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | 4.4  | 4.0  | 3.3  | 3.6  | 3.7  |
| Luxembourg               | 1.6  | 2.6  | 3.2  | 2.9  | 2.9  | 2.7  | 2.7  | 2.4  | 2.3  | 2.1  | 2.8  | 3.7  | 4.2  |
| Netherlands              | 5.9  | 6.2  | 6.8  | 6.6  | 6.0  | 4.9  | 3.8  | 3.2  | 2.8  | 2.2  | 2.8  | 3.7  | 4.6  |
| New Zealand              | 7.8  | 9.5  | 8.1  | 6.3  | 6.1  | 6.6  | 7.4  | 6.8  | 6.0  | 5.3  | 5.2  | 4.6  | 3.9  |
| Norway                   | 5.8  | 6.6  | 6.0  | 5.5  | 4.8  | 4.0  | 3.2  | 3.2  | 3.4  | 3.6  | 3.9  | 4.5  | 4.4  |
| Poland                   | ..   | 14.0 | 14.4 | 13.3 | 12.3 | 10.9 | 10.2 | 13.4 | 16.4 | 18.5 | 19.8 | 19.2 | 18.8 |
| Portugal                 | 4.8  | 5.6  | 6.9  | 7.3  | 7.3  | 6.8  | 5.2  | 4.5  | 4.1  | 4.0  | 5.0  | 6.2  | 6.7  |
| Slovak Republic          | ..   | ..   | 13.7 | 13.1 | 11.3 | 11.9 | 12.6 | 16.8 | 18.7 | 19.4 | 18.7 | 17.5 | 18.0 |
| Spain                    | 13.1 | 18.6 | 19.8 | 18.8 | 18.1 | 17.0 | 15.2 | 12.8 | 11.3 | 10.6 | 11.3 | 11.3 | 10.8 |
| Sweden                   | 1.7  | 9.0  | 9.4  | 8.8  | 9.6  | 9.9  | 8.2  | 6.7  | 5.6  | 4.9  | 4.9  | 5.6  | 6.4  |
| Switzerland              | ..   | 3.9  | 3.9  | 3.5  | 3.9  | 4.2  | 3.6  | 3.0  | 2.7  | 2.6  | 3.2  | 4.2  | 4.4  |
| United Kingdom           | 6.9  | 10.0 | 9.2  | 8.5  | 8.0  | 6.9  | 6.2  | 5.9  | 5.4  | 5.0  | 5.1  | 5.0  | 4.6  |
| United States            | 5.6  | 6.9  | 6.1  | 5.6  | 5.4  | 4.9  | 4.5  | 4.2  | 4.0  | 4.7  | 5.8  | 6.0  | 5.5  |
| EU-15 <sup>b</sup>       | 8.1  | 10.0 | 10.4 | 10.1 | 10.1 | 9.8  | 9.3  | 8.5  | 7.6  | 7.2  | 7.6  | 7.9  | 8.0  |
| OECD Europe <sup>b</sup> | 8.0  | 10.2 | 10.5 | 10.1 | 10.0 | 9.6  | 9.1  | 8.8  | 8.3  | 8.2  | 8.5  | 8.8  | 8.8  |
| Total OECD <sup>b</sup>  | 6.1  | 7.8  | 7.7  | 7.3  | 7.2  | 6.9  | 6.8  | 6.6  | 6.2  | 6.4  | 6.9  | 7.1  | 6.9  |

<sup>2</sup> Organisation for the Economic Co-operation and Development (OECD), *OECD Employment Outlook 2005*, p. 237, URL: <http://www.oecd.org/dataoecd/36/30/35024561.pdf>

## 5.C - Website directories concerning employment and job search (Partner countries)

### FRANCE

Ministry for Employment and Solidarity

<http://www.travail.gouv.fr>

Directory of French Public Websites

<http://www.service-public.fr>

Job Search websites

<http://www.apr-job.com>

With CV posting service

<http://www.contact-emploi.com>

With CV posting service

<http://www.emailjob.com>

With CV posting service

<http://www.epoweremploi.com>

With CV posting service

<http://www.jobscout24.fr>

With CV posting service

<http://www.stepstone.fr>

With CV posting service

<http://www.1jobforyou.com>

Technical professions

<http://www.go.tm.fr>

Jobs for Graduates

<http://www.jobuniverse.fr>

IT specialists

<http://www.webcible.com>

IT specialists

<http://offres.monster.fr>

<http://www.annonces-carrieres.com>

<http://www.anpe.fr>

<http://www.apec.asso.fr>

<http://www.bonjob.fr>

<http://www.cadremploi.fr>

<http://www.cadresonline.fr>

<http://www.cominter.com/annonce/emploi.htm>

<http://www.competences-emploi.com>

<http://www.courseauxemplois.com>

<http://www.crefac.com>

<http://www.cybersearch.fr>

<http://www.demain.fr>  
<http://www.emploi.com>  
<http://www.emploi.org>  
<http://www.emploicenter.com>  
<http://www.emploi-service.com>  
<http://www.indexa.fr>  
<http://www.jobline.fr>  
<http://www.jobpilot.fr>  
<http://www.keljob.com>  
<http://www.lacinqieme.fr/emploi>  
<http://www.lerucher.com>  
<http://www.libreemploi.fr>  
<http://www.optioncarriere.com>  
<http://www.planetcareer.com>  
<http://www.planet-emploi.com>  
<http://www.pleinemploi.fr>  
<http://www.recrut.com>

#### Further useful websites

|   |   |
|---|---|
| <a href="http://www.admi.net">http://www.admi.net</a>   | Employment and professional training          |
| <a href="http://www.cadresonline.com/lisfonc.html">http://www.cadresonline.com/lisfonc.html</a> | Salary calculation                            |
| <a href="http://www.cfce.fr">http://www.cfce.fr</a>   | Agency for international business development |
| <a href="http://www.cvconseils.com">http://www.cvconseils.com</a>                               | Drafting of CV                                |
| <a href="http://www.cime.asso.fr">http://www.cime.asso.fr</a>                                   | Formation of companies                        |

#### Corporate information / Company databases

<http://www.bottin.fr>  
<http://www.cyber-emploi-centre.com>  
<http://www.annuaire-entreprises.net>  
<http://www.galileo-france.com>



## GERMANY

Federal Ministry of Labour and Social Affairs

<http://www.bmas.bund.de>

Federal Employment Agency (BA)

<http://www.arbeitsagentur.de>

<http://www.europaserviceba.de> Study and work possibilities abroad

Job Search websites

<http://www.access.de>

<http://www.analytik.de>

<http://www.ansus.de>

<http://www.bbiks.de/>

<http://www.meinestadt.de>

<http://www.stellenmarkt.de>

<http://www.stellenportal.de>

<http://www.wvj.de>

<http://www.werbeagentur.de/service/jobboerse> Advertising sector

<http://www.agrijob.de> Agriculture, environment

<http://www.automotive-job.net> Automotive industry

<http://www.chemiekarriere.net> Chemists

<http://www.absolutebeginners.de> Communication, media

<http://www.agenturcafe.de> Communication, media

<http://light.horizont.net/jobs/stellenmarkt> Communication, media, marketing

<http://www.consultants.de> Consultants

<http://dbs.bbf.dipf.de/jobboerse> Educators, teachers

<http://www.dozentenpool24.de> Educators, teachers

<http://www.bauingenieur24.de> Engineers

<http://www.ingenieurkarriere.de/> Engineers

<http://www.karrierefueringenieure.de> Engineers

<http://www.ingenieur24.de> Engineers / IT

<http://www.aktuelle-jobs.de> Handicraft / Industry

<http://www.hotel-career.de> Hotel, gastronomy

|   |                   |
|---|-------------------|
| <a href="http://www.hotel-career.de">http://www.hotel-career.de</a>                               | Hotel, gastronomy |
| <a href="http://www.hotelstellenmarkt.de/">http://www.hotelstellenmarkt.de/</a>                   | Hotel, gastronomy |
| <a href="http://www.hotelstellenmarkt.de/">http://www.hotelstellenmarkt.de/</a>                   | Hotel, gastronomy |
| <a href="http://www.computerwoche.de">http://www.computerwoche.de</a>                             | IT Specialists    |
| <a href="http://www.edv-branche.de/">http://www.edv-branche.de/</a>                               | IT Specialists    |
| <a href="http://jobcenter-medizin.de">http://jobcenter-medizin.de</a>                             | Medicin and care  |
| <a href="http://www.medizinische-berufe.de">http://www.medizinische-berufe.de</a>                 | Medicin and care  |
| <a href="http://www.medizinischer-stellenmarkt.de">http://www.medizinischer-stellenmarkt.de</a>   | Medicin and care  |
| <a href="http://www.immoportal.de/Karrierejobs">http://www.immoportal.de/Karrierejobs</a>         | Property market   |
| <a href="http://www.hogrefe.de/PsychJob/index.html">http://www.hogrefe.de/PsychJob/index.html</a> | Psychologists     |
| <a href="http://www.verlagsjobs.de">http://www.verlagsjobs.de</a>                                 | Publisher         |
| <a href="http://www.fww.de">http://www.fww.de</a>   | Tourism           |

#### Job Placement for Students and Graduates

|   |                                      |
|---|--------------------------------------|
| <a href="http://www.academics.de">http://www.academics.de</a>           |                                      |
| <a href="http://www.der-absolvent.de/">http://www.der-absolvent.de/</a> |                                      |
| <a href="http://www.vhk-ev.de">http://www.vhk-ev.de</a>                 | Fairs: construction, IT, engineering |
| <a href="http://jobs.uni-hd.de">http://jobs.uni-hd.de</a>               | Research, PhD                        |
| <a href="http://www.almamater.de">http://www.almamater.de</a>           | Students: internship, jobs           |
| <a href="http://www.berufsstart.de/">http://www.berufsstart.de/</a>     | Students: internship, jobs           |
| <a href="http://www.unicum.de">http://www.unicum.de</a>                 | Students: internship, jobs           |

#### For freelance people

|   |
|---|
| <a href="http://www.freelance-market.de">http://www.freelance-market.de</a> |
|---|

#### Corporate information / Company databases

|   |
|---|
| <a href="http://www.abconline.de">http://www.abconline.de</a>     |
| <a href="http://www.hoppenstedt.de">http://www.hoppenstedt.de</a> |
| <a href="http://www.staufenbiel.de">http://www.staufenbiel.de</a> |
| <a href="http://www.wlw.de">http://www.wlw.de</a>                 |
| <a href="http://www.icjobs.de">http://www.icjobs.de</a>           |

## ITALY

Ministry of Labour and Social Policies:

<http://www.welfare.gov.it>

All regional Employment Agencies (data base)

<http://www.welfare.gov.it/Lavoro/OccupazioneEMercatoDellavoro/centri+impiego/>

Job Search websites

<http://www.almalaurea.it>

<http://www.bancaprofessionisti.it>

<http://www.bancalavoro.com>

<http://www.bollettinodellavoro.it>

<http://www.borsalavoro.it>

<http://www.cambiolavoro.com>

<http://www.cliccalavoro.it>

<http://www.corriere.it/lavoro>

<http://www.fionline.it>

<http://www.kataweb.it/lavoro>

<http://www.kellyservice.it>

<http://www.jobonline.it>

<http://www.jobpilot.it>

<http://www.jobtel.it>

<http://www.monsteritalia.it>

<http://www.okkupati.rai.it>

<http://www.planetvillager.com>

<http://www.primolavoro.it>

<http://www.stepstone.it>

Recruitment agencies

<http://www.adecco.it>

<http://www.laborgroup.it>

<http://www.click4talent.it>

<http://www.intime.it>

<http://www.lavorint.it>

<http://www.lavoropiu.it>

<http://www.manpower.it>

<http://www.obiettivolavoro.it>

<http://www.temporary.it>

#### Newspapers

(With job offers once a week or often, the most of them with job offers online)

<http://www.corriere.it>

Il Corriere della Sera

<http://www.ilmessaggero.it>

Il Messaggero

<http://www.repubblica.it>

La Repubblica

<http://www.lastampa.it>

La Stampa

#### Websites for tendering procedures:

<http://www.gazzettaufficiale.it>

<http://www.comune.prato.it>

<http://www.concorsi.it>

#### Corporate information / Company databases

<http://www.guidamonaci.com>

<http://www.kompassitalia.com>

<http://www.infoimprese.it>

<http://www.paginebianche.it>

<http://www.paginegialle.it>

## POLAND

### Ministry of Labour and Social Policy

<http://www.mps.gov.pl>

Includes information about social security and pensions, family benefits, etc.

### Public Employment Service

<http://www.psz.praca.gov.pl>

### Job Search websites

<http://www.jobs.pl>

<http://www.jobpilot.pl>

<http://www.cvonline.pl>

Job offers in English and Polish

|   |  |
|---|--|
| <a href="http://www.mostwanted.com.pl">http://www.mostwanted.com.pl</a> | Professional IT - recruitment and training |
| <a href="http://www.tower.home.pl">http://www.tower.home.pl</a>         | Website for Graduates                      |
| Further useful websites   |  |
| <a href="http://www.nfz.gov.pl">http://www.nfz.gov.pl</a>               | National Health Fund                       |
| <a href="http://www.mgpiops.gov.pl">http://www.mgpiops.gov.pl</a>       | Ministry of Economy                        |
| <a href="http://www.zus.gov.pl">http://www.zus.gov.pl</a>               | Social Security in Poland (in Polish)      |
| <a href="http://www.polska.pl">http://www.polska.pl</a>                 | Useful information                         |

## UNITED KINGDOM

### Department for Work and Pensions

<http://www.dwp.gov.uk>

### Public Employment Services

<http://www.fas.ie>

<http://www.jobscentreonline.com>

<http://www.jobcentreplus.gov.uk>

<http://www.eures-jobs.com>

### Job search websites/recruitment agencies

<http://www.bradleycvs.co.uk>

<http://www.lifestyle.co.uk>

<http://www.ipl.co.uk/recruit/html>

<http://www.recruit-online.co.uk>

<http://www.rec.uk.com>

<http://www.aupairs.co.uk>

<http://www.banfu.com>

<http://www.britishservices.co.uk/empagen.htm>

<http://www.doctorjob.com>

<http://www.eurograduate.com>

<http://www.fish4.co.uk>

<http://www.hotel-jobs.co.uk>

<http://www.hotrecruit.co.uk>

<http://www.initium.demon.co.uk/joblink.htm>

|   |  |
|---|--|
| <a href="http://www.job-ops.co.uk">http://www.job-ops.co.uk</a>                         |  |
| <a href="http://www.job.co.uk">http://www.job.co.uk</a>                                 |  |
| <a href="http://www.joboptions.com">http://www.joboptions.com</a>                       |  |
| <a href="http://www.jobsearch.co.uk">http://www.jobsearch.co.uk</a>                     |  |
| <a href="http://www.jobserve.com">http://www.jobserve.com</a>                           |  |
| <a href="http://www.jobshark.co.uk">http://www.jobshark.co.uk</a>                       |  |
| <a href="http://www.jobshop.co.uk">http://www.jobshop.co.uk</a>                         |  |
| <a href="http://www.jobsite.co.uk">http://www.jobsite.co.uk</a>                         |  |
| <a href="http://www.manpower.co.uk">http://www.manpower.co.uk</a>                       |  |
| <a href="http://www.monster.co.uk">http://www.monster.co.uk</a>                         |  |
| <a href="http://www.museumjobs.com">http://www.museumjobs.com</a>                       |  |
| <a href="http://www.musiciansabroad.com">http://www.musiciansabroad.com</a>             |  |
| <a href="http://www.netjobs.co.uk">http://www.netjobs.co.uk</a>                         |  |
| <a href="http://www.overseasjobs.com">http://www.overseasjobs.com</a>                   |  |
| <a href="http://www.overseasjobsexpress.co.uk">http://www.overseasjobsexpress.co.uk</a> |  |
| <a href="http://www.personnelnet.com">http://www.personnelnet.com</a>                   |  |
| <a href="http://www.planetrecruit.co.uk">http://www.planetrecruit.co.uk</a>             |  |
| <a href="http://www.psr-agency.com/jobs">http://www.psr-agency.com/jobs</a>             |  |
| <a href="http://www.resortjobs.com">http://www.resortjobs.com</a>                       |  |
| <a href="http://www.sciencejobs.com">http://www.sciencejobs.com</a>                     |  |
| <a href="http://www.stepstone.co.uk">http://www.stepstone.co.uk</a>                     |  |
| <a href="http://www.thejob.com">http://www.thejob.com</a>                               |  |
| <a href="http://www.totaljobs.o.uk">http://www.totaljobs.o.uk</a>                       |  |
| <a href="http://www.ukworksearch.com">http://www.ukworksearch.com</a>                   |  |
| <a href="http://www.workthing.com">http://www.workthing.com</a>                         |  |
| <a href="http://www.jobs.tes.co.uk">http://www.jobs.tes.co.uk</a>                       | Academic/Teaching                                      |
| <a href="http://www.jobs.ac.uk">http://www.jobs.ac.uk</a>                               | Academic/University                                    |
| <a href="http://www.bigbluedog.com">http://www.bigbluedog.com</a>                       | Administration/Business                                |
| <a href="http://www.cefas.co.uk">http://www.cefas.co.uk</a>                             | Centre for Environment Fisheries & Agriculture Service |
| <a href="http://www.amrop.com">http://www.amrop.com</a>                                 | Executive  |
| <a href="http://www.careerpath.co.uk">http://www.careerpath.co.uk</a>                   | Executive  |

|   |   |
|---|---|
| <a href="http://www.cmasearch.com">http://www.cmasearch.com</a>                           | Executive   |
| <a href="http://www.cnainternational.co.uk">http://www.cnainternational.co.uk</a>         | Executive   |
| <a href="http://www.cntaylor.com">http://www.cntaylor.com</a>                             | Executive   |
| <a href="http://www.corpimg.com">http://www.corpimg.com</a>                               | Executive   |
| <a href="http://www.gilberttweed.com">http://www.gilberttweed.com</a>                     | Executive   |
| <a href="http://www.maxwellsearch.netfirms.com">http://www.maxwellsearch.netfirms.com</a> | Executive   |
| <a href="http://www.msi-search.com">http://www.msi-search.com</a>                         | Executive   |
| <a href="http://www.searchplus.co.uk">http://www.searchplus.co.uk</a>                     | Executive   |
| <a href="http://www.wmann.com">http://www.wmann.com</a>                                   | Executive   |
| <a href="http://www.esihbc.com">http://www.esihbc.com</a>                                 | Executives Packaging                                      |
| <a href="http://www.ilam.co.uk">http://www.ilam.co.uk</a>                                 | Institute of Leisure & Amenity<br>Development             |
| <a href="http://www.computerweekly.co.uk">http://www.computerweekly.co.uk</a>             | IT  |
| <a href="http://www.ilc-ltd.com">http://www.ilc-ltd.com</a>                               | Linguist jobs   |
| <a href="http://www.rln-north-west.com">http://www.rln-north-west.com</a>                 | Linguist jobs   |
| <a href="http://www.constructor.co.uk">http://www.constructor.co.uk</a>                   | Professional  |
| <a href="http://www.anyworkanywhere.com">http://www.anyworkanywhere.com</a>               | Seasonal jobs   |
| <a href="http://www.seasonworkers.com">http://www.seasonworkers.com</a>                   | Seasonal jobs   |
| <a href="http://www.natives.co.uk">http://www.natives.co.uk</a>                           | Seasonal jobs   |
| <a href="http://www.summerjobs.com">http://www.summerjobs.com</a>                         | Seasonal jobs   |
| <a href="http://www.ic-resources.co.uk">http://www.ic-resources.co.uk</a>                 | Semiconductors & EDA                                      |
| <a href="http://www.search-associates.com">http://www.search-associates.com</a>           | Teachers/Administrators                                   |
| <a href="http://www.thesis.co.uk">http://www.thesis.co.uk</a>                             | Times Higher Education Supplement<br>– Lecturers/Teachers |

#### Job Placement for Graduates

|   |  |
|---|--|
| <a href="http://www.careers.lon.ac.uk">http://www.careers.lon.ac.uk</a>   |  |
| <a href="http://www.groupgti.com">http://www.groupgti.com</a>   |  |
| <a href="http://www.hobsons.co.uk">http://www.hobsons.co.uk</a>   |  |
| <a href="http://www.milkround.co.uk">http://www.milkround.co.uk</a>   |  |
| <a href="http://www.napier.ac.uk/depts/careers/index.html">http://www.napier.ac.uk/depts/careers/index.html</a> |  |

#### Newspapers

|   |                 |
|---|-----------------|
| <a href="http://www.ft.com">http://www.ft.com</a> | Financial Times |
|---|-----------------|

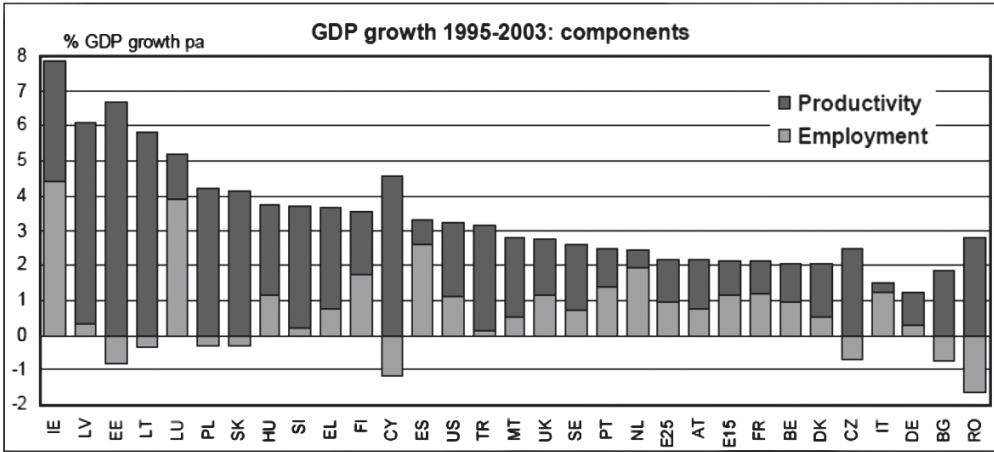
|   |                 |
|---|-----------------|
| <a href="http://www.independent.co.uk">http://www.independent.co.uk</a>       | The Independent |
| <a href="http://www.jobs.telegraph.co.uk">http://www.jobs.telegraph.co.uk</a> | The Telegraph   |
| <a href="http://www.jobsunlimited.co.uk">http://www.jobsunlimited.co.uk</a>   | Guardian        |
| <a href="http://www.the-times.co.uk">http://www.the-times.co.uk</a>           | The Times       |

#### Further useful addresses

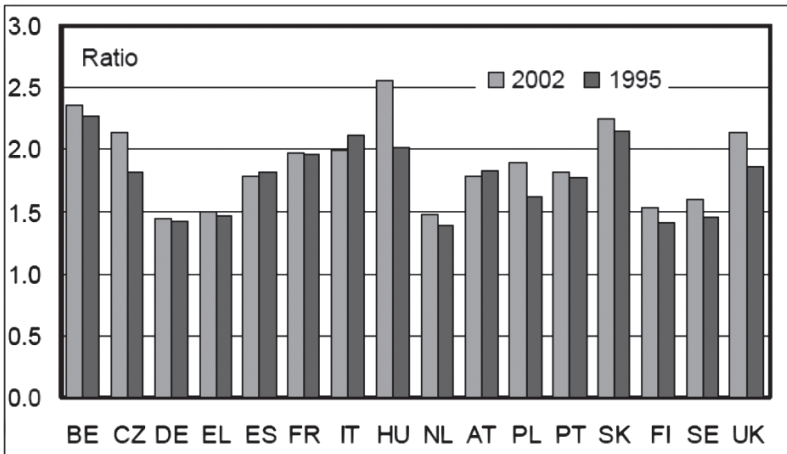
|   |                                     |
|---|-------------------------------------|
| <a href="http://www.dfes.gov.uk">http://www.dfes.gov.uk</a>                   | Department for Education and Skills |
| <a href="http://www.dti.gov.uk">http://www.dti.gov.uk</a>                     | Department of Trade and Industry    |
| <a href="http://www.homeoffice.gov.uk">http://www.homeoffice.gov.uk</a>       |                                     |
| <a href="http://www.inlandrevenue.gov.uk">http://www.inlandrevenue.gov.uk</a> | Taxation system                     |
| <a href="http://www.workpermits.gov.uk">http://www.workpermits.gov.uk</a>     |                                     |
| <a href="http://www.yell.co.uk">http://www.yell.co.uk</a>                     | Yellow Pages                        |



**Graph 1 GDP growth 1995-2003: productivity and employment**



**Graph 2 Regional disparities within Member States (ratio between GDP share of wealthiest and least wealthy 20% of regional population) 1995-2002**



## 5.D - Wages, Hours, Holidays

|                                     | UK  | France  |
|-------------------------------------|---|---|
| <b>When are wages usually paid?</b> | Weekly or monthly.  | Monthly, usually 13 month cycle.  |
| <b>Minimum wage</b>                 | <p>18-21 £4.10<br/>22+ £4.80</p> <p>For more information call the National Minimum Wage enquiry line on 0845 6000 678. Information is also available on the DTI website at: <a href="http://www.dti.gov.uk">http://www.dti.gov.uk</a></p> | <p>SMIC, index-linked</p> <p>Salaire Minimum Interprofessionnel de Croissance: latest rate from ANPE offices or web site.</p> |
| <b>Normal working week</b>          | 48 maximum (averaged over 17 weeks).  | 35 hours maximum  |
| <b>Overtime</b>                     | By collective agreement see: <a href="http://www.dti.gov.uk/er/index.htm">http://www.dti.gov.uk/er/index.htm</a>  | Over 35 hours.  |

| Germany   | Italy  | Poland   |
|---|--|--|
| By collective agreement.  | Up to 14 payments annually in some sectors. They are called " <i>tredicesima</i> " and " <i>quattordicesima</i> " and they are given in December and June. | Monthly.   |
| None. Collective agreements Working conditions, including wages are usually laid down by collective agreements and the Arbeitsgesetz - not only payment but also duties of employees in the different wage and salary brackets, details of working hours, annual leave and special payments such as holiday and Christmas bonuses. NB: in the construction industry minimum wages exist for nationals from other EU states working in Germany but posted there by a foreign employer. Other universally binding collective agreements involve traditionally low paid areas, e.g. security, hairdressing, industrial cleaning. | Sectoral minimum, set every 3 years.   | PLN 849,00 October 2005 – minimum wage reference point. The Labour Code, which lays down fairly complex provisions for holiday, overtime and wage entitlements, governs employment laws in Poland – check for full details.  |
| 48 hours maximum over six days.   | 40 hours, 48 maximum.  | Max. 8 hours per day, 40 hours per 5 day week or 48 hours with overtime in some cases October 2005 – minimum wage reference point. The Labour Code, which lays down fairly complex provisions for holiday, overtime and wage entitlements, governs employment laws in Poland – check for full details. |
| By collective agreement.  | 130-150% of normal.  | See above.   |

|                                  | UK  | France   |
|----------------------------------|---|--|
| <b>Holidays (minimum)</b>        | 20 days.  | 5 weeks.   |
| <b>Public Holidays</b>           | 8-9.<br>Employers are not obliged by law to recognise these.  | 11 days.   |
| <b>Maternity/Paternity leave</b> | A basic ordinary Maternity Leave allowance of 26 weeks. For employees with 26 weeks continuous service with their employer before the 15th week before the baby is due are entitled to an additional 26 weeks of additional Maternity Leave.<br>Employees must satisfy certain conditions.<br>Eligible employees can choose to take either one week or two consecutive weeks' paternity leave (not odd days).<br>For more details see <a href="http://www.dti.gov.uk/er/index.htm">http://www.dti.gov.uk/er/index.htm</a> | For mothers<br>16 weeks (if no child or just one child),<br>24 weeks (if already two children).<br>For fathers<br>11 days for a unique child. 18 days for more than a child.<br>All info on:<br><a href="http://www.legissimo.com/fpcongemater.htm">http://www.legissimo.com/fpcongemater.htm</a><br><a href="http://www.legissimo.com/fpcongater.htm">http://www.legissimo.com/fpcongater.htm</a> |

| Germany  | Italy   | Poland   |
|--|---|--|
| 24 days.   | Average 25-30 days.   | 20 days if employed <10 years, 26 days if >10 years.<br>October 2005 – minimum wage reference point. The Labour Code, which lays down fairly complex provisions for holiday, overtime and wage entitlements, governs employment laws in Poland – check for full details. |
| 10-14 days.<br>Depending on which federal state you are in.  | 10 days.  | 10-11 days.  |
| <p>Parental leave has replaced what used to be called childcare leave and can be organised flexibly. German legislation for this leave provides for many special cases, and this makes it rather complicated, so just a few of the regulations are mentioned here. Besides parental leave, means-tested childcare payments are also available for the first two years of a child's life. Parents are entitled to three years' parental leave per child, of which two must be taken by the time the child is three years of age with the employer's agreement, the third year can be taken up to the child's eighth birthday. You may work for up to 30 hours per week during parental leave.</p> | <p>Law n.53 of 8 March 2000 and the following decree n.151 of the 26th of March 2001 is the law protecting the right of the parents to take leave from their jobs in order to be with their children. Both, fathers and mothers can ask the permission to take care of their children, even if they are married or not, single or in couple, even if the children are adopted or entrusted to them. Each parent can have parental leave extended for a maximum of 6 months (all at once or spread out) but the couple can't exceed the maximum of 10 months. If you are an only parent you can take leave for a maximum of 10 months.</p> | <p>Maternity leave – 16 weeks, including 2 weeks of paternity leave (optional).</p>  |

## 5.E – Useful contact details per country

### FRANCE

#### DETAILS

#### RESOURCES

Private Employment Agencies

- A directory of private agencies:  
<http://www.ego.fr/inners/cabderec/search.php3>
- Other large agencies include:  
<http://www.adecco.fr>  
<http://www.vediorbis.com>  
<http://www.manpower.fr>
- Temping agencies in France:  
<http://www.yakeo.com/fr/interim/>

Self Employment

- <http://www.service-public.fr> (in chapter “*Etrangers en France*”)
- <http://www.apce.com/index.php> - To establish own business.
- <http://www.cci.fr> - For local chambers of commerce.
- <http://www.apcm.com/>

If your business is in trade or a cottage industry then contact your local *Chambre de Commerce et d’Industrie* or *Chambre des Métiers*.

Seasonal Work

- Disneyland Paris, Normal net Recrutement B P 110 BP100, 77777 Marne La Vallée Cedex 4  
<http://www.disneylandparis.com>  
email: [dlp.casting.fr@disney.com](mailto:dlp.casting.fr@disney.com)
- CIDJ - Centre de Documentation et d’Information Jeunesse  
<http://www.cidj.fr> – It has most seasonal vacancies.
- ANPE  
<http://www.anpe.fr> – It also has information on seasonal jobs.

Contracts

For detailed advice, including issues such as unfair treatment, contact your employer’s local *Inspecteur du Travail, Direction Départementale du Travail et de l’Emploi*.

## GERMANY

## DETAILS

## RESOURCES

Private Employment Agencies

Check under *Arbeitsvermittlung* in the telephone directory or look in *Gelbe Seiten* (Yellow Pages): <http://www.gelbe-seiten.de>

Self Employment

To be self-employed you must get a residence permit before entering the country, from the appropriate representative of Germany. The self-employed get a residence permit if qualified for the occupation they intend to work in. If you are starting a business and invest less than €1m and create less than 10 jobs your case is examined to see if it is in the economic or regional interest. Non-EU citizens also need a work permit. Self-employed construction workers must also register at a *Handwerkskammer* and a *Gewerbemeldestelle*:

<http://www.germany.info>

*Industrie- und Handelskammer Frankfurt am Main:*

<http://www.frankfurt-main.ihk.de> (link: *Starthilfe und Unternehmensförderung* → *Starthilfe für die Existenzgründung* → *Basisinformationen für Existenzgründer*).

Employers

<http://www.staufenbiel.de> (includes Employer database)

Seasonal Work

Zentralstelle für Arbeitsvermittlung (ZAV) Villemombler Strasse 76, 53123 Bonn

Tel.: + 49.228.713 0; Fax: + 49.228.7131111

email: [bonn-zav@arbeitsagentur.de](mailto:bonn-zav@arbeitsagentur.de)

<http://www.zav.de> (link: *Ihre Agentur für Arbeit* → *besondere Dienststellen* → *Zentralstelle für Arbeitsvermittlung*).

## ITALY

## DETAILS

## RESOURCES

Private Employment Agencies

Must be authorised by the Ministry of Labour. Find them (*agenzie di lavoro temporaneo / agenzie del lavoro*) in *Pagine Gialle*: <http://www.paginegialle.it>

Self Employment

You need a residence permit, enrolment in a Chamber of Commerce and 3 years experience in the work. See under Your Europe: <http://europa.eu.int>

Seasonal Work

Find out more from the Euroguidance Resource Centre: <http://www.centrorisorse.org>

Contracts

See national collective agreements at: <http://www.cnel.it> - *Consiglio Nazionale Economia Lavoro*.

## POLAND

## DETAILS

## RESOURCES

## Private Employment Agencies

Look for private agencies' own websites – see Links below. The Ministry of Labour and Social Policy also keep a register of recognised private agencies: <http://www.psz.praca.gov.pl/npp>.

## Self Employment

If starting and managing a company in Poland you don't need a work permit.

For more information on setting up your own business here contact:

- Polish Information and Foreign Investment Agency: <http://www.paiz.gov.pl>

or

- Polish Agency for Enterprise Development (PAED): <http://www.parp.gov.pl/en/>

PAED offers a hotline for information on a range of subjects relevant to starting a business in Poland including the tax system, access to technology, finding business partners and sources of finance.

## Private Employment Agencies

Employment Agencies (also known as "personnel consultants")

Recruitment & Employment Confederation (REC): a trade association of recruitment agencies, provide a list of licensed agencies. Graduates should register with My Prospects at: <http://www.prospects.ac.uk>

Employment Agencies

Recruitment & Employment Confederation [REC]

36 - 38 Mortimer Street , London, W1N 7RB

Tel.: +44.800.320588

<http://www.rec.uk.com>

<http://www.jobseekers-uk.com>

## Seasonal Work

This type of work is more readily available during the summer months, typically, in hotels, factories, farms, holiday centres, etc.

## Voluntary work

The International Voluntary Service (IVS)

Old Hall, East Bergholt

Colchester, CO7 6TQ

Tel.: +44.1206.298215; Fax: +44.1206.299043

<http://www.ivs-gb.org.uk/>



ANNEXES TO  
**CHAPTER 6**

## 6.A - Selected websites to find an internship in each country

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### FRANCE

#### Useful information websites

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Regional Chambers of Commerce can provide list of companies. Here are some websites addresses for specific regions:

<http://www.ccip.fr>

<http://www.ccielyon.com>

<http://www.ccif-marseille.com>

This one is the general one: <http://www.acfci.cci.fr>

The official site of the National Employment Agency (ANPE) can provide tips and useful information to contact French companies: <http://www.anpe.fr>

- Contact French representing organisations in your country: The French consulates.
- *la Mission Economique Française* (French Chamber of Commerce in foreign countries): <http://www.missioneco.org>
- *la Chambre de Commerce et d'Industrie française* (French Chamber of Commerce and Industry): <http://www.uccife.org>

Consult company directories:

A directory of European companies (available in several languages): <http://www.europages.org>

A worldwide company directory: <http://www.kompass.fr>

The directory of French importers and exporters: <http://www.telexport.tm.fr>

Consult the sites of big French companies with subsidiaries all over the world:

[http://www.expatries.diplomatie.gouv.fr/bouquet/default.asp?id\\_dossier=131&parent\\_id=13](http://www.expatries.diplomatie.gouv.fr/bouquet/default.asp?id_dossier=131&parent_id=13)

Consult the general and specialised French press. The specialised press is highly developed in France. Here some examples about general information:

*Le Monde*, a daily newspaper available free on Internet: <http://www.lemonde.fr>

*L'Express*, a weekly paper available free on Internet: <http://www.lexpress.fr>

About economic information:

*La Tribune*, a daily paper available free on Internet: <http://www.latribune.fr>

*Les Echos*, a daily paper available on internet, payable <http://www.lesechos.fr>

*L'Usine nouvelle*, a weekly paper on executives, on company activities: <http://www.usinenouvelle.com>

*L'Expansion*, a weekly paper on economic life in France, employment opportunities for executives: <http://www.lexpansion.com>

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**Main databases with internship offers**

To introduce students and young graduated AFIJ provides links with French companies offering internships: <http://www.afij.org> - <http://www.demain.fr>

The employment Service of channel Canal+ : about 60 new job and work placement vacancies each day listed by region, *departement* and activity field.

<http://www.etudis.com> - A general site providing a database of work placement and first job vacancies including all French qualifications from the lowest level to postgraduate studies. You can make a selection by activity fields (29 activity fields presented) and by geographical areas. Possibility to register a CV.

<http://www.cidj.fr> - *Centre d'Information et de Documentation Jeunesse*, Youth Information Centre. It gives access to a database of work placements classified by geographic area, activity field, level of study. You can also have access to summer jobs opportunities in France.

<http://www.letudiant.fr> - A first job service for graduate students. About 500 job positions presented in the database. You can make a selection by level of studies, activity fields, positions in the company, parts of France or foreign countries. You can leave you CV on line and get tailor-made services.

<http://www.kapstages.fr> - The first free website fully dedicated to training and internship in Europe.

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**Some specialised sites**

<http://www.bale.fr> - Common site of the TV magazine *Télérama* and of the *Institut National de l'Audiovisuel*. Work placement and job in the field of audio visual and communication in France and abroad.

<http://www.culture.enligne-fr.com/> - It offers in cultural areas.

<http://www.lhotellerie.fr> - In catering and hotel areas.

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## GERMANY

### Useful information websites

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The Chamber of Commerce provides useful information on German companies listed by economic and geographical areas and helps to find a Praktikum: <http://www.dihk.de> - <http://www.ahk.de>

The following websites are also helpful to find companies in Germany: <http://www.abconline.de> - <http://www.firmenfinden.de> - <http://www.hoppenstedt.de> - <http://www.staufenbiel.de>

The website from the Federation of German Trade Unions (DGB) offers helpful information about internships and jobs in Germany but also a list of companies with the so-called title "*fair Praktikumsbetrieb*", etc.: <http://www.students-at-work.de> - <http://www.dgb-jugend.de>

The German Federal Employment Agency offers a database on the internet for companies and students and everybody who is offering or searching for internships or jobs in Germany: <http://www.arbeitsagentur.de>

*abi-Berufswahlmagazin*: <http://www.abimagazin.de>

*uni-Magazin*: <http://www.unimagazin.de>

A lot of large-enterprises offer the possibility for students or diploma holders to absolve a Praktikum or a special trainee before, during or after university at their companies. The website: <http://www.top500.de> presents a list of the 500 top German companies with further information.

The Mediamonster provides a database for the whole German Press: <http://www.mediamonster.de>

## Main databases with internship offers

<http://www.prabo.de>  
<http://www.praktikum.de>  
<http://www.praktikum-online.de>  
<http://www.praktikum-service.de>  
<http://www.praktikum.info>  
<http://www.praktika.de>  
<http://www.studserv.de>  
<http://www.praktikums-boerse.de>  
<http://www.unicum.de>  
<http://www.hobsons.de>  
<http://www.campus-topline.de>  
<http://www.jobs3000.net>  
<http://www.karriere.de>  
<http://www.jobber.de>  
<http://www.jobboerse.de>  
<http://www.jobpilot.de>  
<http://www.wiwo.de/praktikumsboerse>  
<http://www.fairjobbing.net>  
<http://www.karriere.unicum.de>  
<http://www.akademiker-online.de>  
<http://www.berufsstart.stepstone.de>  
<http://www.unister.de>

Information about local possibilities to find a *Praktikum* are available from:

Career Preparation/Career Service for Students, Academic Staff and Employers, Ludwigs-Maximilian University Munich:  
<http://www.s-a.uni-muenchen.de>  
<http://www.koop-dgb.uni-halle.de>  
<http://www.job-chance-berlin.de>  
<http://www.praktikum-niedersachsen.de>

These websites provide students the possibility to search for internships or jobs in the building industry/ engineers, architects or automobile etc.:  
<http://www.bau.net/inserate>  
<http://www.deutsche-bauzeitung.info>  
<http://www.automotive-job.net>

These websites offer an internship database especially for the marketing industry, advertising industry, communication and internet branch for companies and students:  
<http://www.absolutebeginners.de>  
<http://www.werbeagentur.de/service/jobboerse>

This website offers jobs and internships for school pupils and students. It also presents information about regularities for school pupils:  
<http://www.schuelerjobs.de>

## Some specialised sites

Examples for companies with trainees in Germany:

- *Siemens Germany* offers possibilities for school-leavers, students and diploma holders: <http://www.siemens.de>
- *Procter & Gamble Service GmbH Germany* provides over 100 *Praktikplätze* for students in Germany: <http://www.pgcareers.com/praktika>
- *Merck KGaA Germany Merck* operates in the Pharmaceuticals and Chemicals business sectors: <http://www.merck.de>
- *Fraunhofer-Gesellschaft zur Förderung der angewandten Forschung e.V.* is in charge with research in all fields of the engineering sciences: <http://www.fraunhofer.de>
- *Lufthansa*: [http://www.be-lufthansa.com/jobs\\_und\\_karriere.html](http://www.be-lufthansa.com/jobs_und_karriere.html)
- *Adidas-Salomon*: [http://www.adidas-group.com/de/careers/emerging\\_employees/work\\_placement/default.asp](http://www.adidas-group.com/de/careers/emerging_employees/work_placement/default.asp)
- *Deutsche Telekom*: <http://www.telekom.de/sas/karriere>
- *Bayer AG*: <http://www.mybayerjob.de/wms/byhr/index.php?language=1>

And more...

## ITALY

### Useful information websites

Among the employers' associations UNIONCAMERE is particularly interesting with its *Progetto Polaris*, that is a project for guidance and study joint to work between the companies and the training Systems. The web page POLARIS: <http://www.polaris.unioncamere.it> - represents the contact point between students, schools, universities, companies and cameral operators and offers different services.

*IFOA, Training Centre and Services of the Chambers of Commerce*, has been operating since 1972 to train young resources in the emerging professional profiles and the most requested on the work market. The project, activated as training and internships allows graduated and undergraduate students to carry out a training/internship in the industrial field. For further information: <http://www.ifoa.it> - Via G. D'Arezzo, 6 - Reggio Emilia - Tel.: +39.0522.329210; Fax: +39.0522.284708

*Confindustria and Work Department* have promoted the project *Minerva-Vulcano*: <http://www.minerva-vulcano.it> - this web page is like a large "community on line" where education and the working world can meet and communicate every day. The Training Data Base (BDS) collects and shares (after a quick and free registration) the training offers of the firms divided in regions and professions. Here are the addresses of some national companies that offer training opportunities within their organisation structure:

**BAYER**: <http://www.bayer.it> - the maximum training length at Bayer's is 6 months for any kind of study address. The trainee receives a weekly contribute and in case he/she is not resident in Milan or in Italy, an expenses reimbursement.

**BENETTON**: <http://www.benetton.com/career> - they offer three months training at the leading firm in the field of clothing. Technical-scientific studies are preferred.

**BMW ITALIA**: <http://www.bmw.it> (at "human resources"). The Italian branch of BMW offers the possibility to graduated in engineering, administration and foreign languages.

**BULL**: <http://www.bull.it> - (at "training at Bull"). A computer programming firm generally offers 6 months trainings also to graduated students in Economics and administration. The undergraduate or the graduate candidate can apply anytime by sending a curriculum.

**TELECOM ITALIA**: <http://www.wireline.telecomitalia.it> - in the section "JOB " of Telecom Italia-Wireline are available information on the selection project and on professional development, the offers are on line and it is possible to send your CV. The training lasts 6 months at the after-sales.

**CARREFOUR ITALIA**: <http://www.carrefouritalia.it> - training/internship of a maximum length of 6 months for students and just graduated students at one of the various firm competences at the firm's headquarters or in the shops. A Manager who is also the Tutor and introduces the trainee in the working environment, thus facilitating his/her entrance at work and professional choices, follows the internship. A monthly reimbursement is offered.

**BARILLA**: <http://www.barillagroup.it> - training for young graduates and undergraduates are the main admission channel to start a career at Barilla. The internships are bound to specific projects that are developed in the various firm's areas and at about last 6 months so that the trainee can fit better in the organisation and make the best of the training experience. During the training a tutor follows the trainee. The training availability has to be stated in the application form. New training selections for every firm area are made anytime during the year.

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### Main databases with internship offers

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<http://www.eurocultura.it> - A cultural association that offers various services as well as information and assistance for the research of trainings in the countries of the European Community. Issues the newsletter "Muoversi" via email on international mobility.

<http://www.jobadviser.it> - Trainings and job opportunities with firm descriptions, send applications directly to the company for the most interesting opportunities, follow the tips on how to write a CV and the cover letter. There is also an updated calendar of the Career Day and a section about trainings and internships.

<http://www.linklavoro.it> - By clicking on the info section and services-trainings it is possible to enter the data base and at the training research page it is possible to visualize the Italian companies that offer training opportunities with the opportunity of a direct access to the web page of the chosen firm. The research can be carried out checking the regions or the industrial field of interest.

<http://www.info-stage.it> - A training portal, set up with the aim of putting the students in touch with the firms that offer training and internship opportunities.

<http://www.jobtel.it> - Portal of orientation and work placement as well as the introduction of young people in the working world. At the section "chances and opportunities" there are lists of – trainings and internships. There is also a useful and reasoned guide to the main web pages an a good list of training opportunities, useful tips, general information about the world of work, dossiers about various themes and samples of CVs and cover letters, etc.

<http://www.4-stars.it> - *FourStars* is an association specialized in the field of training and work, in particular in the field of orientation and selection of human resources, with the appointment of the Regione Lombardia, ESF<sup>2</sup> and Ministry of Welfare. During its three years of activities it has placed an average of six thousand people, an average of 150 trainings activated every month, with more than a thousand associated firms. Moreover *Fourstars* organises free guidance and training courses, for undergraduates and graduated students. In the last minute training section there are training offers and it is possible to send or update your CV on line.

**ENI:** <http://www.eni.it> (see under "*lavora con noi-stage*"). The web page of the ENI group has a section dedicated to the students about where to apply to attend an internship, courses or a master course. On the same page you can also check the job offers for young graduated students in scientific disciplines. The training programme, run by Eni Corporate University, is for young graduated students with the following requisites: Specialised degree or equivalent title of the old rules in Economics and Administration and Engineering obtained not longer than 18 months before the application at one of the Universities with an agreement with Eni. The graduation grade cannot be under 100/110 (or 90/100); certified knowledge of English; not older than 29. Training/internships last 6 month and are at Eni's structures or at its partner companies. Every trainee is followed by a firm tutor who assists her/him during the project shared with the University of the trainee. A contribution to expenses is included.

**ENEL:** <http://www.enel.it> - Enel offers short but meaningful experiences in its organisational structures, to graduated students and students attending specialisation courses. Applications are selected among those sent by the Universities or by the Specialisation Schools that are part of special conventions. The internship last to a maximum of 12 months, and include moments of technical studies and practical training, through the partaking to innovative activities and firm projects.

<http://www.sportellostage.it> – A free public service by ACTL from 1999. It began as a pilot project in cooperation with the Department of Work, ESF, Regione Lombardia and Corriere Lavoro, offers to young people, companies and intermediate Bodies a service for the promotion and the diffusion of guidance internships (*tirocini orientativi*), training and internships with operative support and specialised assistance. Under training offers there are detailed descriptions of the offers made by many Italian firms with information about the length, the requested study title and reimbursements, etc.

ACTL also organises professional guidance workshops, seminars and congresses.

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## POLAND

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The country is lagging behind as far as internship organisation system is concerned, no Internet websites on these topics are available and no websites on addresses of national companies offering internships or magazines on the subject. At the moment Poland is not considered an interesting country in which apply for an international working placement, the language is still the major problem.

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## UNITED KINGDOM

### Useful information websites

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Here some useful information websites in the UK:

<http://www.apprenticeships.org.uk>

Apprenticeships are a structured programme of training leading to a recognised qualification, covering a wide range of occupations. Trainees get the opportunity to work for an employer, learn on the job, build up knowledge and skills and gain qualifications and earn some money at the same time. Apprenticeships are available at different levels. Foundation Degree can be undertaken following an Advanced Apprenticeship.

<http://www.dfes.gov.uk> - Department for Education and Skills.

[http://www.hcima.org.uk/content/jobs\\_placements/documents/jobs\\_contacts.html](http://www.hcima.org.uk/content/jobs_placements/documents/jobs_contacts.html) - Journal of Vocational Education and Training is a fully refereed international journal that publishes scholarly articles addressing the development of practice and theory in work-related education, wherever that education occurs.

<http://www.activate.co.uk> - This website combines jobs for students with jobs for graduates. The site also contains a search engine for holiday jobs and other types of jobs.

Worth trying recruitment agencies, too. Many of these can be found in the Yellow Pages.

<http://www.doctorjob.co.uk/WorkExperience> - It gives basic information about the UK situation regarding work placements and advice on how to go about looking for a placement.

[http://www.bbc.co.uk/radio1/onelife/work/options/placement\\_before.shtml](http://www.bbc.co.uk/radio1/onelife/work/options/placement_before.shtml) - Advice on work placements.

<http://www.ruralnetuk.org/employability/seekres.htm#exp> - Links for people with disabilities.

<http://www.chamberonline.co.uk> - British chamber of commerce.

<http://www.nebpn.org/> - The NEBPN is the umbrella organisation and national voice for Education Business Partnerships working in the UK.

[http://www.blis.org.uk/jobs\\_Search.aspx](http://www.blis.org.uk/jobs_Search.aspx) - BLIS Jobs – the job site for people with languages.

[http://www.grb.uk.com/work\\_experience.O.html](http://www.grb.uk.com/work_experience.O.html) - Graduate Recruitment bureau.

<http://www.careerscope.info/gapzone> - Information on work experience is disseminated to student, employers and practitioners through their website: <http://www.work-experience.org> - this website also allows students attending a UK university to search for suitable placements.

## Main databases with internship offers

*Placement UK* is a free service designed to help European undergraduates find internships in UK. Work placements are open to any EU undergraduate, or graduate studying for a further degree. The student's institution must provide the student with a placement agreement for the whole duration of the placement. For more details see: <http://www.placementuk.org>

*Trident Transnational* organises full-time work placements with UK-based companies for European and international candidates aged 18 to 30 years. European Union and European Economic Area (EEA) students and graduates can apply for the work experience and working holidays programmes of 6 to 52 weeks' duration. For more details see the Trident Transnational website: <http://www.trident-transnational.org>

*European Work Experience Programme Ltd* offers paid work placements for people aged 18 to 28 years old and who are from the European Union and nationals from Norway, Iceland, Switzerland and Liechtenstein. Most of the positions are in the catering and sales industries, within the Greater London area and throughout England. For more information see: <http://www.ewep.com>

*Eagle UK Work Experience Programme* arranges work experience placements for students within British and Irish companies. For more details see: <http://www.eagle-uk.demon.co.uk>

Students undertaking a full degree course in the UK can search for work placements on the *National Council for Work Experience*: <http://www.work-experience.org>

It is also possible for students to approach companies directly. Contact details for companies can be found in directories such as the *Yellow Pages*: <http://www.yell.com> - which list businesses by type of business and location.

<http://www.support4learning.org.uk/home/index.cfm> - This site contains an extensive list of organisations and companies who can offer work placements in diverse fields.

<http://www.step.org.uk> - An organisation which places undergraduates into small - medium sized companies.

<http://www.hcima.org.uk/HAVE/Page.asp?ID=1> - The *HAVE Project* is a scheme that has been designed for students of any discipline who don't have a structured work placement as part of their course and who work in the hospitality, leisure, sport or tourism industries, either part-time or during vacations. HAVE will help you to get the most from your part-time job and will also assist you with the collection of evidence of your personal development. To find out more about the scheme visit the dedicated website and start to prepare your portfolio for the future.

<http://www.enhanceuk.com> - *ENHANCEUK* assist businesses of all sizes across London and the Southeast regions with their specialist resourcing capacity within recruitment by offering the expertise of Graduate calibre candidates for issues such as the following:

- To solve possible skill shortages through short term placements.
- Manage development projects over an on-going contractual period.
- Source and select the very best talent for permanent placement opportunities.

<http://www.ciee.org> - *CIEE (Council on International Educational Experience)* provides quality work experience and exchange programmes and services for individuals, employers, communities and educational institutions.

## 6.B - Existing projects on internships in Europe which can be relevant

| Project name and Internet address  | Useful information contained   |
|--|--|
| <p><b>Transit</b><br/> <a href="http://www.transit-formation.org">http://www.transit-formation.org</a></p> | <p>A Leonardo project ended in 2004. Its outputs. Training modules, guidance, technical handouts and information handouts that have a dual role: they can be used for the preparation for young people for transnational placements, by organisations hosting such young people, as support materials for those in an advisory role and those responsible for monitoring and evaluating young people. You can also use this material for training all personnel involved in the mobility of young people. All these products are available in English and in the language in which they were developed. They are classified by topic and language. The products can be downloaded free from the internet providing you identify yourselves (for statistical research) and agree not to commercialise them. Certain modules are concerning mobility for work placement.</p>   |
| <p><b>Eu-NEXT</b><br/> <a href="http://www.eu-next.org">http://www.eu-next.org</a></p>                     | <p>A Leonardo network project (November 2004- October 2007) of 11 countries, 30 partners. The promoter is the <i>Pôle Universitaire de Bordeaux</i>. 10 French <i>Pôles universitaires</i> are involved in the project. The aim is to create a "European network of experts" in the field of mobility for placements. Expected outputs: a selection of existing "products" in this field (mobility management tools, linguistic tools, databases of offers and requests, tutoring, evaluation...); the identified "products" are evaluated according to an evaluation process which has been built by the partnership; a website where these "products" will be available and the beginning of a real network of experts composed with volunteer partners, who will commit to make the network live after the end of the project. Currently, a team is working on the definition of the network: missions and activities, organisation, tools, funds. The objective is that, in each European country, there is one or several "reference points" who can give the most complete and updated information about placements in their own country and about mobility for placements within Europe (a kind of Euroguidance network for placements) and help mobility managers.</p> |

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## **EUROMOST - EUROpe- Mobilité-Stages (Europe- mobility-internship)**

<http://www.euromost.org>

It aims at promoting professional mobility from and towards Central and Eastern European Countries (CEEC). It concerns whoever that is interested by a professional experience, whether he/she is doing an internship or is already working.

Promoter: Pôle universitaire de Lorraine. Partners: Belgium, Portugal, Hungary, Czech Republic, Slovaquie, Romania, Poland, Latvia. End of the project: September '06.

The website proposes:

- Cultural guides in order to better know CEEC (historical, geographical, economical; free access modules).
- A linguistic heading enabling to identify different training courses and learning methods of the main languages from Central and Eastern Europe.
- A database of placements and jobs opportunities.

General guidelines to do an internship or have a professional activity in France, Belgium, Portugal, Poland, Czech Republic, Slovakia, Hungary and Romania. Available in several different languages. All guides are also available in English.

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ANNEXES TO  
**CHAPTER 7**

## 7.A - A list of the oldest universities in the world

- University of Bologna, Bologna, Italy, founded in 1088
- University of Paris, Paris, France, founded c. 1150 (now split among several autonomous universities).
- University of Oxford, Oxford, England, founded before 1167.
- University of Modena, Modena, Italy, founded in 1175.
- University of Cambridge, Cambridge, England, founded c. 1209.
- University of Salamanca, Salamanca, Spain, founded in 1218.
- University of Montpellier, Montpellier, France, founded in 1220.
- University of Padua, Padua, Italy, founded in 1222.
- University of Naples Federico II, Naples, Italy, founded in 1224.
- University of Toulouse, Toulouse, France, founded in 1229.
- University of Siena, Siena, Italy, founded in 1240.
- University of Coimbra, Coimbra, Portugal, founded in 1290 in Lisbon.
- Universidad Complutense de Madrid, Madrid, Spain, founded in 1293 in Alcalá de Henares.
- University of Lleida, Lleida, Spain, founded in 1300.
- University of Rome La Sapienza, Rome, Italy, founded in 1303.
- University of Pisa, Pisa, Italy, founded in 1343.
- Charles University of Prague, Prague, Czech Republic, founded in 1348.
- University of Pavia, Pavia, Italy, founded in 1361.
- Jagiellonian University, Kraków, Poland, founded in 1364.
- University of Vienna, Vienna, Austria, founded in 1365.
- University of Pécs, Pécs, Hungary, founded in 1367.
- Ruprecht Karls University of Heidelberg, Heidelberg, Germany, founded in 1386.
- University of Ferrara, Ferrara, Italy, founded in 1391.
- University of Würzburg, Würzburg, Germany, founded in 1402.
- University of Leipzig, Leipzig, Germany, founded in 1409.
- University of St. Andrews, St. Andrews, Scotland, founded in 1412.
- University of Rostock, Rostock, Germany, founded in 1419.
- Catholic University of Leuven, Leuven, Belgium, founded in 1425, now split between the French-speaking Université catholique de Louvain, Louvain-la-Neuve and the Dutch-speaking Katholieke Universiteit Leuven, still at Leuven.
- University of Poitiers, Poitiers, France, founded in 1431.
- University of Glasgow, Glasgow, Scotland, founded in 1451.
- University of Istanbul, Istanbul, Turkey, founded in 1453.
- Ernst Moritz Arndt University of Greifswald, Greifswald, Germany, founded in 1456.
- Albert Ludwigs University of Freiburg, Freiburg, Germany, founded in 1457
- Basel University, Basel, Switzerland, founded in 1460.
- Uppsala University, Uppsala, Sweden, founded in 1477.
- Eberhard Karls University of Tübingen, Tübingen, Germany, founded in 1477.
- University of Copenhagen, Copenhagen, Denmark, founded in 1479.
- University of Aberdeen, Aberdeen, Scotland, founded in 1494.
- University of Santiago de Compostela, Galicia, Spain, founded in 1495.

## 7.B - Some examples of the oldest non-university higher education institutions

- Shangyang (Shang means high and Yang means school) originated before 21st century BC in China.
- The imperial Nanjing University founded in 258 as a result of the evolution of Shangyang and to be the first comprehensive institution combining education and research and consisted of five faculties in 470.
- Nalanda University established by the 5th century BC in India.
- Al-Azhar University founded in 988 in Egypt.

